

Job Description

Job Title:	Casual Teacher
Dept/ Project/ Service:	Training and Learning Centre
Grade:	N/A
Reports to:	Manager TLEC
Direct Reports:	N/A
Usual Office Base:	Bandar Seri Begawan

Job Purpose

To deliver English and Malay language training to groups or individuals as specified by the Manager of Training, Learning and Examinations Centre.

Job Objectives

1. To teach EFL, MFL, ESP and YL courses
2. To seek to extend personal knowledge and theory of English Language Teaching practices
3. To keep up to date with current educational thinking and practice

Job Scope

Job holder will be based in Bandar Seri Begawan but may be required to work off-site at the Kuala Belait facility or at client's training facilities. Hours vary according to demand and teacher availability.

Person Specification

Knowledge	
Essential: ▪ Native or native-like English and Malay speaker ▪ Knowledge of current EFL teaching practices and strategies ▪ First degree or equivalent	Desirable: ▪ Internationally recognised EFL or ESOL qualification (CELTA, Cert. Trinity ESOL, ICALT) ▪ Facilitation of Corporate training ▪ Knowledge of cultural factors that influence teaching and learning
Experience	
Essential: • At least two years' experience teaching ▪ Good interpersonal/communication skills ▪ Flexible student-focused teaching style	Desirable: ▪ At least two years' experience teaching EFL/ESOL ▪ Facilitation experience on corporate training and/or teaching business English
Skills	
Essential: ▪ Cultural adaptability ▪ Genuine passion and interest in learning and teaching ▪ Professional adaptability, flexibility and resilience ▪ Team player who will share knowledge with CfBT and Bruneian colleagues ▪ Excellent interpersonal skills ▪ Excellent administrative skills including teaching work records, student learning progress, curriculum design documents	Desirable: • Proficient use of Word, Excel, PowerPoint • Speaker of an additional language other than English and Malay

Commitment to Safeguarding

A commitment to safeguarding and promoting the welfare of children is essential. Specifically:

Personal Professional Qualities

- Must have a clear commitment to safeguarding children and young people in all circumstances.
- Must have a clear commitment to implementing and adhering to Education Development Trust's safeguarding and child protection policies and reporting procedures, ensuring the safety, health and well-being of children and students is maintained at all times.

Additional Duties

- Responsibility to provide a safe and respectful environment in which children can learn.
- Responsibility to remain vigilant and follow Education Development Trust's child protection reporting procedures if you have a child protection concern.
- Responsibility to ensure all safeguarding concerns are reported and recorded as per Education Development Trust's safeguarding and child protection policies and reporting procedures.

Key Competencies for the Role

Our Values	Key Competency 1	Key Competency 2
Excellence - Creating and Leading Success	Delivering excellent service	Creating value
Integrity - Supporting and Building Trust	Communicating with impact and empathy	Following through responsibilities
Accountability - Delivering and Improving	Driving performance	Developing self and others
Collaboration - Engaging and Partnering	Building effective relationships	Engaging others to achieve goals

Core Competencies

CfBT's core competencies reflect the values of the organization and behaviours that underpin performance for all jobs.

Commitment

- Has a clear understanding of role and how it relates to the teams and CfBT Education Trust's objectives
- Demonstrates dedication and enthusiasm towards role and clients, the aims of the team and the values of CfBT Education Trust.
- Represents CfBT Education Trust positively by providing a professional service to internal and external clients
- Seeks and acts upon feedback from both internal and external sources.

Working together

- Acts as a team player and actively supports team objectives
- Is reliable in delivering own objectives and cooperates to support others
- Shows consideration for the feelings and needs of others and the context within which they work
- Demonstrates an understanding of what makes an effective team, the value of diversity, and the strengths and skills of others.

Open and honest communication

- Communicates openly and honestly, giving consideration to others' views and feelings, and allowing for discussion
- Listens to others, and questions when unclear to ensure mutual understanding
- Gives and receives feedback sensitively to create an environment of openness and trust where issues can be discussed constructively.

