

Role Profile

Teacher of English (Hourly Paid)

Role information				
Role type	Pay band	Location	Duration	Reports to
	Hourly Paid	Venezuela	Hourly Paid	Teaching Centre Manager
Role purpose				
<p>To promote and ensure quality teaching and effective learning of English.</p> <p>To support the wider aims of British Council and its cultural relations mission.</p>				
Geopolitical/SBU/function overview				
<p>Venezuela is a challenging and exciting operating environment. There is a considerable and enthusiastic market amongst our target audiences for what the British Council has to offer, especially in the areas of English, the internationalisation of education and the arts.</p> <p>The teaching centre currently employs approximately 19 teachers of English on both full time and hourly paid contracts and teaches English to 750 adults and young learners in each of the 5 terms every year. There are several projects in progress to develop the business, in particular, incompany classes to corporations in Caracas.</p>				
Main opportunities/challenges for this role				
<p>Travelling in the city to different locations for classes</p> <p>Being available for early morning classes and weekend work.</p> <p>Completing admin tasks for e.g. class registers and reports on time</p> <p>Taking part in weekly training sessions</p> <p>Being part of a professional development/mentoring programme.</p>				
Main accountabilities				
<p>Support British Council's global English strategy by:</p> <ul style="list-style-type: none"> Planning, preparing and delivering high quality English language teaching that meets the needs of different customer groups, taking to account individual learning styles. 				

- Monitoring progress and provide regular feedback to help manage students' performance throughout the course, and actively promote learner autonomy.
- Contributing to the development, evaluation, and improvement of English language courses, materials and related services.
- Ensuring teaching meets the standards expected in Teaching and Learning Reviews, the annual Academic Quality Plans and organisational expectations.
- Using technology during lessons when required.
- Finishing administrative tasks in a timely and accurate manner.
- Contributing to the development of lasting, mutually beneficial relationships by enhancing students' understanding of the contemporary UK.
- Assisting in covering classes for colleagues.
- Actively engaging 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.
- Supporting local marketing and promotional strategy and assist the teaching centre team in delivering excellent customer service.
- Ensuring safeguarding and other guidelines are applied and upheld in line with standards and policy for the following areas:
 - Child protection
 - Equality, diversity and inclusion
 - Health and safety

Key relationships

Internal

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

External

- Students
- Parents/guardians of students
- Publishers and partners
- Corporate Clients (If applicable)
- Partner Schools (If applicable)

Role requirements

Threshold requirements		Assessment stage
Passport requirements/right to work in country	The post holder must have the rights to work in the Country	Shortlisting
Direct contact or managing staff working with children?	Yes	
Notes:	If offered the role, British Council will ask you to go through pre-appointment screening appropriate for the role you apply for.	

	<p>The screening will be carried out by British Council, but you are required to provide necessary documents or information to check your records up to 10 years on</p> <ul style="list-style-type: none"> •Prohibited Transactions •Enhanced Criminal Record Check •References •Professional Qualifications •Education •Employment History 	
Person specification		
Language requirements (essential)		
Minimum/essential	Desirable	Assessment Stage
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		Shortlisting
Qualifications		
Minimum/essential	Desirable	Assessment stage
<ul style="list-style-type: none"> ▪ Cambridge CELTA/Trinity CertTESOL ▪ TYLEC or CELTYL ▪ Undergraduate/University degree in teaching 	<ul style="list-style-type: none"> ▪ Cambridge DELTA/Trinity Diploma or equivalent ▪ TYLEC or CELTYL ▪ MA (TESOL or other related subject) 	Shortlisting
Role specific knowledge and experience		
Minimum/essential	Desirable	Assessment stage
<ul style="list-style-type: none"> ▪ A minimum of 2 years experience gained from teaching a variety of age groups and levels from young learners through to adults. <p>You should have experience in teaching two or more of the following age groups:</p>	<ul style="list-style-type: none"> ▪ Experience teaching IELTS, Business English, Very Young Learners and Primary + 	Shortlisting

<ul style="list-style-type: none"> • Very Young learners <4 (600+ hours) • Young learners aged 4 to 7 (600+ hours) • Young learners aged 8 to 12 (600+ hours) • Young learners aged 13 to 17 (600+hours) • Adults aged 18+ (600+ hours) 		
Role specific skills		Assessment stage
<p>Teaching skills (all at level 1):</p> <ul style="list-style-type: none"> ▪ Classroom management ▪ Course and lesson planning ▪ Subject knowledge ▪ Understanding your learners ▪ Learning technologies <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 ▪ Knowledge and understanding of positive disciplinary methods 		Shortlisting AND interview
British Council behaviours		Assessment stage
<p>Creating shared purpose (Essential) Inspiring others to want to take a specific role as part of a shared purpose</p> <p>Connecting with others (Essential): Building trust and understanding with people who have very different views.</p> <p>Shaping the future (Essential): Changing the nature of what we do and the benefits we gain by thinking and planning with creativity.</p> <p>Working together (Essential): Creating the environment in which others who have different aims can work together.</p> <p>Being Accountable (Essential) Showing accountability and commitment, demonstrating resilience and determination.</p> <p><u>Please note:</u> Not all the behaviours will be assessed at interview. However, all behaviours will be used for performance management purposes.</p>		Interview