



FS Class Teacher Job Description

Responsible to: Principal & HOFS through the Head of Year(HOY)

Membership: Class Teacher

1. Introduction & Core Purpose of the Role

This appointment is with the Board of Directors (BoD) at The British International School, Cairo (BISC).

The successful candidate will be expected to carry out the duties of a teacher in accordance with the Teachers Pay and Conditions Contract and will observe and apply all school policies as applicable. They will carry out other such associated duties as are reasonably assigned by the Head teacher.

This job description may be amended at any time, following consultation between the Principal and BoD and will be reviewed annually. The core purpose of the role:

2. Professional Responsibilities

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils, incorporating the areas of learning for Early Years Foundation Stage in line with the policies of the school;

To facilitate, support and monitor the overall progress and development of EYFS pupils and designated groups of pupils.

To foster a learning environment and educational experience which provides pupils with the opportunity to excel;

To share in the development of the EYFS curriculum, teaching programmes, methods of teaching and assessment and their review;

To support and contribute to the school's responsibility for safeguarding children.

3. Ethics and Professional Conduct

All FS Teachers at BISC must uphold the highest standards of ethical and professional conduct;

All FS Teachers at BISC, including the subject coordinators, are role models for the community and must set a good example in terms of professionalism including relationships, respect, positive attitude, work ethic, dress, punctuality and attendance. They must uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of educators and leaders: *Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership.*

4. General Responsibilities

Co-operation and close liaison with parents and guardians, professionals within Early Years Foundation Stage and the wider school, including colleagues from non-teaching departments;

Working with others to plan and coordinate teaching and learning both indoors and outdoors;

Motivating and stimulating children's learning abilities, encouraging learning through experience;

Liaising with the Admissions, FS1 and Year 1 staff to ensure the smooth transitions between home/pre-school, EYFS and Year 1.

5. Duties

Teaching in all 7 areas of the foundation stage, ultimately leading to the majority of children achieving the expected level of the EYFS Profile;

To be part of a team to plan, prepare and evaluate all aspects of EYFS provision;

Provide pastoral care and support to children ensuring they have a secure environment in which to learn;



Develop and produce in collaboration with colleagues, visual aids and teaching resources and areas of continuous provision within the EYFS areas;
Organising and sharing learning materials and resources and making imaginative use of resources;
Working with EYFS colleagues and to plan and coordinate work both indoors and outdoors;
Observing, assessing and recording each child's progress and preparing reports both oral and written for parents and other colleagues as required;
Attending in-service training;
Ensuring the health and safety of children and staff is maintained during all activities, both inside and outside the Foundation Stage area and anywhere else the children go within the school complex;
Keeping up to date with changes in the curriculum and developments in best practice;
Be adaptable, flexible and open to change;
To play a full part in the life of the school community, and support its distinct ethos;
To follow and actively promote the school's policies and procedures;
To comply with health and safety policy and undertake risk assessments as appropriate;
To actively pursue personal and professional development.

6. Pastoral Care

Foundation Stage Teachers are responsible for their pupils' day-to-day welfare; they should promote, closely oversee and monitor the pastoral welfare, progress and discipline of all the pupils in their class; Foundation Stage teachers are responsible for supervision of pupils on school trips and at break times and lunch times;
Foundation Stage Teachers will liaise as appropriate and required with colleagues, parents and any relevant and approved third party over both pastoral and academic issues and concerns;
Foundation Stage Teachers maintain high standards of communication with staff, parents and pupils in all their professional duties;
Foundation Stage Teachers observe and apply the pastoral policies of the School Handbook.

Safeguarding Children & Safer Recruitment

BISC is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Foundation Stage Teachers ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
Promote an effective safeguarding culture across the EYFS, ensuring that **all** staff feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.

September 2023