Creating success

- Is focused on meeting objectives on time by ensuring tasks are planned and prioritised.
- Is prepared to ask for support from colleagues/line manager when required, to help meet objectives.
- Sets challenging targets that support personal development and is willing to perform above and beyond these when called to do so.
- Shows a commitment to creating success through actions, decisions and initiatives.

Managing Change

- Is willing to take on new tasks and to try new ways of working
- Demonstrates resilience, remains focused through periods of change or challenge
- Demonstrates flexibility and responsiveness and can adapt to changing business needs.

Seeking and sharing knowledge

- Shares information with others and actively seeks information for the benefit of themselves, team and CfBT Education Trust
- Seeks to develop effective and efficient ways of working at individual, team and organizational level.
- Sees mistakes as an opportunity to learn and encourage others to think in the same way.

Professional Values, Attributes and Conduct

The standards for professional values, attributes and conduct apply at all levels of responsibility. They incorporate the Core Competencies that apply to all CfBT Brunei staff.

Expectations for Learners

- ☐ You are committed to helping learners to do the best they can and you expect the best from them.
- ☐ You establish and enjoy respectful and constructive relationships with them.

Values and Attitudes

- ☐ You have positive values and attitudes demonstrated because you:
 - Show dedication and enthusiasm towards your job, promoting the goals of your school when you can, and the values of CfBT Brunei.
 - Get tasks finished on time
 - Are prepared to go the extra mile when the situation demands it
 - Persevere with actions until they are completed properly.

Relations with Colleagues and Stakeholders

- ☐ You know that colleagues, parents and other agencies can all contribute to learners' education and well - being:
 - Sharing information openly, observing the need to keep some sensitive data confidential, and respecting the views of others.
 - Representing CfBT Brunei positively by providing a professional service.
 - Understanding how your role fits with the values held by CfBT Brunei.

Team Work

- ☐ You work well with your teams (e.g. TLC, Education Department, Exam Centre):
 - Being a team player and working to achieve team goals.
 - Always doing what you say you will do.
 - Considering the feelings and needs of others.
 - Recognising that everyone has a part to play in the team's success.

Adaptability

- ☐ You are prepared to adapt to changes:
 - Being willing to take on new tasks and to try new ways of doing things.
 - Looking for ways to improve existing methods of working and sharing them with others.
 - Staying confident in your ability, decisions, opinions and judgment during times of change.
 - Keeping calm when faced with opposition or when working under stress.
 - Offering ideas to improve the effectiveness and efficiency of your work.

Communication

- ☐ You communicate effectively, letting other people have the information they need to know in a way they understand:
 - Conveying timely and relevant information about learner's attainment, progress and well-being.
 - Developing good working relationships.
 - Listening to others, and asking questions when unclear.
 - Reporting areas of concern outside of your control to your line manager.

Managing own performance and development

- ☐ You keep your knowledge and understanding of your professional duties up to date and are committed to improving your practice:
 - Reviewing the effectiveness of your work and its impact on learners' progress.
 - Taking part in appropriate coaching and mentoring and acting upon advice and feedback.
 - Recognising mistakes as an opportunity to learn.
 - Evaluating the impact of professional development activities on your practice and on those you teach or manage.

Professional Duties

These duties combined with the *Core Competencies* and *Professional Values, Attributes and Conduct* guidelines constitute the professional duties that you will be required to perform.

Planning

- a) To demonstrate a sound knowledge of the syllabus, scheme of work and role of English within the EFL/MFL class, the YL class or ESP class you are teaching.
 - i. By planning lessons which take into account the client's aims, syllabus and/or students' learning needs.

- b) To prepare a coherent teaching programme which ensures continuity and progression.
 - i. By providing adequate work records for EFL/MFL classes, YL classes and by maintaining and developing ESP curricula.
- c) To prepare lessons in accordance with the scheme of work and relevant examination system, if necessary.
 - i. By specifying suitable aims and objectives, procedures, aids and materials, taking into account individual needs and characteristics.
 - ii. By incorporating a balance of activities and patterns of interaction to develop students' accuracy and fluency across the skills.

