



WELLINGTON COLLEGE
TIANJIN

EYFS Teacher

Job Description

Reports to: Head of Early Years

Wellington College is committed to providing world-class educational opportunities in the city of Tianjin. We seek to recruit and develop staff members who are fully engaged with the stated vision of the school – [to] “aspire to create a caring, international community that develops well-rounded individuals with strong values and the skills to thrive within an ever-changing global society” and who are guided in their professional and personal conduct by the core Wellington values – courage, respect, integrity, kindness and responsibility. In this way, the post holder should regard the following outline of the job description not as a checklist of things to achieve, but as a starting point for their growth in the role

ABOUT US

Wellington College International Tianjin’s Early Years’ centre (‘the Nest’) provides pupils aged 2-6 years with access to an education rooted in the traditional values and the progressive approach to learning synonymous with Wellington College, within a genuinely bilingual educational programme. Our model draws on the best of the UK’s EYFS and deepens the learning experience of our pupils through the addition of key elements of the Chinese language, culture and history. We aim to prepare pupils for success during and after their time at the College.

Within a culture of shared vision, mutual respect, high academic standards, open communication and a commitment to best practice, the teachers in the Nest form an integral part of a close team determined to develop and evolve in their personal and professional development.

TIANJIN

China today boasts at least two of the world’s great cities on its mainland – Beijing and Shanghai. While these megacities, with populations well in excess of 20 million people, hog the limelight, so-called ‘second tier’ cities, such as Tianjin provide some light relief from the hectic pace of life. Tianjin may be the largest city most people have never heard of; it is China’s 4th largest city, with over 15 million people spread across its main urban centres. It is the former port city for Beijing, providing the capital with its access to the sea and the trade routes across the world.

Any visitor to Beijing or Shanghai cannot have failed to notice the scale of those cities, and with that vast size comes an almost inevitable compromise in terms of traffic jams, higher prices and crowds of tourists and locals alike. Tianjin, by contrast, has a rather less frenetic pace of life. Inhabitants can take long, peaceful walks along the beautiful HaiHe river or mooch around the former European concession areas in WuDaDao. It is a big city, but with the feel of a compact and connected centre – the ‘downtown’ areas of shopping, sporting and leisure facilities all sit within a few square kilometres of the CBD. Strolling, jogging or cycling around the city is remarkably easy and affords a chance to see the historic and cultural highlights whilst never being too far from a restorative coffee shop or restaurant.

The city’s traditional heart is around the Drum Tower, just a few minutes’ walk from the school. Here, arts and crafts’ shops rub shoulders with antique dealers and restaurants offering local Tianjin delicacies. Further along the river, and again within easy reach of the school, lie the former concessions, sections of the city which in the 19th Century were annexed by the major world powers, including Britain, Germany, the US and Japan. All saw in Tianjin the chance to exploit Chinese trade, and as a result, the city has developed some historic areas which reflect the architecture and ambitions of their former occupiers. A day spent wandering around WuDaDao, or the recently restored Italian concession area, makes for a fascinating journey into the city’s past. Venturing outside the city, Tianjin has its own stretch of the Great Wall, which makes for a scenic and peaceful two-hour hike: the crowded Wall sections around Beijing will seem a million mile away once you set foot on the Huangyaguan stretch of this UNESCO World Heritage site.

1. General role description:

- To teach pupils in the age range 2-5 years.
- To maintain awareness of, and to adhere to, all school policies and procedures, and to share collective responsibility for their implementation.

2. Professional Knowledge and Understanding

- Have a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
- Be informed about and apply a range of approaches to assessment, to understand the importance of formative assessment, and to be able to personalise pupil learning and next steps and targets accordingly. To follow assessment guidance set out in the whole-school assessment policy. Use internal, standardised and national data to evaluate the effectiveness of teaching, to monitor the progress of pupils, and to raise levels of attainment.
- Understand how pupils develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. Know how to make effective personalised provision for the pupils including those for whom English is an additional language, and how to apply diversity and promote equality and inclusion in teaching.

- Know how to identify and support pupils whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

3. Professional Skills and Attributes

- Safeguard pupils' wellbeing in school and on authorised school activities elsewhere.
- Plan and teach lessons and sequences of lessons that are well organised, demonstrating secure subject knowledge, and relevant to curricula across the age and ability range.
- Use a range of teaching strategies and resources including e-learning, taking practical account of diversity and promoting equality and inclusion.
- Provide opportunities for learners to develop their literacy, Numeracy and ICT skills
- Provide homework to sustain learner's progress and consolidate their learning.
- Make effective use of a range of assessment, monitoring and recording strategies. Use Tapestry to effectively monitor pupils' progress over time.
- Provide, accurate and constructive feedback on learner's attainment, progress and areas for development.
- Support and guide learners to reflect on their learning, identify progress they have made and identify their emerging learning needs.
- To have high expectations of pupils and a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- To demonstrate and model the positive values, attributes and behaviour expected from pupils.
- To communicate effectively with pupils, young people, colleagues, parents and carers.
- To commit to collaboration and cooperative working with colleagues
- To reflect on and improve on professional practice, and take responsibility for identifying and meeting personal professional development needs as well as to maintain a creative and constructive approach towards innovation, and to be willing to adapt professional practice for the benefit and improvement of pupil learning and progress.
- To act upon advice and feedback and to be open to coaching and mentoring.
- Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in and out of school contexts.
- Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.
- Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
- Ensure colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Advise and cooperate with staff on the preparation and delivery of courses of study, teaching materials and programmes, methods of teaching and assessments and pastoral arrangements.
- Participate in arrangements for further training and professional development, including undertaking personal training and professional development identified through performance management.

- Carry out other duties as reasonable directed by the Head of Early Years or the Master.

Person Specification

Required Qualifications / Skills:

- A relevant degree and professional teaching qualification is essential
- A passion for the subject and a desire to share this with as wide a range of students as possible
- Experience in designing and delivering progressive design and technology curricula
- Knowledge of Early Years' curricula, EYFS and Early Learning Goals (ELG), or their equivalent, their delivery and assessment
- Fluency in written and spoken English to enable effective communication within working relationships
- Puts the wellbeing of the student at the heart of what they do and can demonstrate how they will support the development of the school's values, mission and vision.
- Experience of using technology in education is desirable
- Honesty, integrity, compassion, and a good sense of humour
- Strong organizational, self-management and problem-solving skills

“Aligned with 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.”

ITFCP Statement of Commitment

Please note this position is subject to an enhanced Criminal Records Bureau Disclosure. Wellington College International Tianjin is committed to equality and diversity. The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment