

Job Description

Year 1 to Year 4 Classroom Teachers

The Role

The Year 1 to 4 Class Teacher has responsibility for delivering the majority of the curriculum to their assigned class. Each year group operates as a tight-knit unit, ensuring that all children receive the same opportunities, and that all Class Teachers feel supported by a strong team. A range of subject-specialist teachers will enhance the curriculum, and offer planning and syllabus design. The Year 1 to 4 Class Teacher is supported by a Learning Assistant, who will have a key role in planning and monitoring their work.

The Year 1 to 4 Class Teacher must subscribe fully to the core values of DBS, and understand how important it is to provide the best possible all-round education and pastoral care for every child. The Year 1 to 4 Class Teacher will be responsible to the Head of Pre-Prep.

Key Responsibilities

School Values and Ethos

- To actively promote our Unique DBS Vision through enthusiastic participation in all areas of School life.
- To share and support the School's commitment to provide an all-round, outstanding education for all our students.
- To always set high expectations, which inspire, motivate and challenge students.
- To have the highest aspirations for all our students' development and achievements, both in and out of the classroom.
- To offer excellent pastoral care for all students.
- To respect and support Thai culture.

Curriculum

- To deliver a broad, balanced and effective curriculum.
- To facilitate and encourage high quality learning which provides children with the opportunity to achieve their full potential.
- To deliver well-planned, engaging and creative lessons, ensuring that the needs of all children are met.
- To differentiate appropriately, using approaches that enable every student to access the learning and make excellent progress.
- To demonstrate excellent subject knowledge in all relevant areas.
- To set students challenging learning and developmental goals, and to draw upon varied strategies, resources and technologies to support students in achieving these goals.

- To follow school procedures for assessing, recording and reporting on students' achievements and to use this information effectively to convey progress in report writing and record keeping.
- To provide students with regular written and oral feedback and encourage them to reflect and respond to their feedback.
- To participate fully in the Denla British School co-curricular and school activity programme.

Management

- To follow and implement school policies and procedures in and out of the classroom.
- To provide a safe, purposeful and well-managed learning environment.
- To make effective use of Learning Assistants to support children in their learning.
- To monitor the attendance and punctuality of each student.
- To value the home-school partnership, working closely with other members of staff to establish and manage good relationships with parents.

Professional Standards

- To attend assemblies, departmental meetings, parents' evenings, school functions and other staff meetings.
- To recognise the importance of being an exemplary role model to all children within the School.
- To maintain high standards of professional behaviour in accordance with the school ethos, including timekeeping and personal presentation.
- To take personal responsibility for evaluating and reflecting upon your teaching in order to continually develop and improve your practice.
- To always maintain professional and productive relationships with colleagues.

Person Specification **(E is Essential, D is Desired)**

Essential Experience and Qualifications

- A Bachelor' Degree. (E)
- UK Post Graduate Certificate of Education (or equivalent). (D)
- Qualified Teacher Status. (E)
- Excellent working knowledge of the National Curriculum for England. (E)
- A proven track record of high quality teaching. (E)
- A strong academic background, stature and experience that will command the respect of students, parents, colleagues and the wider community. (E)
- An understanding of the demands of a UK independent day school environment. (D)
- A commitment to academic progress and the welfare and safeguarding of students. (E)
- Knowledge and understanding of recent educational developments and best practice. (E)
- Experience working with children who have English as a Second Language is desirable. (D)

Personal Qualities

- Ability to stretch the most able students, whilst also ensuring the curriculum is accessible to all. (E)
- Ability to inspire children with a love of learning. (E)
- Ability to understand the needs, challenges and opportunities of an international school community. (E)
- Strong personal-relations and team-working skills. (E)
- Ability to use ICT to enhance leaning. (E)
- Energy, charisma and dynamism with the vision and drive to create productive learning environments and excellent outcomes for all children. (E)
- Ability to work with and apply all school policies. (E)
- Rigorous can-do attitude, positive team player with a sense of humour. (E)
- Be willing to work hard and with enthusiasm, avoiding a “nine-to-five” approach. (E)