

Job Description: Teaching
Ref no:

Job Title	Hourly Paid Teacher of English NQT		
Directorate or Region	South Asia	Department/Country	India
Location of post	Chennai	Pay Band	India Teacher Scale
Reports to	Academic Manager	Duration of job	One year contract

Purpose of job

- To promote and deliver quality teaching and effective learning of English.
- To support the wider aims of British Council and its cultural relations mission.

Context and environment

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

The South Asia region is of high priority for the UK and includes India, Pakistan, Bangladesh, Afghanistan, Sri Lanka, Iran (non-represented) and Nepal.

The British Council In India

The British Council has been operating in India since 1948. Our vision is of a bilateral relationship strengthened by improved economic, social and cultural opportunities for the next generation of young people in India.

We work in arts, education and by sharing the English language and increasingly focus on transformative programmes online (with the aim of reaching of tens of millions of people in 2018 and more in future years) and through partnerships in States across the country. In 2016-17 we engaged with almost 3.2m people through our operations and libraries in New Delhi, Chennai, Kolkata and Mumbai and through centres in Ahmedabad, Bangalore, Chandigarh, Hyderabad, and Pune in partnership with the Indian Institute of Cultural Relations. A ten-year-long programme with State Governments has trained over 1m teachers in government schools and reached 35m children. In addition, in 2016-17 we taught thousands of students in our teaching centres in New Delhi, Kolkata and Chennai. British Council India Exams business has recently separated into a new entity in Gurgaon and offers UK qualifications to hundreds of thousands of Indians wishing to enhance their English language, academic and professional skills.

The 2017 UK-India Year of Culture was announced by Prime Minister Modi during his 2015 visit to the UK, and launched by Her Majesty The Queen and Hon'ble Finance Minister Jaitley at a star-studded reception at Buckingham Palace. The British Council in India curated a programme that celebrated the modern-day relationship between the UK and India, connected with young people and inspired them to build a relationship for the next 70 years. The Year achieved a physical audience reach of 7.5 million people, a total social media reach of 75 million, and press readership of 754 million.

2018 marks 70 years of the British Council in India and the end of the UK-India Year of Culture. We've been inspired every day of the last 70 years by the artists, students, scientists and policy makers we've worked with

across India. This year, we want to share the stories of the great things we've done together, tell new stories, and inspire millions of young people to develop connections for the next 70 years.

Chennai Teaching Centre

Chennai Teaching Centre is well established and growing. There are 9 classrooms, around 1,700 students registered per term, and over 30 full-time and hourly paid teachers, all local. Students are adults, young learners, and teachers of English. Main course types offered are general English, spoken English, Primary and secondary YL, IELTS preparation, business English, and courses for teachers, which include the flagship CELTA programme.

The British Council Chennai is an attractive modern building set in a garden with cafeteria. There is a library, cultural events space, and a busy lively office from which programmes are delivered across South India. The centre is run by a team of 2 Academic Managers, and a marketing and operations team, all reporting to Head of Teaching Centre. They are accountable to Teaching Centre Manager India for financial and academic matters, and to Director South India.

Chennai, the capital of Tamil Nadu state, is an industrial port of over 5,000,000 people. A metro line that includes a station in front of the Council is under construction

Accountabilities

Support British Council's global English strategy by:

- delivering teaching to the highest standards of ELT
- enhancing British Council's reputation as a world authority in ELT
- continuing professional development and sharing of best practices

Responsibilities

- Ensuring teaching meets learner needs and expectations
- Ensuring teaching meets Teaching Quality standards and organisational expectations
- Maintaining good relationships with customers and colleagues
- Supporting the teaching centre's activities and British Council plans

Main duties

1	Plan, prepare and deliver high quality English language teaching that meets the needs of different customer groups taking into account individual learning styles
2	Monitor progress and provide regular feedback to help manage students' performance throughout the course, and actively promote learner autonomy
3	Contribute to the development, evaluation, and improvement of English language courses, materials and related services, in order to meet students' needs by actively working as a member of the teaching team
4	Complete teaching related administrative tasks to specified standards
5	Actively engage in professional development and performance management to ensure quality and high standards in teaching and learning, and maintain British Council's position at the forefront of best ELT practices

6	Contribute to the development of lasting, mutually beneficial relationships by enhancing students' understanding of contemporary UK
7	Support local marketing and promotional strategy, and assist the teaching centre team in delivering excellent customer service
8	Ensure safeguarding and guidelines are applied and upheld in line with standards and policy for the following areas: <ul style="list-style-type: none"> • Child protection • Equal Opportunities and Diversity • Health and safety

