



SAPPHIRE INTERNATIONAL SCHOOL

Email: Corporateoffice@sapphireschool.in Website: www.sapphireschool.in

Annexure - A

Role: Subject Facilitator

Can be a Class Facilitator (CF) as well as a Subject Facilitator (ST)

A. Spiritual Dimension:

How you regard your students and peers as individuals and as groups

- Respect and value peers
- Model positive behaviour
- Rule out possible medical reasons for any professional or behavioural issue
- Be consistent fair and unbiased
- Keep cool and avoid confrontation
- Clarify acceptable and non-acceptable behaviour
- Seek help from school counsellors and others, if unsure
- Avoid blame game tactics
- Avoid using sarcastic language
- Avoid being judgemental
- Celebrate moments
- Be supportive and encouraging
 - Assist students and peers in finding solutions and alternatives to issues raised in the classroom

B. Physical Dimension:

How you contribute to assisting the students and peers in setting up an enabling classroom environment

- Identify unsafe and insecure areas in classroom and bring them to the notice of the coordinator/HM/Principal
- Contribute to the classroom décor in collaboration with the students and peers and ensure display of learner outcome as per subject specific
- Monitor the classroom for subject specific aesthetic and meaningful displays, cleanliness and hygiene as per the criteria and checklist and escalate, if required



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- Identify different seating arrangements that suit individual and group tasks and are educationally and operationally sound

C. Managerial Dimension:

How well you address individual and group behaviour

- Reinforce exemplary group behaviour
- Observe group behaviour; encourage recognize and appreciate acceptable behaviour
- Generate effective dialogue in getting to the root of individual/group problem and find solutions
- Provide clarity to Individuals and Groups about the expected tasks with clear cut success criteria
- Routines and procedures are well in place
- Self-esteem of individuals and groups is developed

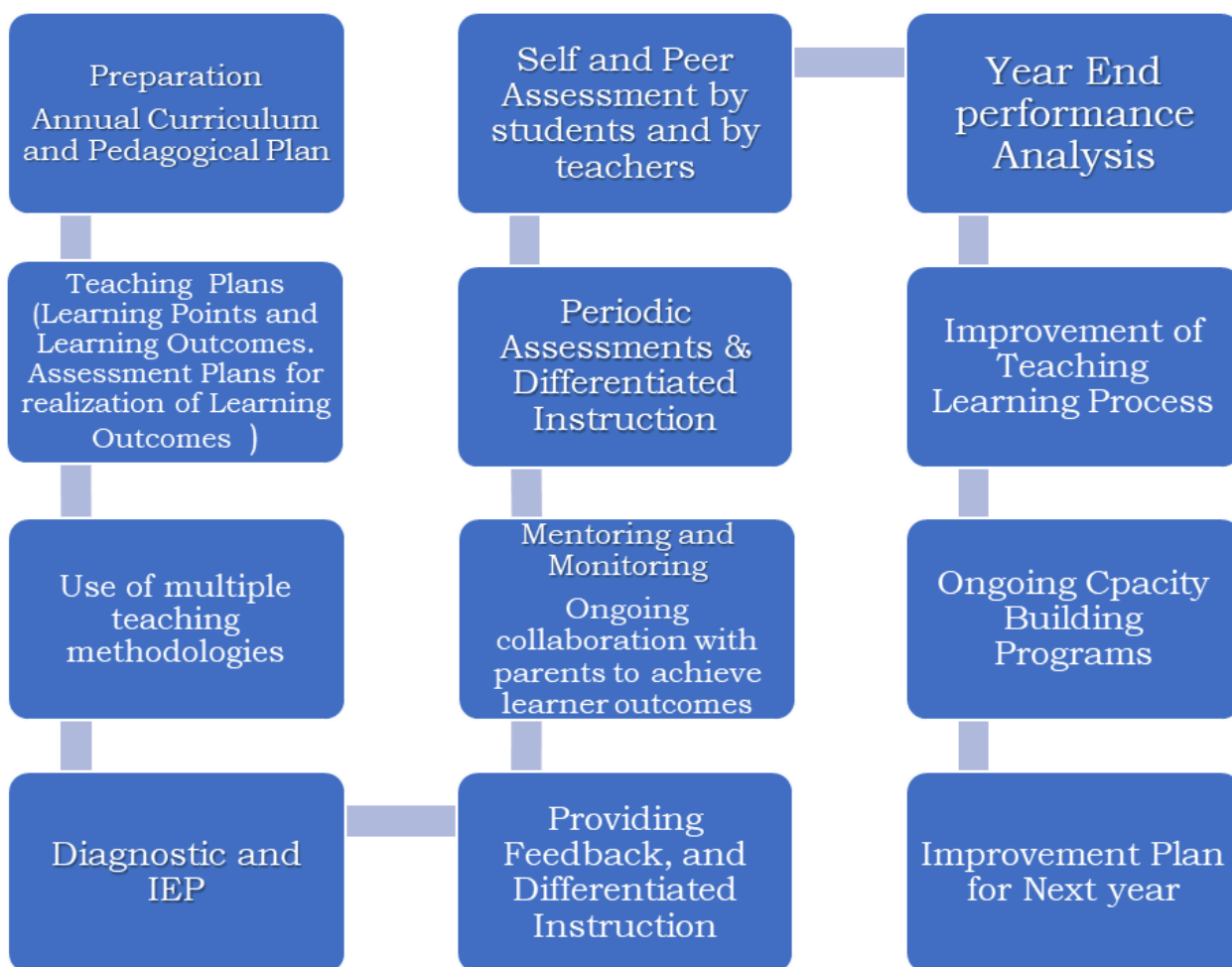
D. Instructional Dimension:

