

Job Description: Malvern House English Language Teacher

JOB TITLE: English Language Teacher

REPORTS TO: Director of Studies

The role of the English Language Teacher is essential to the success of Malvern House, and carries great responsibility. The teachers provide the main contact for our students, and play a vital role in the development and continuance of our reputation within the EFL industry. Their role is also essential to maintaining good staffroom morale and to keep Management staff abreast of what students are expecting from us. You will need to work closely with the Academic Team (AT) to maintain and improve your teaching, and will be directly managed by the Director of Studies at all times.

Essential duties and responsibilities

1. Teaching & Academic Standards:

All Malvern House classes should incorporate the following core elements:

- ***Frequent and well-informed feedback on students' language.***

This means a high volume of correction by a teacher who has a solid knowledge of the part of the English language system at hand (e.g. discourse patterns, verb patterns or lexical phrases). This knowledge is gained through preparation before the class, Malvern House's teacher-development program and individual study.

- ***Variety in activities and pacing.***

Malvern House asks that our teachers use a wide variety of techniques and vary their methodology in the classroom to prevent boredom. Although the average pace of a lesson should be quick, there should also be slower, more reflective stages.

- ***Professionalism and friendliness.***

Malvern House teachers get to class on time, don't take breaks longer than the stipulated time (see Teaching Handbook for details of class times) and keep up-to-date with all paperwork. Our teachers treat students as intelligent adults and deal with them in a friendly, respectful manner at all times. Malvern House teachers remain professional both inside and outside the classroom with all students, teachers and staff.

- ***Student-focused lessons***

Most of the talking in a lesson is done by students interacting with each other. Through one-to-one interviews, teachers ensure that they are covering subject matter that is interesting to students with methodology suited to the students' learning styles.

- **Logical construction.**

Malvern House teachers take the time to plan their lessons in advance in such a way that each stage follows logically from the last and there is continuous variety in type and pace of activities.

2. Administration:

- **Preparation.**

All classes should be adequately prepared in advance, and the Academic Team (AT) is available for guidance and support regarding lesson planning

- **Student Attendance**

Class registers must be completed daily. Registers tell a teacher which students have permission to be in the class and also record the absence of a student.

- **Lesson Records**

Lesson records must be completed daily and give accurate information about the material covered each day, and from which book.

- **One-to-one interviews:**

These interviews are conducted during class-time (with the teacher taking each student outside in turn), normally while students do a test or group activity. They take about five minutes per student and are conducted every three to four weeks giving the students an opportunity to express their likes and dislikes and for the teacher to provide feedback on individual students' progress.

- **Teachers' Meetings:**

Attend weekly teachers' meetings, which usually occur before a shift starts, and last approximately 15 minutes.

- **Certificates:**

Teachers are responsible for producing a leaving pack for every student who is finishing their course.

3. Training and Development:

All teachers at Malvern House are required to participate fully in all aspects of training and development. The Teacher Development Program has four main components:

- **Workshops on practical aspects of teaching:**

These are held several times each term and last for 60 minutes.

- **Observations:**

The Academic Team (AT) observes all teachers every term for purposes of job-performance evaluation. Observations are accompanied by feedback session.

- **Peer Observations:**

For new teachers, this can provide a solid example of 'what to do' in class. Peer-observation can also be used to allow teachers who are particularly strong in one area (for example, the teaching of pronunciation) to demonstrate their know-how to their colleagues.

- **Student Surveys:**

All classes are surveyed frequently to ensure continuity and quality of teaching.