

## EARLY YEARS CLASS TEACHER JOB DESCRIPTION

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|-------------------------------|---|
| <b>LOCATION</b>               | The British School of Beijing, Shun Yi Campus   |
| <b>JOB PURPOSE</b>            | A BSB Shunyi teaching practitioner aspires to be an outstanding classroom teacher with a growth mind-set and a strong desire to develop professionally. Through inspirational teaching, with a deep understanding of students' individual learning needs, a BSB teacher ensures that every student experiences success in and beyond the classroom, developing key lifelong learning skills and attitudes. They demonstrate a commitment towards implementing the mission and philosophy of the school. |
| <b>REPORTING TO</b>           | Head of EYFS, Primary Leadership Team   |
| <b>DIRECT REPORTS</b>         | Teaching Assistant if appropriate   |
| <b>OTHER KEY RELATIONSHIP</b> | Parents, Students   |

| <b>KEY RESULT AREA</b>   | <b>MEASUREMENT OF PERFORMANCE</b>  |
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| <b>Engagement and Interaction – School Ambassador to Internal Community</b>  |  |
| <ul style="list-style-type: none"> <li>▪ Contribute positively to the morale and community spirit in the school</li> <li>▪ Work effectively with staff from all sections of the school</li> <li>▪ Assist in whole school marketing initiatives and contribute to the growth of the school</li> <li>▪ Operate at all times within the stated policies and practices of the school</li> <li>▪ Uphold the integrity of the school at all times when communicating with parents, both verbally and in written formats</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Participated as required in community events.</li> <li>▪ Parents pleased with their child's progress and attainment and feel their child is happy and safe at school.</li> </ul>  |
| <b>Learning and Teaching</b>   |  |
| <ul style="list-style-type: none"> <li>▪ Establish a purposeful and safe learning environment for all students</li> <li>▪ Support children in self-care tasks as required</li> <li>▪ Provide exemplary learning opportunities for all students</li> <li>▪ Positively target and support individual learning needs whilst exhibiting high expectations for all students</li> <li>▪ Create an inclusive classroom and use effective strategies to meet the needs of learners with English as an Additional Language</li> <li>▪ Plan and deliver educational experiences and activities through play, using play-based learning to enhance and extend students' learning</li> <li>▪ Know and incorporate a range of strategies to engage and motivate young learners</li> <li>▪ Allow students to lead learning and follow children's interests</li> <li>▪ Maintain high levels of student behaviour and discipline</li> <li>▪ Establish a purposeful, engaging, motivating and safe indoor and outdoor learning environment</li> <li>▪ Use technology to enhance learning opportunities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Monitoring of teaching and learning provides positive feedback on the quality of teaching and learning in the classroom, including the learning environment.</li> <li>▪ Children have made at least good or better progress over the course of the year.</li> </ul> |

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| <ul style="list-style-type: none"> <li>Make high-quality displays, in and outside the classroom, that celebrate and promote student learning</li> </ul>  |  |
| <b>Planning and Preparation, Tracking, Assessment and Reporting</b>  |  |
| <ul style="list-style-type: none"> <li>Use the agreed planning formats and curriculum overviews to plan lessons for students which accommodate the differing needs of all students in the class.</li> <li>Track student progress and attainment using Tapestry, data analysis and moderation as directed by the Head of Year / EYFS and PLT</li> <li>Use formative assessment to plan challenging learning opportunities for all students</li> <li>Plan interventions as needed and monitor the impact on student learning</li> <li>Report on progress to appropriate stakeholders, including parents, following agreed school formats and procedures</li> <li>Participate in, and be well prepared for, Pupil Progress and Assessment Meetings</li> </ul> <p><b>Extra-Curricular Activities</b></p> <ul style="list-style-type: none"> <li>Participate in day trips / events with the Year Group as required</li> </ul> | <ul style="list-style-type: none"> <li>Planning supports the teaching and learning in the classroom and is completed in accordance with the agreed school policies.</li> <li>Teacher is aware of students' levels of attainment and how to ensure further progress.</li> <li>Teacher has analysed available student data.</li> </ul> |
| <b>Professional and Personal Development</b>   |  |
| <ul style="list-style-type: none"> <li>Maintain an up to date knowledge of good practice in teaching techniques, being a reflective practitioner and proactive in seeking to improve pedagogy</li> <li>Attend and take part in whole school and / or department professional learning as required e.g. 1<sup>st</sup> Aid training</li> <li>Complete successful cycles of performance management as evidenced through the Ambitious Performance Tracker platform.</li> <li>Engage with Nord Anglia University as per school policy.</li> </ul>   | <ul style="list-style-type: none"> <li>APT completed successfully.</li> <li>NAU engagement evidenced.</li> <li>Participated actively in all PL opportunities.</li> <li>Sought out relevant CPD opportunities.</li> </ul>   |
| <b>PERSONAL SPECIFICATIONS – Qualifications, Skills, Knowledge and Experience</b>  |  |
| <ul style="list-style-type: none"> <li>QTS / PGCE</li> <li>Bachelor's degree</li> <li>Experience teaching EYFS children (2 – 5 year olds)</li> <li>Enhanced DBS disclosure / background check</li> <li>Competent ICT user</li> <li>Excellent written and verbal communication skills</li> </ul>  | Essential  |
| <ul style="list-style-type: none"> <li>Experience of teaching the English Early Years Foundation Stage Curriculum</li> <li>TEFOL or similar qualifications</li> <li>Experience with teaching children with EAL backgrounds</li> <li>International teaching experience</li> <li>Strong Professional Learning record</li> </ul>  | Desirable  |
| <b>Personal Attributes</b>   |  |
| <ul style="list-style-type: none"> <li>High levels of personal integrity</li> <li>Conscientious and able to focus on completing work to a consistently high standard</li> <li>Flexible and positive approach to work</li> <li>Excellent organisational and time-management skills; high attention to detail</li> <li>Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved</li> <li>Adaptable to working in a fast paced ever changing environment</li> </ul>  |  |

- Ability to work under pressure and remain calm
- Proactive and willingness to take on multiple tasks
- Self-motivated and enthusiastic
- Ability to work independently
- Must be a team player, willing to help and be flexible
- Continually strive for improvement

#### Other

- Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.
- Compliance with visa requirements for working in [Location].
- A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required

#### PHILOSOPHY AND VALUES

**We are ambitious for our students, our people and our family of schools. We believe that:**

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.

#### The NAE Commitment

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

**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

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation

Dear Applicant,

Nord Anglia Education is the world's leading premium international schools organisation. Our 56 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 51,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 56 schools located in 27 countries around the world supporting our students' learning. Together, we educate over 51,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students' academic achievement exceeds global averages across every key stage. On average, our students' score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world's top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.