How skilfully the facilitators teach and assess individual and group work as per the Policy

- Equip herself/himself/themself with latest educational practices and assessments in her/his subject
- Plan, Execute, Review, Check teaching learning practices and continually look for improvement in learner outcome
- Identify, support and/or escalate if the learner is facing an issue in the class
- Identify the strengths and areas of improvement in self and formulate plans to improve the areas of improvement

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- Monitor her/his/their own class and subject
- Not to leave any class unattended
- Syllabi is completed as per schedule (Weekly, Fortnightly, Monthly)
- In case of leave of absence[s]; the facilitator ensures that relevant tasks are provided to learners
- Curriculum Pedagogical and Assessment Policy is kept in mind during planning, executing, reviewing and improving
- Plan Lesson Plans that focus on 21st Century Skills and as per NEP
- Ensure that skills of their subjects are clear to the learner and peers as they are aligned to the assessments/evaluation
- Note book correction of all subjects is completed and qualitatively checked; Learners are doing revisions and completing incomplete work/tasks; submission of note books as per schedule



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Efficacy of

- IEP Program
- zero periods
- Technology
- Subject specific facilities available in school
- Substitution Periods
- Any other for which the subject facilitator is the process owner
- Diagnostic and Remedial/Performance Enhancement measures are evolved for the learners (learners who need support as well as for gifted learners)
- Assessment/Evaluation schedules-executed on time
- Events completion as per the Process Owner list
- Escalating to Subject Innovator/Class Representative depending on whether it is Academic/Administrative in case of any problem or issue.

E. Administrative Responsibilities

Subject Facilitators hold regular interactions with the peers in order to ensure smooth functioning of the school

i) Maintain

- student data
- note book records
- leave records

ii) Provide

- requisition for resources to the class facilitator
- suggestions and recommendations to improve the safety and security of learners to in-charge/coordinator
- corrected Note book/Worksheets/Assignment/project etc to the learners within stipulated time
- subject specific details for the Home Connector to the class facilitator on time
- teacher diary to the class representative within the time frame
- assessment/evaluation records as and when required

iii) Ensure that

- each learner's educational needs are identified and goals set in collaboration with learners and/or parents
- remedial/performance enhancement programs are ongoing and learners' growth on the developmental continuum is visible and recorded
- she/he/they returns student property well on time (notebooks/projects/models/assignments/any borrowed item etc)
- she/he/they inform about their leave of absence (short/long) to the Principal in advance and tasks to be completed by the learners during the absence is given to Coordinator in advance



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- all relevant records and documents and keys are handed over to assigned authority before summer/winter break
- iv) Subject facilitator maintains code of conduct and hands over all relevant documents/records/keys to the assigned authority and provides due notice before exiting the school for any reason.

F. Communication and Collaborations (Parents and Staff)

Subject Facilitator ensures that

- Her/his/their communication with the parents is clear, precise, scientific and respectful via School Almanac and ERP.
- Subject specific learner outcomes are visible in the classroom during events/PTM/Open days/parent involvement activities etc.
- there is regular communication with class teachers and peers to ensure smooth functioning of day-to-day tasks
- assessing, reporting, and recording the progress of each child is done as per the policy
- timely support is given to class facilitators to ensure that PTMs are well planned, organized, systematic and allow for parental involvement in school activities
- all subject facilitators collaborate with parents to ensure their wards' physical, socio-emotional and mental well being
- subject facilitators collaborate with peers for class events
- subject facilitators collaborate with peers to create cross-curricular links

G. Events and Functions

Subject Facilitator

- in collaboration with peers' plan, execute, reflect and improve every assembly, event and function
- ensure timely culmination of every event
- engage in reflections with the peers to improve further programs

H. Capacity Building Programs

Subject Facilitators



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- **engage in Ongoing Capacity Building Programs organised by school from time to time together with their peers**
- **provide insights to the Class Facilitator, Coordinator/In-charge/HM/Principal on the capacity building programs required for themselves**
- **engage in Action Research together with their peers to improve classroom practices**

Any other Role and Responsibility that is critical to the Well Being of self and learner

- **As suggested and recommended by the team, principal and management**



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