



Gulf British Academy

EYFS Teacher

Job Description

Job Title: EYFS Teacher (Reception or KG)

Reports to: Year Leader and Head of Key Stage

Location: Gulf British Academy - Salmiya

School Overview

Gulf British Academy (GBA) is a BSO-accredited British international school established in 2005, now located in a modern, purpose-built campus. We cater for pupils from Pre-KG to Year 12 and pride ourselves on being a warm, inclusive and forward-thinking school.

At GBA, oracy is at the heart of our learning culture. We empower learners to think critically, speak confidently and write meaningfully, preparing them to engage with the world as articulate, thoughtful individuals. Our values of Trust, Respect, Empathy and Passion shape every interaction and guide our approach to teaching and learning.

Job Overview

The EYFS Teacher plays a vital role in creating a nurturing, language-rich, and playful learning environment that reflects GBA's commitment to oracy, enquiry and purposeful early learning. The teacher will support children's holistic development—social, emotional, physical and cognitive—while fostering curiosity, independence and confident communication.

KEY RESPONSIBILITIES	
AREA	DETAILS
Teaching & Learning	- Plan and deliver engaging, developmentally appropriate, and inclusive learning experiences rooted in play, exploration and communication. - Use rich talk, interactive storytelling, songs, role-play, modelling and purposeful dialogue to develop children's communication and language skills. - Embed oracy practices such as turn-taking, questioning, active listening and simple enquiry routines within daily learning. - Maintain high expectations for children's engagement, behaviour, routines and learning dispositions. - Use observations, formative assessments and the EYFS Framework to monitor progress, identify next steps and inform planning. - Provide meaningful feedback that supports early reflection, confidence and learning. - Integrate digital tools appropriately to support early learning and documentation of progress.
Classroom Culture & Pupil Well-being	- Build warm, trusting relationships with pupils that promote emotional security and confidence. - Create a safe, positive and inclusive classroom where every child feels valued, heard and supported. - Foster independence, curiosity, resilience and a love of learning through play and hands-on experiences. - Promote positive behaviour through clear routines, positive reinforcement and nurturing guidance. - Support children in becoming confident speakers, active listeners and compassionate friends.
Collaboration & Professional Growth	- Work collaboratively with EYFS colleagues to share best practice and ensure continuity across the phase. - Engage in professional development, coaching and CPD focused on GBA's priorities, especially early communication and oracy. - Reflect on teaching practice and contribute to ongoing improvement of EYFS provision. - Participate in planning meetings and contribute to curriculum development aligned with GBA's vision. - Respond positively to feedback from leaders and peers.
Parental Engagement	- Communicate regularly and professionally with parents regarding children's development, well-being and learning. - Build strong, respectful partnerships with families, recognising their vital role in early education. - Participate in parent meetings, workshops, stay-and-play sessions and wider community events.
Wider School Contribution	- Support whole-school initiatives, celebrations and assemblies that reflect GBA's values and culture. - Contribute to whole-school events and the extra-curricular programme where appropriate. - Uphold all safeguarding responsibilities and ensure the safety and welfare of pupils at all times.

KEY REQUIREMENTS	
AREA	DETAILS
Essential Qualifications & Experience	• Qualified Teacher Status (QTS) – PGCE, BEd or equivalent. • Successful experience teaching in EYFS or an early primary setting (UK or BSO-accredited school). • Fluency in spoken and written English. • Strong understanding of child development, early learning pedagogy and the EYFS Framework.
Key Skills & Attributes	• Ability to build warm, caring, and respectful classroom relationships. • Commitment to GBA's vision of nurturing articulate, confident and curious learners. • Skill in using talk, dialogue and play to support early thinking and communication. • Creativity, adaptability and passion for early childhood education. • Reflective, resilient and proactive approach to professional growth. • Strong organisation, communication and interpersonal skills. • Ability to work flexibly and collaboratively within a committed EYFS team. • Dedication to safeguarding, inclusion and holistic child development.
Desirable	• Experience using enquiry-based learning, dialogic teaching, P4C (EYFS adaptation) or oracy frameworks. • Experience with early observation tools and digital platforms for assessment. • Experience contributing to EYFS curriculum development or whole-school initiatives. • Interest in taking on future leadership or mentoring roles.