

## **Kindergarten (EYFS: 2-5 YEAR OLD) Class Teacher for Aug 2020**

*"To inspire, challenge and nurture for excellence"*

We are delighted that you are interested in furthering your teaching career at the British School Jakarta.

Our school is a happy and harmonious place of learning. We are committed to providing a balanced education which nurtures and supports every child's abilities and needs. Our aim is that every boy and girl feels at home here quickly and finds academic, sporting, leadership and creative opportunities to extend their current interests and help them develop new ones - whatever their level of ability.

---

### **CORE COMPETENCE**

#### **Class Teacher**

This Core Competence has been designed to indicate the general nature and level of work performed by Employees within the above mentioned position. It is not designed to contain or be interpreted as a comprehensive inventory of all duties and responsibilities. On condition the Employee has the relevant skills, expertise and qualifications these may therefore be subject to future amendments, without additional payment, following appropriate consultation between the Head of Primary and the Employee and at the discretion of the Principal.

**Responsible to:** Primary Leadership Team and Year Group Leader

**Line Manager:** KG (EYFS) Year Leader

#### **Core purpose**

To provide a high quality and well-rounded educational experience for all students, whilst ensuring that progress and attainment are of the highest possible standard.

#### **General duties and responsibilities**

- To carry out the duties as set out in the Personnel Manual.
- To continue to meet the required standards for Qualified Teacher Status.

#### **Knowledge and understanding**

##### Teachers will

- Have good knowledge of and keep up to date with all aspects of the UK's Early Years Foundation Stage curriculum and current research on educational developments.
- Have an understanding of other methodologies such as Reggio Emilia and how best to blend best practice from different sources
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development.
- Be familiar with the school's current systems and structures as outlined in policy documents and school improvement plans.
- Understand and know how EYFS data, both summative and formative, can be used to set clear targets for pupil's achievement.

#### **Planning, teaching and class management**

##### Teachers will

- Plan and deliver, in relation to the EYFS (UK) curriculum with regard for the school's vision and mission statements, own policies and schemes of work, the teaching programme for all children within the class.
- Provide clear structures for lessons, which maintain pace, motivation and challenge whilst ensuring that planning identifies the key areas for progress and attainment.
- Ensure children are provided with a well-structured, stimulating and relevant learning environment which reflects international best practice as well as our local context.
- Provide effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching and learning objectives are met.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident to learn and take risks.
- Use a variety of teaching and learning styles to keep all pupils engaged.
- Be familiar with the Code of Practice - identification, assessment and support of pupils with special educational needs.
- Evaluate their own teaching to improve effectiveness.

### **Monitoring, Assessment, Recording, Reporting and Accountability**

#### **Teachers will**

- Assess and record each pupil's progress with reference to the school's current practice, including the social progress of each child and use the results to inform planning.
- Ensure that clear, age appropriate targets for improvement are communicated to all students to ensure good progress.
- Monitor classwork and home learning, providing constructive feedback and setting targets for future progress as appropriate.
- Provide reports on individual progress to professional colleagues and parents as required.
- Fulfil all requirements related to data uploads, tracking and target setting.

### **Other Professional Requirements**

#### **Teachers will**

- Establish and maintain effective working relationships with professional colleagues, governors and parents.
- Ensure high quality communication with students, professional colleagues, governors, parents and outside agencies.
- Participate as required in meetings with professional colleagues, governors and parents in respect of the duties and responsibilities of the post.
- Through performance management agree their professional development needs and how these can be met.
- Undertake any reasonable duties as advised by the Head of Primary/Deputy Head of Primary.
- Actively promote the wellbeing of all students and be familiar with, and uphold all Safeguarding policies and Child Protection procedures within the school.
- In liaison with your Line Manager, take responsibility for upholding Health and Safety practice within your own working area and be responsible for completing risk assessments/near misses as appropriate.