

<b>LOCATION</b>	<b>The British School of Guangzhou</b>
<b>JOB TITLE</b>	<b>Early Years Teacher</b>
<b>JOB PURPOSE</b>	To promote the Core Values of the British School of Guangzhou. Ensure that teaching and learning meets the expectations of the school. Demonstrate thorough curriculum knowledge and a proactive approach towards professional development. To actively contribute to wider school development and growth. Be professional at all times.
<b>REPORTING TO</b>	<b>Head of Primary</b>
<b>DIRECT REPORTS</b>	<b>Early Years Assistant Head and Year Leader</b>
<b>OTHER KEY RELATIONSHIPS</b>	<b>Teaching Assistants, Administration Staff, Curriculum Coordinators and Principal</b>
<b>KEY ROLES</b>	
<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>▪ Ensure the effective teaching and management of an EYFS class, groups and individuals so that teaching objectives are met, momentum and challenge are maintained and the best use is made of teaching time</li> <li>▪ Have an excellent knowledge and understanding of what constitutes quality EYFS provision and strategies for raising young pupil's achievement</li> <li>▪ Use teaching methods which will engage students and stimulate pupils' intellectual curiosity including the use of effective questioning, clear presentation and good use of resources</li> <li>▪ Set high expectations for pupils' behaviour, establishing and maintaining a good standard of behaviour management through focused teaching and through positive and productive relationships in accordance with the rules and behaviour policy of the school</li> </ul> <p><b>Planning Expectations</b></p> <ul style="list-style-type: none"> <li>▪ Identify clear teaching objectives, content, structures and sequences of lessons appropriate to the educational needs of the pupils</li> <li>▪ Set appropriate, realistic yet challenging expectations for pupils' learning, building on prior attainment</li> <li>▪ Identify students who may require additional support and know where to get help in order to give positive and targeted support</li> <li>▪ Planning should show clear understanding of the EYFS goals and expectations and leads to progression within the structure of the day and over sequences of lessons</li> </ul> <p><b>Assessment and Evaluation</b></p> <ul style="list-style-type: none"> <li>▪ To assess and track pupil's achievements and progress in accordance with the school's agreed EYFS monitoring systems</li> <li>▪ Implement AfL to evaluate how well learning objectives are being/have been achieved and use assessment for future teaching and learning</li> <li>▪ Make effective use of formative and summative assessment to plan challenging and stimulating learning opportunities for all students</li> </ul> <p><b>Relations with Parents and the wider community</b></p> <ul style="list-style-type: none"> <li>▪ Prepare and present informative reports to parents in a professional manner</li> <li>▪ Facilitate parental engagement by ensuring children's learning and next steps are shared coherently with parents</li> <li>▪ To support the life of the school beyond the classroom including after school activities, school trips and events.</li> <li>▪ Contribute to whole school learning initiatives during term time</li> <li>▪ Prepare presentations for parental groups and workshops as required by the Head.</li> <li>▪ To act as a role model with regards personal appearance and conduct</li> </ul> <p><b>Managing and Developing Relationships within the School</b></p> <ul style="list-style-type: none"> <li>▪ Interact on a professional level with academic and administrative colleagues to establish productive working relationships.</li> <li>▪ Contribute to meetings, discussions and systems to facilitate the smooth running of the school.</li> </ul> <p>Supervise the work of teaching assistants and participate in their professional development.</p> <p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li>▪ Select appropriate resources to support learners in achieving teaching objectives.</li> <li>▪ Ensure resources are managed appropriately both within classrooms and shared resource areas.</li> </ul>	

### **Managing own Performance and Development**

- Understand the need to take responsibility for their own professional development.
- Keep up to date relevant research and developments in pedagogy.
- Reflect on their own teaching critically and use this to improve their effectiveness.
- Participate in NAU online/face to face courses which will benefit you in your role.
- Contribute to whole school learning initiatives.

