



Early Years Teacher – Job Description

Classification	Scope
Position Type: Teacher Position Category: Teacher	Early Years
Reports to	Supervises
Head of Early Years & Deputy Heads	Teaching Assistants & Students

I. Purpose

To create a positive and inclusive educational environment conducive to learning and developing through purposeful play and active learning. Motivate and challenge all students to become self-regulated, life-long learners and leaders. Contribute to school life by offering and supporting extracurricular activities and building solid relationships with students, parents, colleagues and the wider Markham community.

II. Main Responsibilities

- Plan and implement high-quality continuous provision and teacher-led sessions that are engaging, relevant to the children, thought-provoking, differentiated and effectively assessed.
- Monitor the progress of all students and adapt teaching practices to account for students' needs.
- Effectively engage and interact with students to support and challenge their learning.
- Carry out regular observations of the children to ascertain their stage of development and next steps in learning, and use this to plan effectively.
- Create a stimulating and safe environment where students can thrive educationally and socially.
- Support the students in developing their awareness of behavioural agreements and use restorative behaviour practices to help the children regulate their behaviour to align with the expected behaviour for the section.
- Be a positive role model by setting high personal and professional expectations in learning and teaching, behaviour and attitude.
- Attend and help organise events for student's parents or the wider community.
- Support the school leadership in achieving the school's vision, mission, values and aims of the school and the implementation of whole school systems.

Role

Pastoral Care and Safeguarding of Students

- Be accountable for the academic, social and emotional well-being of children in your class and be aware of all educational factors relevant to each student
- Undertake a contributory role in student well-being
- Ensure the safety of all children in the Early Years section by being observant, supportive and proactive while on duty, and maintain an ethos of respect in all shared areas such as the library and playground
- Communicate positively and empathically with students on a personal basis, listening to them and helping them whenever possible
- Keep appropriate levels of confidentiality regarding students, staff and our community both now and in the future
- Use all school facilities and resources carefully and respectfully, and report any maintenance or health and safety concerns directly to the relevant administrator



<ul style="list-style-type: none"> Promote the use of appropriate technology and the safe use of school facilities and resources
Curriculum
<ul style="list-style-type: none"> Differentiate or appropriately scaffold learning activities to ensure that all students are able to progress according to their ability Be actively involved in any relevant curriculum review process and demonstrate a collaborative model for all planning requirements Work collaboratively within the year group team to ensure consistency of learning opportunities and equal opportunity of educational access for all students Seek opportunities to develop consistency and curriculum continuity between all grade levels Maximise learning opportunities both within and outside the classroom through an effective free-flow programme of learning, field trips, visiting speakers, varied teaching styles and resources <p>Assessment:</p> <ul style="list-style-type: none"> Maintain all planning and record-keeping as requested by the school Give regular constructive and positive verbal feedback to students Ensure learning opportunities are planned and assessed in accordance with the curriculum aims and fulfil Peruvian national standards and requirements. Carry out moderation activities to ensure assessments are accurate and consistent within a year group.
Communication
<ul style="list-style-type: none"> Respect and follow the established lines of communication within the school, ensuring all communication is professional, respectful and constructive Ensure excellent lines of communication with all staff, parents and children and promote positive public relations with the parents and the community Attend all relevant academic and student well-being meetings and collaborative planning sessions Keep accurate, complete records of the progress of each student and report student progress to parents through conferences and written reports Creatively display student work within learning spaces and the shared areas of the school
Professional development
<ul style="list-style-type: none"> Actively seek out professional development opportunities, either within the school or externally. Be open to participating in our mentoring/coaching program and attend weekly and ad-hoc team meetings, and be willing to share thoughts, opinions, ideas or concerns. Independently keep up to date with current worldwide educational practices through reading, research, attending training sessions and workshops
<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p>

III. Education, Experience & Knowledge

Education:

Bachelor's Degree in Education, or Bachelor's Degree in any subject with PGCE (Postgraduate Certificate of Education) or an equivalent teaching licence. Higher degree or recognised professional qualification (preferred).



Level of Instruction:

Teaching License (Titulado for Peruvians)

Experience

- A minimum of 2 years of experience teaching 2-6 year old students
- Teaching learners who have English as a second language and children with diverse abilities
- Teaching experience in an international school recognised for its high-quality approach to teaching and learning (desired)
- Experience with free-flow and collaborative learning environments (desired)

Knowledge and Understanding

- Theoretical and practical understanding of effective teaching and learning strategies in the Early Years
- Relevant Early Years curriculum knowledge
- Understanding and knowledge of the principles and practice of inclusion
- Knowledge of working in an English immersion environment and methods for supporting second language development in young learners

IV. Teacher Standards at Markham College

All teachers at Markham understand that our every action directly impacts the quality of our children's experiences. The Principles of Action directly inform four standards that reflect our expectations regarding best practice.

All Markham teachers are guided by and accountable to these standards:

Standard 1	Belonging	Building a safe learning environment
Standard 2	Opportunity	Understanding individual potential and possibilities
Standard 3	Responsibility	Empowering children to take ownership of their learning
Standard 4	Trust	Believing others want them to be their best version of themselves

The Markham Teacher Standards define our expected approaches to teaching. Teachers are asked to evaluate their practice against four standards. This approach feeds into our Professional Learning programme, where staff adopt an evidence-informed approach to set professional learning goals for learning, teaching, well-being, or leadership. More information about the Markham Teacher Standards can be found linked [here](#).