

LOCATION	The British School Yangon (BSY), Myanmar
JOB TITLE	Early Years Teaching Assistant
JOB PURPOSE	To work under the guidance of, and in collaboration with, Early Years class teachers. To ensure the welfare and well-being of the Early Years children, to be ambitious for their achievement and progress, and to help provide them with a world class education.
REPORTING TO	Class Teacher
OTHER KEY RELATIONSHIPS	Students and families (current or prospective), the Head of EYFS and the Principal
PACKAGE	Competitive
SAFER RECRUITMENT PRACTICES	The British School Yangon is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers, in accordance with our recruitment policy. Interviews will be conducted via Skype or in person, and they will explore candidates' suitability to work with young children.

MEASURES OF PERFORMANCE

Support for Pupils

- To be present between the hours of 7:30am and 4:00pm daily from Monday to Friday, and other hours or days as required by the school.
- To support pupils' development and promote independence in a safe, secure, challenging and enabling Early Years environment.
- To proactively learn about the Early Years curriculum, including utilisation of the Development Matters documentation.
- To support the learning of all of the individual children in our Early Years setting.
- To act as a role model, setting high expectations for behaviour, resilience and integrity.
- To encourage pupils to interact positively, be respectful, and work cooperatively with others.
- To observe, record and support the development and progress of pupils.
- To identify individual needs and difficulties and to effectively feedback to pupils in relation to their progress and achievements.
- To assist pupils with their personal hygiene needs as required, with a focus on fostering their independence.
- To promote the inclusion and acceptance of all pupils within the Early Years setting.

Support for Teachers

- To liaise with other Early Years professionals to ensure an excellent learning environment is achieved and maintained.
- To effectively communicate observations of the Early Years children to other EYFS staff, both verbally and in writing.
- To listen, support and discuss issues sensitively with parents and carers and to participate in feedback sessions and meetings with parents.
- To monitor and evaluate pupils' responses to learning activities through observation and recording of achievements, and contribute to children's written Focus Week reports.
- To provide objective and accurate feedback and reports, as required by the teacher, on pupil achievement progress and other matters, ensuring the availability of appropriate evidence.
- To provide general and clerical support to your class teacher and the team, such as creating resources, setting up activities, photocopying and filing, and receiving and passing money to the school office.
- To consistently uphold the rules and boundaries of the Early Years setting and actively promote pupil self-control and independence.
- To proactively create and maintain displays and an engaging, well resourced classroom environment, as well as the wider indoor and outdoor EYFS environment.
- To undertake any other task as reasonably requested by your class teacher, the Head of EYFS or the Principal.

Support for the Curriculum

- To effectively plan in the moment to maximise progress for the Early Years children.
- To set out and prepare equipment indoors and outdoors.
- To effectively support the use of the resources available in Early Years and develop pupils' competence and independence in their use.
- To determine the need for, prepare and maintain general and specialist equipment and resources.
- To support in all Specialist lessons, including in the pool during Swimming sessions.

Support for the School

- To promote the policies, ethos and values of the school.
- To promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policies and agreed guidelines, and encouraging pupils to take responsibility for their own behaviour.
- To display pupils' work to reflect their achievement.
- To supervise pupils on outings and visits as required.
- To supervise pupils at breaktimes and lunchtimes.
- To attend staff meetings as required.
- To be aware of, and comply with, policies and procedures relating to child protection and health, safety and security, and to refer all concerns to the class teacher and the Head of EYFS.
- To treat all information relating to a pupil as strictly confidential, and to be aware of and comply with school policies and practices, receiving training where necessary from the school.
- To always be a proactive and positive member of the school and class team.
- To participate positively and professionally in effective relationships with all team members.
- To establish constructive relationships and communicate with other external agencies and professionals.
- To take an active role in the life of the school beyond the classroom.
- To support the After School Club Coordinator, and the school, in delivering after school clubs, squads and/or sporting competition training and events.
- To support school events such as productions and Sports Days.

Personal Development

- To actively engage in the Staff Development Cycle, the process whereby you will self-reflect and set professional targets, and record the actions you have done in order to meet those targets. You will review these in regular developmental meetings with your class teacher.
- To attend relevant courses and learning activities provided by the school in order to update your knowledge as required, or as identified by yourself.
- To take opportunities to develop your own areas of interest and expertise and to use these to advise and support others, or to organise and action specific projects.

PERSON SPECIFICATION	
Experience / Knowledge	
• Experience of working with young children.	Essential
• Recent experience of working in a school or Nursery.	Desirable
• An understanding of the varied needs of children as they develop socially and academically.	Essential
• A knowledge of behaviour management techniques that support the running of an EYFS setting.	Essential
• Ability to prioritise workloads and to work on own initiative.	Essential
Skills and Aptitudes	
• A commitment to promoting equal opportunities and meeting individual needs.	Essential
• Awareness of confidentiality.	Essential
• Ability to work as part of a team.	Essential
• Able to manage time effectively.	Essential
• Ability to be flexible to the needs of the children.	Essential
• Effective communication and interpersonal skills.	Essential
Other Qualities	
• Relish the prospect of collegial planning and teaching within the wonderful country of Myanmar.	Essential
• Be able to engage and inspire new learners of English.	Essential
• Be open to ideas, to continued professional development.	Essential
• Be energetic and prepared to go the extra mile in shaping the school's future.	Essential
Personal Attributes	
• High levels of personal integrity.	Essential
• Excellent organisational and time-management skills.	Essential
• Attention to detail.	Essential
• Enjoy the challenge of working in a premium international school.	Essential
• Ability to work under pressure and remain calm.	Essential
• Willingness to take on multiple tasks.	Essential
• Proactive and able to prompt others to ensure deadlines are achieved.	Essential
• Self-motivated and enthusiastic.	Essential
• Ability to work independently.	Essential
• Continually strive for improvement.	Essential

Other Attributes

- You must hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.
- Compliance with visa requirements for working in Yangon.
- A commitment to safeguarding and promoting the welfare of all pupils and the willingness to undertake appropriate child protection training when required.

PHILOSOPHY AND VALUES

We are ambitious for our students, our people and our family of schools. We believe that:

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.

The NAE Commitment

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

Promote and embodies *The CORE 7 Leadership Capabilities*:

- **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
- **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
- **Collaborative** – Works collaboratively with others to achieve organisational outcomes
- **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
- **Enabling** – Drives excellence through valuing and developing others
- **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
- **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation