A school where education is re-imagined.

Job Description: FS Mentor

Position Title	**FS Mentor**
Department	**FS**
Reporting to	**EYFS Leader**

Introduction and Supporting the Vision and Values:

Vision:

Inspire, Empower, Thrive

FS Mentor play an integral part in embedding the Citizen's vision and ethos through living out the following values:

- Entrepreneurship
- Empathy
- Inclusivity
- Growth Mindset
- Curiosity
- Resilience
- Well-Being

Citizens School Dubai is an exciting and innovative place to work. The successful candidate will join a strong and committed team of FS Mentors, with the opportunity to work across all areas of the school.

The team, work in conjunction with Senior Leaders to ensure that the curriculum is broad, sequential and relevant, taking account of all learners in their care. We place the highest importance on the well-being of all learners, ensuring excellent levels of pastoral support and encouragement for every child.

All mentors model the values of Citizens School and create a culture where all members of the community inspire, empower and enable learners to thrive, as Citizens School becomes known as a centre of excellence.

As a school, our focus is very much on 'Inspiring, Empowering and enabling all learners to Thrive'.

Your role is to embed and develop this vision in everything that you do. It is about guiding learners to discover their own potential and pathways, empowering them to take ownership of their learning and thrive in their unique ways.

Throughout our personalized curriculum (Citizens Future Framework), we focus on 4 key areas:

1. **Entrepreneurship.** This reflects our commitment to nurturing innovation, creativity, and initiative. It embodies the spirit of collaboration, encouraging learners to identify opportunities, take calculated risks, and drive meaningful change. Through our unique curriculum, we cultivate entrepreneurial mindsets, empowering learners to apply their ideas in real-world contexts and become adaptable, impactful global leaders.

2. **Transdisciplinary Project-Based Learning (PBL).** This seamlessly integrates the British Curriculum with the International Baccalaureate framework. This approach inspires, empowers, and enables students to thrive by combining academic rigor with inquiry-based learning, allowing them to tackle real-world challenges while developing critical thinking and collaboration skills

3. **"Everyone known and known well".** Every learner is recognized as a unique individual. Through personalized learning experiences and deep, meaningful relationships with mentors, we ensure that each learner's strengths, needs, and aspirations are understood and nurtured. This approach creates a supportive and inclusive community where every learner is valued, respected, and given the opportunity to thrive.

4. An **inquiry-based approach** transforms learners into curious thinkers and problem-solvers. By asking questions, learners explore and investigate to construct their own understanding. Through research, they connect concepts across topics and relate them to real-world situations, cultivating a passion for discovery.

Key Responsibilities:

1. Subject Knowledge

- Embrace an innovative approach to curriculum and pedagogy, and a willingness to research and apply updated, best practice in all areas of education;

- Model a clear understanding of all subjects taught as part of a FS curriculum, with the ability to adapt and innovate, recognising that each child's learning will be tailored to their needs, abilities and interests;

- Model and take responsibility for promoting high standards of communication, collaboration, curiosity and creativity;

- Demonstrate a clear understanding of the development of reading, writing and maths in a FS setting, and how to enhance these throughout a thematic curriculum.

2. Curriculum Design and Adaptation

- Plan, create and develop exciting and engaging learning opportunities that enhance knowledge, skills and learning habits in all areas of the curriculum;
- Plan learning that takes into account the National Curriculum and considers how to extend learning opportunities by implementing the six strands of the Citizens Tapestry;
- Consider regulatory subjects in region and ensure that these are incorporated into the wider learning experience for students;
- Clearly plan for students of all abilities, accounting for those who need support or challenge by making sure that lessons are tailored to the needs of all students;
- Plan for effective use of digital technology;
- Plan for effective use of learning resources which optimise learning;
- Link planned outcomes and formative assessment opportunities to ensure that there is a deep understanding of next steps in learning;
- Use internal tracking systems to monitor and report on progress;
- Communicate clearly and regularly with parents with regards to learning, including; mindset, wellbeing and holistic progress.

3. Learning and Teaching

- Create and nurture a positive and inclusive learning environment which supports high expectations and a purposeful atmosphere;
- Treat students with respect, building relationships rooted in trust and at all times observing proper boundaries appropriate to a teacher's professional position;
- Promote a love of learning and children's intellectual curiosity.
- Ensure that all learning is engaging and responds to the needs of students, taking into account their pace of learning, their interests and their need for choice;
- Embrace the School's approach to inclusion and innovation;
- Support all children to behave with integrity, respect and compassion;
- Have an understanding of the importance of a smooth transition between year groups and classes;
- Place children central to the purpose of learning;

- Take into account the ideas, thoughts and suggestions of all children and act upon them accordingly, challenging appropriately.

4. Collaboration and Community

- Regularly reflect on and critically evaluate your own teaching and the effectiveness of lessons and approaches to teaching;
- Be open minded to coaching and appraisal, taking on board praise and dialogue around development;
- Collaborate with colleagues across the team to develop best practice, share ideas and work cohesively to bring out the best in every member of the community;
- Work in partnership with Teaching Assistants, therapists and education support staff to support all students in the School;
- Share expertise through Professional Learning and Development (PLD);
- Engage in Action Research and be willing to experiment with approaches that could positively impact the wellbeing and development of students and subjects;
- Make a positive contribution to the wider life and ethos of the School including contributing to the broad co-curricular programme on offer;
- Develop a strong partnership with parents/carers and the wider community. Assist them to support their child's learning at home and communicate effectively with parents with regard to students' mindset and well-being;
- Citizens School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment;
- Show tolerance of and respect for the rights of others;
- Support and encouraging fundamental values such as the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Have proper and professional regard for the ethos, policies and practices of the School and maintain high standards in personal attendance and punctuality;
- Present a positive image of the School to all other stakeholders.

5. Safeguarding, Inclusion and Wellbeing

- Citizens School is committed to safeguarding and promoting the welfare of children and young people. We execute rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and are

suitable people to work with children and young adults. The School expects all teaching staff, non-teaching staff and volunteers to share and uphold our commitment to safeguarding;

- Taking a proactive approach to safeguard all children and members of the School community;
- Commit to upholding all school policies and procedures;
- Be part of a fully inclusive school where all members of staff work together to provide a fully inclusive environment and working practices, free of bias and prejudice;
- Promote the general progress and well-being of all students and report concerns to a staff member;
- Provide guidance and advice to students on educational, pastoral and social matters;
- Ensure that students experience an educational programme that is personalised to their particular needs, developing their skills and abilities;
- Ensure that lessons are appropriately planned, delivered and reviewed;
- Assess, record and report on the development, progress and attainment of students in line with school policy;
- Ensure positive behaviour for learning for all students in line with the School's policy;
- Work to foster a positive working environment in the subject area that supports students' learning;
- Provide an effective role model for students in terms of your own professional practice.

6. Other Responsibilities

- Model a clear understanding of all subjects taught as part of the National Curriculum for England and Wales, with the ability to adapt and innovate, recognising that each child's learning will be tailored to their needs, abilities and interests;
- Demonstrate a clear understanding of the development of reading, writing and maths in a Primary setting, and how to enhance these throughout a thematic curriculum;
- Ability to plan learning opportunities with other colleagues, including best transition processes.

Additionally, all staff are required to undertake any other duties that may be allocated, in consultation with the Principal.

Qualifications & Skills:

- Bachelor's degree in Bachelor of Education in Early Childhood Education.
- 3+ years' experience in a similar or larger organization, Data analysis, and report development highly sought
- Strong knowledge of child development, curriculum planning, and early years teaching methodologies.
- Experience in data analysis and report development is highly desirable.