Job Description of Primary School Class Level Leader

Role Summary:

The Class Level Leader (CLL) is a middle leadership role within the Primary Years team, responsible for overseeing the implementation of the Primary Years curriculum and pastoral care for students within their assigned level. They dedicate 60% of their time to classroom teaching and 40% to mentoring and guiding teachers to ensure effective delivery of the curriculum through inquiry-driven approaches in accordance with the NMAJS's statement on High Quality Teaching and Learning (HQTL) and the school vision, mission and values. The CLL ensures consistency in teaching practices, fosters professional growth among teachers, and supports the development of a nurturing and engaging learning environment. The CLL works closely with Home Room Teachers (HRTs) and Assistant Teachers (ATs), if applicable, to enhance teaching capabilities. The CLL is accountable to the Primary Years Coordinator and reports to the Head of Learning for academic responsibilities and the Head of Student life for pastoral care responsibilities.

Key Responsibilities:

1. Learning Design:

- Co-plan with teachers to design detailed lesson plans that align with the school's philosophy and the IB PYP Framework, ensuring unit planners and weekly plans include required elements and are achievable.
- Monitor and ensure that all classrooms in the grade level adhere to the curriculum's objectives and the school's High-Quality Teaching and Learning (HQTL) standards.
- Support experiential learning by participating in and coordinating special events and off-site learning activities, special guests etc.
- Promote a culture of collaboration, trust, and shared ownership among the teaching team
- Facilitate structured peer observations and cross-classroom visits with a clear focus (e.g., inquiry strategies, learner engagement, differentiation), followed by reflective dialogue to promote shared professional growth.
- Engage in coaching conversations that promote reflective practice, celebrating strengths while identifying areas for improvement.

2. Co-Teaching:

- Co-teach alongside HRTs, providing hands-on support and modelling during classroom engagements.
- Mentor co-teachers and assistant teachers in best practices for classroom management, lesson delivery, and creating a respectful teaching dynamic.
- Facilitate clear role delegation among teaching teams to enhance collaborative efforts.

3. Assessment:

- Guide teachers in implementing assessments aligned with the school's policies and PYP expectations, ensuring they are meaningful and purposeful and embody student agency
- Analyse assessment data to identify trends, support teaching strategies, and improve learner outcomes.
- Mentor teachers on using assessment data to differentiate instruction and inform planning.

4. Learning Environment:

- Ensure classrooms are physically and emotionally safe, inclusive, and engaging.
- Mentor teachers in creating dynamic learning spaces, including provocations that foster creativity and exploration.
- Support the development of routines and behaviour management strategies that align with the school's policies.
- Mentor teachers in fostering an inquiry-based environment that supports concept-driven learning as per the PYP.

5. Community Engagement:

- Build strong relationships with parents by supporting teachers in effective communication, including parent-teacher conferences and updates.
- Facilitate connections between classrooms and the local community by organising guest speakers, collaborative projects, and other community-driven activities.
- Act as a liaison between the Primary Years leadership and teaching teams to ensure consistent communication.

6. Student Safety and Pastoral Care:

- Supervise and guide teachers in maintaining student safety and adhering to the school's safeguarding policies.
- Model empathetic responses to students' social and emotional needs and mentor teachers on addressing challenging behaviours effectively.
- Collaborate with student support teams to ensure interventions are timely and impactful.

7. Professionalism:

- Model professionalism by adhering to school policies, maintaining punctuality, and participating in leadership meetings.
- Lead professional development sessions to enhance teaching practices and encourage reflective teaching.
- Actively engage in curriculum reviews, ensuring teaching practices align with the NMAJS's statement on High Quality Teaching and Learning (HQTL), the Primary Years Programme (PYP) approach and the curriculum objectives.
- Support the appraisal process by working with assigned teachers to set goals as per the School's appraisal process; conduct formal and informal observations followed by individual meetings and complete the required documentation.
- Keep up to date of current trends in learning and teaching
- Ensure timely submission and quality of team documentation (unit planners, weekly overviews, assessment records)
- Facilitate regular level/team meetings to discuss curriculum planning, student progress, and classroom challenges.
- Attend CLL meetings as required, share grade-level highlights and concerns during leadership or curriculum planning meetings.

Other Responsibilities:

Perform any other duties as assigned by their Reporting Manager and/or the Head of Section.

Requirements:

- **Education:** Bachelor's degree in education (Master's preferred).
- **Experience:** Significant experience in Primary Years teaching and leadership, including mentoring and curriculum development (preferably in an IB setting).
- **Skills:** Strong organisational, communication, and interpersonal skills. Proficiency -in inquiry-driven and concept-based teaching methodologies.