

Job Description- Primary Year Programme

At Neev, learning is both the guiding principle and the outcome of our purpose, culture, and environment—creating a lighthouse of learning in India. Teachers plan and design learning influenced by an understanding of students' prior knowledge, identities, background, needs and context. They bridge the learning, by bringing the world into their classroom or taking the students across to an environment where they experience the learning. Thus, students construct meaning and make sense of the world through the interplay of asking, doing and thinking, leading to open, democratic classrooms. Teachers engage in cycles of inquiry, action and reflection that lead to deeper understanding and lifelong learning. Teachers meet programme requirements in accordance with the accrediting agencies. They approximately spend 60% to 70% of their time in direct instruction/contact with students and 40% to 30% in preparation, grading, feedback, meetings, vigilance, and other responsibilities.

Below are the day-to-day responsibilities:

Section A: Class instructions

- Make learning objectives and expectations clear.
- Explain concepts making them accessible.
- Present well-structured and coherent lessons with a logical sequence of activities and tasks.
- Pace lessons just right, not too fast, and not too slow, finishing on time.
- Use relevant subject vocabulary.
- Build knowledge that is appropriate for the subject / Programme.
- Employ a variety of activities/tools to build engagement and understanding.
- Link topics to prior knowledge.
- Use examples/activities where concepts have real-life contexts.
- Set guided tasks to consolidate learning.

Section B: Assessments and Feedback

- Align assessments with classroom learning.
- Employ purposeful and varied assessment techniques.
- Unpacks assessment criteria for successful task completion.
- Deconstruct exemplars that help understand requirements for a task.
- Provide clear and actionable feedback (pre/post tests) that furthers understanding.
- Create time for students to reflect on performance feedback and goals.
- Return test and assignment within a reasonable period (4-7 days).
- Be fair and impartial in grading.
- Show an awareness of all students' capability.
- Prepare students to cope with examinations.

Section C: Classroom environment

- Demonstrate and Instill enthusiasm and passion for the subject.
- Model behaviour and attitudes s/he expects from students.
- Be approachable and responsive to students' needs.

- Use effective questioning techniques to nurture a classroom culture of thinking.
- Set clear instructions and expectations for students with fair and consistent discipline.
- Manage learning spaces, for students to inquire and learn in an optimal and age appropriate way.
- Engage the majority of students during the lesson.
- Establish peer mentoring or support systems to help students connect with and support each other.
- Balance student motivation (allowing student voice and choice) without compromising disciplinary thinking.
- Use technology effectively to enhance learning.
- Conduct one-on-one sessions with students to address personal concerns, academic challenges, and emotional well-being in times of need.

SECTION D: Course Management

- Prepare unit plans and identify resources (readings, videos and other materials) relevant to the subject.
- Provide evidence of students' learning that reflects growth in knowledge, conceptual understandings, skills and dispositions.
- Respond to all communications from parents regarding student learning and wellbeing within 24hrs.
- Alert the heads if syllabus coverage or assessment tasks have fallen behind.
- Participate in department/section review cycle to discuss curriculum, student engagement/behaviour, parent involvement and ongoing schedules.
- Analyze, interpret and report on student assessment data. Also, identify targeted interventions that improve student learning.
- Participate in professional learning to promote a shared commitment to continuous improvement.

Please Note:

Teachers are required to travel for Neev Trust-related activities, including educational excursions, learning journeys, and field trips. They are also expected to support student learning through study periods, clubs, and co-curricular programs. Participation in all school events is mandatory.

What We are Looking For:

- A bachelor's degree in any field with B.Ed./ teaching qualification from a recognized university or college
- At least 2 years of teaching experience
- A strong understanding of IB Principles and practices strong content and understanding of pedagogy
- A collaborative mindset with a passion for learning
- Ability to cater to diverse learning needs
- Committed to ongoing professional development and training

Teacher Dispositions:

At Neev, the teacher dispositions are the foundation of how we teach, connect, and lead. Dispositions form the core of the “how”—how we think, how we treat others, and how we respond to challenges. They guide everyday decisions and behaviors, even when no one is watching. Strong dispositions create a positive, ethical, and resilient school culture.

Please click on the link below to know more about Teacher Dispositions:

[Teacher Dispositions](#)