



### Early Years Teacher – JOB DESCRIPTION

Each Job Description is an outline of the role it describes. Included are the priorities which the School sees as most important at this time. These priorities will be the focus of the post holder, but the intention is that those holding posts of responsibility will use the Job Description as a starting point and go beyond it in order to provide excellent leadership in the area of responsibility.

Those who are most successful will take the Job Description and use it to develop their area by showing initiative and pushing the boundaries in the best interests of our students, colleagues and the School – thus ensuring a practical application of our Vision: **Become the Best that You can Be.**

<b>Job Title:</b>	Early Years School Class Teacher
<b>Campus:</b>	Early Years Campus
<b>Report to:</b>	Early Years Campus Headteacher

**PURPOSE OF ROLE:**

The key responsibility of the Early Years Teacher is to be responsible for the safety, well-being and learning of the children in the Early Years Campus.

**GENERAL RESPONSIBILITIES:**

- Provide high quality, integrated early education and childcare service following the statutory framework and practice guidance of the EYFS, giving PIS children the opportunity to achieve their Early Learning Goals.
- Establish relationships with the children and their parents, plan the learning environment and curriculum, support and extend children’s play, learn and develop, assess their achievements, and plan their next steps.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat all students with dignity, build relationships rooted in mutual respect, at all times observe proper boundaries appropriate to a teacher’s professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within the statutory framework, which sets out professional duties and responsibilities as outlined and conditions for service of teacher’s documents.
- Take responsibility for promoting and safeguarding the welfare of children within the school.
- Demonstrate outstanding Early Years practice in all areas.

**KEY ACCOUNTABILITIES:**

**A) Planning/ Learning**



- The Early Years Teacher must carry out the planning and implementation of age-appropriate curricula for children in accordance with the practice guidelines of the EYFS, in consultation with the EY Campus Principal and Management Team.
- The Curriculum Planning should meet children's individual needs through the Ages and Stages toward the early learning goals. It is also to develop their early communication, literacy and numeracy skills which will prepare our children for key stage 1 (Year 1 and Year 2)
- The EY teacher must ensure learning experiences of the highest quality through a range of well planned play, enjoyable and challenging. There should be opportunities for children to engage in activities planned by adults and plan or initiate themselves.
- The EY teacher should ensure that the curriculum and children's activities meet fully with the criteria set out by the EYFS (development matters 2021) and that the highest possible outcome is achieved.
- The EY teacher must be willing to adapt and include new initiatives and directives into the curriculum when required to do so.
- The EY teacher must always be punctual in coming to school. They must be at school on or before 7.45am, and leave work from 4.00pm (once a week at 4:45 pm).

#### **B) Teaching and classroom management**

- Ensure effective teaching of the whole class and groups and individuals within the whole class setting so that learning objectives are met and students' learning time is used efficiently.
- Establish and maintain a purposeful learning atmosphere.
- Set high expectations for students' behaviour, establish and maintain a good standard of discipline through well-focused, engaging teaching, and positive productive relationships.
- Establish a safe, clean and secure learning environment which promotes students' confidence.
- Evaluate your teaching critically and use this to improve your effectiveness.
- Work and plan alongside other teachers in the year group and across campus to enable continuous professional development, development of planning and curriculum and share good practice.

#### **C) Monitoring, assessment, recording, reporting and accountability**

- Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.
- Maintain good organisation and accurate assessments to offer a clear record of students' progress and complete an EYFS profile for each child.
- Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents.
- Understand the expected demands of students in relation to the Framework's expectations for the Early Foundation Stage.

#### **D) Management and administration**

- Be responsible for the line management of teaching assistants in the Early years, including their performance management.
- Participate in administrative and organisational tasks related to the responsibilities described above.



- Support students on placement in Early Years Foundation Stage classes.
- Foster close relationships with parents/carers and the wider community. Assist them in supporting their child’s learning at home. Present a positive image of the school to all other stakeholders.
- Committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.
- Provide a bright, attractive and safe environment in which the well-being of students is paramount and is conducive to children’s learning.

**E) Miscellaneous**

- Modelling high standards of professional behaviour, setting an example for the community.
- Attending all events on the campus, as required (Occasional evening and weekend events will be organised and expected to attend).
- Supporting PIS by attending all Whole School events as required
- Gate Duty Schedule in the morning and afternoon
- Leading the whole school assembly (by schedule)

**KEY RELATIONSHIPS**

**Working alongside:**

Early Years Leadership Team Members

**Liaising with:**

Lao and Other Specialist Teachers

Teachers above your class year (this includes in Primary and Secondary Campuses)

**Reporting to:**

Early Campus Headteacher

Assigned Deputies

Department Heads

**ESSENTIAL KNOWLEDGE, ABILITIES AND QUALIFICATIONS**

- A qualified teacher able to demonstrate strong academic and intellectual credentials with evidence of relevant and recent CPD.
- The ability to teach to a high standard and model to colleagues as necessary
- The ability to be a team player

**DESIRABLE EXPERIENCE SKILLS AND INTERESTS**

- Has teaching experiences from home country and overseas. Whilst experience of the English National Curriculum and/or the Cambridge Curriculums is desirable, it is not essential, more important is being a good teacher, having an understanding of contemporary best practice pedagogy and a willingness to learn.
- Is committed to continuing personal and professional development.
- Is tactful and diplomatic with the ability and experience to handle sensitive situations effectively.



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- Enthusiastic and positive with the ability to inspire others with a “can do” attitude.
- Team Player with a well-developed sense of humor.

**SPECIFIC SKILLS**

Trustworthy and honest, organised and efficient, hardworking, flexible, team worker, positive attitude with a sense of humour, energetic, punctual, good health and committed to providing high-quality childcare.

**I have read and understand the contents of this “Early Years Teacher – JOB DESCRIPTION”.**

Date:

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Teacher’s Name.