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| **LOCATION** | Washington DC, USA |
| **JOB TITLE** | **Primary School Teacher (EYFS)** |
| **JOB PURPOSE** | To be an outstanding classroom practitioner who inspires and enables students and colleagues. |
| **REPORTING TO** | Primary Leadership team |
| **DIRECT REPORTS** | None |
| **OTHER KEY**  **RELATIONSHIPS** | Phase leaders, Parents, students |
| **KEY RESULT AREA**  **MEASURES OF PERFORMANCE** | |
| **Core Requirements of the Post**  In fulfilling the requirements of the post, the Primary Teacher will be an outstanding professional and will:   * Take responsibility for a class of children within the primary school (Nursery to Year 6) * Inspire trust and confidence in students, colleagues and parents; * Engage and motivate students to be ambitious for themselves and others; * Be committed to helping children develop their academic progress by using a variety of teaching styles and approaches; * Be committed to high achievement for students with a wide range of language skills and learning dispositions; * Use technology in the classroom to enhance and transform learning; * Help build strong teams and create the conditions for staff to learn from each other; * Continually strive to develop the quality of students’ personal and interpersonal skills; * Contribute to school improvement and promote the learning priorities of the school strategic plan; * Develop the curriculum and ensure continuity within the Primary School and transition to other phases; * Develop and deploy resources to support high quality learning; * Promote the wider aspirations and values of the school and of the Primary School. | |
| **Planning, Teaching and Class Management**  Facilitate students’ learning by:   * Planning effective programmes which provide exemplary learning opportunities within and beyond the classroom; * Positively targeting and supporting the individual and personal learning needs of the students; * Actively plan for the growth of the whole child by creating meaningful opportunities linked to our Personal Learning Goals * Establishing a purposeful and safe learning environment; * Using technology to enhance and transform learning opportunities. | |
| **Tracking, Assessment, Recording, Reporting**   * Make effective use of assessment to plan appropriate learning for all students; * Ensure meaningful data is collected and used to enhance learning; * Report on progress to students, colleagues, line managers and parents through conferences, informal meetings and thrice annual written reports. | |
| **Student Care and Guidance**   * Establish a safe, purposeful learning environment for all students; * Promote the progress and well-being of individual students in general; * Contribute to the preparation of Individual Educational Plans and other support mechanisms; * Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved; * Communicate effectively with parents of students, and liaise with other staff. | |
| **Enrichment Activities**   * Support the life of the school beyond the classroom including, but not limited to parent workshops, curriculum information sessions and community social events; * Lead one or more agreed after school activities each week; * Participate in residential visits and other trips; * Contribute to whole school learning initiatives. | |
| **Promote and embodies The CORE 7 Leadership Capabilities:**   * Accountable – Establishes a high performing culture and accepts accountability for organisational performance. * Strategic – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction * Collaborative – Works collaboratively with others to achieve organisational outcomes * Entrepreneurial – Creates organisational value for diverse stakeholders and achieves commercial success * Enabling – Drives excellence through valuing and developing others * Agile – Achieves personal and organisational success within a changing, dynamic and complex environment * Resilient – Demonstrates personal resilience within a demanding environment of high expectations | |
| **Other Requirements**   * Contribute positively to the morale and community spirit in the school; * Work effectively in different teams; * Assist in whole school marketing initiatives and contribute to the growth of the school; * Operate at all times within the stated policies and practices of the school; * Maintain an up to date knowledge of curriculum, good pedagogy and specialist subject; * Take responsibility for own professional development; * Meet responsibilities with regard to safeguarding; health and safety, equal opportunities and other relevant legislation and conform to professional and ethical requirements; * Any other appropriate duties as allocated by members of the school’s leadership team. | |

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| **PERSON SPECIFICATIONS** | |
| **Qualifications/Training** | |
| * Minimum of 2 years teaching experience | Essential |
| * Teaching degree or qualification with QTS | Essential |
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| **Experience / Knowledge** | |
| * Detailed knowledge of the relevant aspects of English National Curriculum | Essential |
| * Detailed knowledge of Development Matters and best practice in the EYFS | Essential |
| * Passionate about EYFS children and willing to work throughout the phase (18 months – 5 years) | Essential |
| * Demonstrable evidence of innovating and adapting curricula to engage students and enable them to perform highly. | Essential |
| * Understanding of safeguarding and child protection procedures | Essential |
| * Willingness to attend to the personal aspects of infant care, e.g. changing diapers, assisting with eating and dressing. |  |
| * Experience of working with children for whom English is an additional language. | Essential |
| * Detailed understanding of assessment and how to interpret and use the data effectively | Essential |
| * Adapts teaching to respond to the strengths and needs of all pupils | Essential |
| * Working in partnership with parents. | Essential |
| * International school experience | Desirable |
| **Skills** | |
| * Ability to use ICT to effectively engage pupils and move learning further | Essential |
| * Ability to engage students and enable them to perform highly. | Essential |
| * Excellent oral and written communication skills. | Essential |
| * Involvement and commitment to all aspects of school life | Essential |
| **Personal Attributes** | |
| * Passionate about education and young students. | Essential |
| * High levels of personal integrity. | Essential |
| * Excellent organisational and time-management skills | Essential |
| * Self-motivated and enthusiastic | Essential |
| * Confident global citizen; culturally agile. | Desirable |
| * Understand the complex and demanding environment of an international school community. | Desirable |
| * Continually strive for improvement | Essential |
| * Adaptability | Essential |

**OTHER CONDITIONS**  
Compliance with visa requirements for working in The United States of America

At Nord Anglia Education we are committed to providing a world class, safe, happy environment in which children and young people are able to thrive and learn. We are committed to safeguarding and promoting the welfare of all our pupils irrespective of race, ability, religion, gender or culture.

All post holders in regulated activity (having regular unsupervised contact with children) are subject to appropriate national and international vetting procedures including satisfactory criminal record checks from both Country of residence/birth and any Country of residence within the last 10 years.

Dear Applicant,

Thank you for your interest in working at a Nord Anglia Education school.

By joining one of our schools, you will be welcomed into a global community of approximately 9,000 people working together in 47 schools located in 18 countries around the world. Together, we educate approximately 45,000 students globally from ages 2 to 18 across China, Southeast Asia, the Middle East, The Americas and Europe.

Each of our schools are unique in character and offer an education tailored to meet the needs of its community. However, all our schools are united by our ‘Be Ambitious’ philosophy – we are ambitious for our students, our people and our family of schools. This means that we want every student to achieve more than may have ever thought possible which we ensure through personalised learning enhanced with unique global opportunities.

As a fast-growing family of schools, we also offer unique opportunities for you to grow professionally and develop your career. In addition to gaining exceptional experience in our schools, our teachers have access to a wide range of resources and support to enhance their success. We offer every teacher extensive training and resources though Nord Anglia University, our vibrant professional development community. Nord Anglia University connects you to colleagues around the world in our online international staffroom and also provides access to courses, seminars and the support of educational experts.

Through unique collaborations with The Juilliard School and the Massachusetts Institute of Technology (MIT), you will also get unrivalled access to world leading experts in the performing arts and STEAM subjects (science, technology, engineering, arts and maths). Also, our collaboration with King’s College London, exclusive to Nord Anglia staff, gives you a chance to earn your Executive Master’s in International Education.

You can find out more information about what makes our schools a great place to teach at [www.nordangliaeducation.com/careers](http://www.nordangliaeducation.com/careers)

Good luck with your application.