

David Massiah - Headmaster

Foundation Stage Class Teacher: Job Description

Line Manager – Early Years Co-ordinator

A Foundation Stage Class Teacher should be an adaptable and inspiring educator. He/She should be a good teacher, motivator and communicator and should provide a stimulating and well-organised learning environment for the students. He/She should be able to provide professional expertise, high quality teaching, make effective use of resources and ensure improved standards of achievement for all students.

All staff at DCY are expected to possess a detailed knowledge of the College's Safeguarding Policy and understand how its principles guide everything we do in the school.

1. Knowledge and Skills. He/She should:

- 1.1. Possess a detailed knowledge of the College's guiding statements and how these principles influence the ethos and decision-making process in the school.
- 1.2. Possess a detailed understanding of the DCI Learning Principles to ensure the long-term retention of valuable knowledge, concepts and skills and the ability to transfer what has been retained into different contexts and situations.
- 1.3. Possess good communication skills and be willing to adapt to the demands of an international school.
- 1.4. Be willing to participate fully in a new primary school and in particular help to develop the team spirit within the school.
- 1.5. Satisfy student needs in academic and pastoral matters.
- 1.6. Teach mixed culture and ability classes using a variety of styles to create appropriate learning opportunities for all students.
- 1.7. Be familiar with English and international Primary School curricula, especially the English Early Years Foundation Stage framework.
- 1.8. Keep abreast of current developments in Early Years/Primary School education.
- 1.9. Operate as an effective team member who listens to and respects the views and values of others, be they students, staff or parents.

2. Responsibilities - He/She should:

- 2.1 Place safeguarding at the heart of everything we do in the College.
- 2.1. Ensure that the College's guiding statements are widely published and understood within the age phase and their effectiveness monitored.
- 2.2. Ensure that the DCI learning principles and relevant reflective tools are used to assess student learning and provide the basis for effective feedback on their future performance.
- 2.3. Be an effective, compassionate and caring teacher responsible for the planning, teaching and learning, assessment and pastoral well-being of the children in the class and school as a whole.

- 2.4. Arrive at school by 7.15am and teach throughout the day, apart from scheduled break times, until the finish of classes. Specialist teachers will provide non-contact lessons at certain times throughout the week.
- 2.5. Teach a weekly load of 80% for the full teaching week, excluding break times and CCAs.
- 2.6. Remain at school for a reasonable time after the end of scheduled lessons to ensure the completion of all professional responsibilities.
- 2.7. Implement Foundation Stage /Primary School policies and plans.
- 2.8. Be line manager for the Teaching Assistant attached to the class and complete their performance management process.
- 2.9. Liaise with the Early Years Co-ordinator and specialist teachers to ensure the effective delivery of the curriculum.
- 2.10. Participate in the design, development, implementation and review of the different curricula and schemes of work in the Foundation Stage /Primary School.
- 2.11. Complete and review plans as required by the EYFS framework.
- 2.12. Participate in the design, development, implementation and evaluation of assessment and reporting systems for Foundation Stage students.
- 2.13. Use a variety of different teaching styles that cater for the individual learning styles of each student.
- 2.14. Ensure the discipline and safety of assigned classes.
- 2.15. Be fully aware of the pastoral and medical needs of all children in your care; this involves reading each child's medical records and school file.
- 2.16. Maintain a class register and detailed records on each child's progress throughout the year.
- 2.17. Attend termly parent-teacher consultation meetings and to meet at other reasonable times when requested by a parent.
- 2.18. Write school reports highlighting each child's academic progress and achievement.
- 2.19. Participate in in-service training for staff.
- 2.20. Help order and select resources and manage them efficiently in the classroom; including responsibility for the class budget.
- 2.21. Participate in regular school meetings - in an average week there will be one school meeting to attend.
- 2.22. Attend curriculum information meetings for parents - on average one per term, plus a welcome evening in Term 1.
- 2.23. Contribute to the development of a positive attitude between the College and the wider community through cooperative relations, publications and competitions. On occasion this will require attendance at after-school and Saturday events such as Founder's Day, festivals etc.
- 2.24. Undertake daily break time duties.
- 2.25. Help organise different early years events throughout the year.

- 2.26. Contribute to the school Yearbook termly magazine and weekly Newsletters.
- 2.27. Be willing to undertake a reasonable number of cover duties when fellow staff are absent.
- 2.28. To have read the College's health and safety policy and through proactive reporting and constant vigilance help maintain high levels of health and safety in the school.

Signed: _____ Date: _____

N.B. This job description is a guide to working at Dulwich College Yangon in the above-named post.

The Head and staff are required to show flexibility, co-operation and team work to amend any of the above responsibilities.