Classroom Practice

- a) To present the contents of what is taught in an appropriate manner.
 - i. By presenting a topic, area of language or concept clearly.
 - ii. By using suitable aids, materials and methods for the class and its level.
 - iii. By maintaining a suitable presence, establishing a rapport, projecting one's voice audibly and with clarity.
- b) To maintain appropriate standards of classroom management and discipline.
 - i. By deploying a range of approaches to create and maintain a purposeful, orderly and safe environment for learning.
 - ii. For YL classes, by managing pupil behaviour through the use of appropriate rewards and sanctions and being aware when it is necessary to seek advice or support.
 - iii. For adult classes, by establishing through negotiation with learners, acceptable norms.
 - iv. By sustaining the interest and motivation of the students.
 - v. By signaling stages within a lesson, and giving clear instructions.
 - vi. By using students' names to promote involvement of all members of the class.
- c) To provide adequate practice of language
 - i. By logically sequencing a range, variety and balance of activities
 - ii. By providing meaningful controlled and less-controlled practice to develop students' awareness and production of forms and functions of language across the skills
 - iii. By setting comprehension and composition tasks, both in the classroom and for homework, in accordance with the scheme of work.

Assessment

- a) To demonstrate an understanding of the principles and methods of assessment.
 - i. By using effective questioning techniques to check what pupils, students or clients have learned
 - ii. By ensuring all homework is marked up to date indicating appropriate mistakes in written work and providing opportunities for correction.
- b) To set tests and examinations.
 - i. By using varied strategies to ensure that students know what they are doing well and what they need to do to improve
 - ii. By preparing tests with appropriate layout, content, validity and reliability as per DOS guidance.
- c) To provide regular feedback to the students on their progress.
 - i. By marking promptly, thoroughly and accurately and processing results.
 - ii. By analysing results to identify students' strengths and weaknesses to develop appropriate teaching programmes.
 - iii. By recording results systematically.
 - iv. By providing students with achievable, specific personal targets based on their own written work.

Administration

- a) To maintain records of students' marks and progress.
 - i. By completing records promptly and accurately for DOS, TLC administration if requested
 - ii. By maintaining accurate digital copies of ESP course materials.
- b) To maintain records of teaching
 - i. By providing a clear and accurate record of teaching by keeping work records up to date.

Personal Professional Qualities

- a) To meet expected standards of conduct
 - i. By dressing smartly and culturally appropriately both in and out of school.
 - ii. By following CfBT requirements with regard to communications with client representatives in schools.
 - iii. By showing respect for the religion, culture and customs of Brunei Darussalam in attitude and behaviour.

- iv. By fostering good relations in personal dealings with colleagues and those in authority.
 - v. By demonstrating patience and co-operation in daily TLC life in line with CfBT's policies and development plans and how these relate to your teaching.
 - vi. By being punctual for all school commitments.
 - vii. By acting as a positive ambassador for CfBT at all times
- b) To satisfy attendance requirements by keeping the TLM, DOS or Learning Centre Coordinator fully up to date with movements.

Additional Duties

- a) To carry out duties as required by CfBT.
- i. By participating in national celebrations.
 - ii. By participating in CfBT functions.
 - iii. By substituting for absent teachers when required by the school.
 - iv. By attending workshops, professional groups, conferences and other events which may take place outside school hours but within the stipulated number of weekly working hours.
- b) To contribute to CfBT's external activities programme.
- i. By initiating and running suitable activities.
- c) To contribute to the life of CfBT.
- i. By joining in social events in and out of the office.
- d) To foster the transfer of experience.
- i. By sharing expertise and materials with colleagues.
 - ii. By participating in and, when possible, presenting workshops on professional topics.
 - iii. By supervising and supporting less experienced teachers when required.