



JOB DESCRIPTION

Location	Dulwich College International School Bangkok
Department	DUCKS
Position/Job Title	Teacher of DUCKS for Foundation Stage (Early Years)
Reporting to	Head of Primary School
Line Manages	Teacher Assistant
Collaborates with	Year group colleagues

At Dulwich College International, **students come first**. And because teachers play an extraordinary role in nurturing our students to become confident, curious and knowledgeable global citizens, we look to recruit the very best practitioners in international education who are passionate about unlocking the potential of our students.

Our teachers nurture and inspire their students today to make a positive difference in the world – living fully, living responsibly, and living sustainably.

We empower our Teachers to **Live Worldwide**.

Our Vision For Teachers

Worldwise Teachers:

- Put students first in all they do
- Display a positive attitude, adaptability and open-mindedness
- Show professional initiative and perseverance
- Are truly collaborative and display highly developed communication skills
- Are committed to internationalism and equity
- Are committed to sustainability and global citizenship

Worldwise teachers believe in:

- The right of every student to be safe, supported and nurtured
- Evidence-based and innovative pedagogy
- Personalised and differentiated student learning
- Setting high expectations for every student
- Empowering students to reach their own goals
- High levels of student motivation and engagement

Worldwise teachers' practice:

- Maximises every student's opportunity learn
- Promotes student agency, reflection and a love of learning
- Delivers academic rigour and holistic learning
- Reveals the complex and inter-disciplinary nature of learning content
- Creates a supportive and dynamic learning environment
- Develops students' higher-order thinking



BRIEF OVERVIEW OF ROLE

We are seeking DUCKS teachers for our Foundation Stage (FS) classes. The roles are for full time class based teachers as well as a specialist FS role that will deliver best practice across the Nursery and Reception classes covering the Prime Areas of learning.

All teachers are expected to live the DCBK values and make positive contributions to whole college strategic aims.

Teachers are expected to champion high expectations, foster a love of learning and nurture well-being so that every child is able to achieve their personal best.

To encourage international understanding ensuring equal opportunity for all students, providing a positive, safe and inclusive learning environment where 'Students come first'.

DUCKS (Dulwich College Kindergarten School) is the Early Years and Key Stage 1 section of Dulwich College International schools. It provides a nurturing, play-based, and inquiry-driven environment for children aged 3 to 7.

DUCKS is grounded in the belief that happy children learn best, and it fosters a love of learning through exploration, creativity, and meaningful relationships.

The EY DUCKS curriculum blends the English Early Years Foundation Stage (EYFS) frameworks with international best practices, including Reggio Emilia-inspired approaches, character education, and transdisciplinary learning.

DUCKS teachers create a warm, inclusive, and stimulating learning environment where young children thrive socially, emotionally, and academically. DUCKS teachers are facilitators of play, inquiry, and discovery, helping children develop foundational skills in literacy, numeracy, communication, and personal development.

DUTIES AND RESPONSIBILITIES

Professional Requirements

- Actively promote the well-being of all students and be familiar with, and uphold all, safeguarding policies and reporting lines and procedures within the college.
- Take responsibility for upholding health and safety practices, completing risk assessments/near misses or accident reports as appropriate and ensuring that registers as appropriate are completed accurately.
- Be familiar with processes and expectations in place so that students requiring additional support (language or AEN) are well supported and that teaching and learning is adjusted accordingly.



- Undertake student supervisory duties as required and necessary, ensuring effective 'duty of care'.
- Follow behaviour management policy and procedures, focused on restorative solutions.
- Communicate effectively and respectfully with all stakeholders, in person and in writing.
- Collaborate effectively with colleagues within the Primary School and across the college.
- Participate in, and support, the broad range of activities and extra-curricular events and service learning that takes place in the Primary School, completing a minimum of one hour of extra-curricular activity per week.
- Attend Parent Teacher Student Consultation interviews throughout the year, providing parents and students with constructive feedback and next steps for learning.
- Establish and maintain effective working relationships with professional colleagues, within DCBK and the Dulwich group.
- Meet the requirements of annual performance review, setting measurable objectives and evaluating progress as a reflective, self-directed, practitioner.
- Complete relevant professional learning as required by the college and maintain a personal record of professional learning activities.
- Contribute to the improvement plan of the Year Group and DUCKS and contribute to the whole college aims as appropriate.

Teaching and Learning

- Recognise that students' learning can be influenced by their physical, intellectual, emotional, social development and their cultural background, making a commitment to 'knowing the child'.
- Nurture positive relationships, ensuring that every child understands that they are valued and 'heard' by providing authentic opportunities for student agency.
- Embed the college learning principles into everyday teaching and learning practice and vocabulary.
- Keep up to date with curriculum development and educational research so that teaching and learning is based on evidence and best practice.
- Plan and deliver a rigorous, differentiated learning programme which incorporates key content, skills and engaging learning opportunities which can be identified in curriculum planning.
- Create structured lessons with clear learning intentions, which maintain pace and challenge for students, incorporating a variety of learning activities infusing context and 'real world' learning opportunities.
- Demonstrate flexibility, adopting a responsive approach to teaching and learning, seizing opportunities for innovation and re-enforcing learning as needed based on assessment and feedback.



- Integrate learning technology into teaching and learning, selecting the most appropriate tool to enhance the learning experience.
- Demonstrate confidence in the use of learning platforms and technology, completing ongoing professional learning as required to facilitate excellence in face to face or hybrid learning.
- Set regular, meaningful and appropriately challenging homework, which enables pre-learning, consolidates or extends learning, providing timely and constructive feedback.

Assessment, Monitoring, Recording and Reporting

- Use the baseline and teacher assessment data to inform teaching and learning, setting individual student targets throughout the academic year to ensure that all students make progress.
- Use a variety of methods to assess learning both formative and summative to build a picture of student progress.
- Provide regular, timely, written and verbal feedback to students and parents on learning, so that students can clearly identify and articulate how to improve their performance, taking ownership for learning and developing greater independence.
- Uphold and promote policy and practices related to academic integrity, fully
- Follow school policy on assessment and feedback and communicating performance to students and parents.
- Accurately report on student progress throughout the academic year, providing personalised feedback on learning and concise actionable steps for improvement.
- Provide updates on individual progress to professional colleagues and parents as required.

QUALIFICATIONS AND EXPERIENCE REQUIRED

- At least two years post qualification experience
- PGCE or QTS, Teaching License from non-UK countries are required
- Bachelor's degree in relevant subject area.
- Successful experience in working with students in Early Years and/or Key Stage One
- Demonstrated experience in inspiring students in a stimulating learning environment
- Previous experience in an international school and familiarity with the British education system is preferred
- Experience in teaching EAL students preferred
- Experience working in a high-performing school
- Ability to analyse student data and promote student achievement
- Demonstrated experience of the use of educational ICT to promote learning



- An understanding of how the learning continuum flows through the College
- Commitment to supporting all aspects of our programme including extracurricular activities and contribution to the school community and events
- Commitment to being a team player and showing strong collaborative skills
- Positive management of students' behaviour
- Strong, clear communication and listening skills

Dulwich College International is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We follow safe recruitment practices which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. All appointments are subject to an interview, identity checks, criminal record checks, and successful references.

Reviewed 03 Oct 2025