Key relationships: (include internal and external)

Internal

- Other teachers
- Teaching centre management team
- Teaching centre administration team
- Customer services staff
- Other wider BC teams
- Wider EFL community

External

- Learners
- Parents
- Partner schools
- Corporate Clients

Other important features or requirements of the job

(e.g. travel, unsocial/evening hours, restrictions on employment etc)

Teaching takes place all through the week, and teachers work 5 days, usually including Saturday or Sunday, and sometimes both. Weekends are normally consecutive days, but this is not guaranteed. Evening classes are common during the week and early morning or evening classes are common on Saturdays and Sundays. Split shifts are unlikely, though occasionally unavoidable.

A full working week is 40 hours. A full teaching load is 25 hours, though timetabled hours are normally fewer. Almost all teaching takes place inside our partner premises, but teachers may be required to travel to alternative locations.

Please specify any passport/visa and/or nationality requirement.

Posts are currently only offered to those with legal right to work in India

Please indicate if any security or legal checks are required for this role.

All new teaching staff must acquire a police check from their current country of residence, and/or full background check for India. Those coming from the UK need to apply for a UK DBS (Disclosure and Barring Service) check.

	Essential requirements	Desirable requirements	Assessment stage
Behaviours (global standard)	<ul style="list-style-type: none"> ▪ Making it happen (essential) I deliver excellent results, achieve challenging goals and develop myself and others. I do this by setting clear and demanding objectives to deliver what is required. I stay focused on measurable outcomes, while building longer-term capability. I demonstrate standards of excellence and deliver value for money. I measure progress and adapt plans when necessary. ▪ Working together (essential) Knowing that we will achieve more with other people than we can do separately, by sharing goals and resources to add more value, I work towards common goals with others. I do this by agreeing effective and respectful ways of sharing success. I generate mutual support, shared benefits and promote interdependence. <p><i>Please note: the behaviours mentioned below will not be assessed at interview. However, <u>all</u> behaviours will be used for performance management purposes.</i></p> <ul style="list-style-type: none"> ▪ Being accountable (essential) ▪ Shaping the future (essential) ▪ Connecting with others (essential) ▪ Creating shared purpose (essential) 		Interview
Skills and Knowledge (all skills = global standard) Level of skills by centre need	<p>Teaching skills (all at level 1 - <i>Essential</i>):</p> <ul style="list-style-type: none"> ▪ Classroom management The ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity and promotes learning and takes into account different needs and abilities of learners and demonstrates an awareness of Equal Opportunities and Diversity issues. ▪ Course and lesson planning The ability to prepare courses and individual lessons that fulfill course objectives, employ appropriate methodology and meet learners' needs. In addition, lessons demonstrate cultural awareness and reflect the diversity of host country and UK. ▪ Subject knowledge This refers to the ability to analyse and describe language systems (lexis, discourse, grammar and phonology) and language use (through spoken and written text) and the ability to communicate this knowledge effectively and in ways appropriate 		Shortlisting & Interview

	<p>to the learners.</p> <ul style="list-style-type: none"> Understanding your learners <p>This refers to the understanding that a teacher demonstrates towards their learners and of the learning process.</p> <ul style="list-style-type: none"> Learning technologies <p>The ability to integrate Learning Technologies into everyday classroom practice to enhance language learning</p> <p>Working with Children</p> <ul style="list-style-type: none"> Ability to work in a way that promotes the safety and well-being of children Effective communication and engagement with children and their families Knowledge and understanding of child development and its impact on learning and behaviour 		
Experience	Some experience in teaching adults and young learners, and willingness to acquire experience of all ages and course types, under supervision	Exam preparation IELTS experience Business English Teaching Young Learners	Short listing and interview
Qualifications	<ul style="list-style-type: none"> Cambridge CELTA/Trinity CertTESOL (essential) High proficiency in English i.e. full mastery of English across all 4 skills equivalent to user (CEFR C2) IELTS Band 8/9 in each of 4 sections of the academic module (essential) Undergraduate degree or equivalent (essential) 	Additional specialist qualifications such as YL Extension to CELTA, or IELTS examiner status Recognised diploma in EFL i.e. Cambridge DELTA	Short listing only

Submitted by	Neil Sarkar, DTCM	Date	March 2018
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