### **Pastoral Duties**

- Promote the general progress and well-being of students and of the group as a whole.
- Liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system.
- Register students, accompany them to assemblies, encourage their attendance at all lessons and their participation in other aspects of school life.
- Contribute to the preparation of Action Plans and progress files and other reports.
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- Communicate, as necessary, with parents of students outside the school concerned with the welfare of individual students, after consultation with appropriate staff.
- Contribute to PSHE Programmes according to school policy.

### **Extra-Curricular Activities**

- Support the life of the school beyond the classroom.
- Lead one or more agreed after school activities each week.
- Organise and lead trips as appropriate.

### **Other Professional Requirements**

- Have a working knowledge of professional duties as specified in the school's handbook.
- Operate at all times within the stated policies and practices of the school.
- Inspire trust and confidence in students and colleagues.
- Build team commitment with colleagues
- Engage and motivate students through well planned lessons/activities.
- Contribute to the development and / or implementation of school policies, especially the school's Development Plan.
- Promote the wider aspirations and values of the school.

## **MEASURES OF PERFORMANCE**

Performance will be measured using a variety of evidence sources including (but not limited to):

- Professional knowledge
- Observations of lessons
- Feedback surveys
- Effective use of resources
- Meeting of deadlines
- Feedback from Line-Managers
- PM Objectives/outcomes
- Handling of data
- Quality of written communication
- Quality of spoken communication
- Engagement with wider school life
- Engagement with CPD
- Compliance with School/NAE procedures and policies
- Professional behaviours
- Adherence to School Values

## **THE NAE COMMITMENT**

At Nord Anglia Education, we aim to inspire our schools, our students and our employees to be the best they can be. We are ambitious for them all to achieve more than they thought possible personally, socially and academically. 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.

**Within NAE we aim to promote 7 CORE Leadership Capabilities:**

**Accountable** – Establish a high performing culture and accept 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 all stakeholders and achieves commercial success

**Enabling** – Drives excellence through valuing and developing others

**Agile** – Achieves personal and organisational success within a dynamic and complex environment

**Resilient** – Demonstrates personal resilience within a demanding environment of high expectations

Nord Anglia expect all our employees to take Child Safeguarding very seriously:

Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation. All employees are expected to demonstrate a commitment to safeguarding and promoting the welfare of all pupils.

This job description describes, in general terms, the normal duties, which the post-holder will be expected to undertake. However, the job or duties described are subject to change and may vary or be amended from time to time without changing the level of responsibility associated with the post. Duties may be modified by the Principal/Vice Principal/Head of Phase, to reflect or anticipate changes in the job, commensurate with the job title.

<b>PERSON SPECIFICATIONS</b>	
<b>Qualifications/Training</b>	
BA and PGCE or BEd in Early Childhood Education	Essential
Detailed knowledge and understanding of all aspects of the UK EYFS	Essential
Evidence of active participation in CPD	Essential
Teaching degree or qualification with QTS	Essential
<b>Experience / Knowledge</b>	
Minimum of two years teaching experience	Essential
An understanding of AfL strategies and how to use assessment to inform planning for outstanding teaching and learning	Essential
Adapts teaching to respond to the strengths and needs of all pupils	Essential
Has high expectations which inspire, motivate and challenge pupils	Essential
Proven track record of ensuring good progress and outcomes for pupils	Essential
Creativity in teaching a topic/play-based curriculum in an international setting	Essential
<b>Skills</b>	
Ability to use Mac, IWB, Ipad and other IT to effectively engage pupils	Essential
Evidence of good, or outstanding teaching	Essential
Ability to create a positive, challenging learning environment	Essential
Evidence of good classroom management skills	Essential
Involvement and commitment to all aspects of school life	Essential
<b>Personal Attributes</b>	
High levels of personal integrity	Essential
Excellent organisational and time-management skills	Essential
Attention to detail	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
Adaptability	Essential
<b>Other Conditions</b>	
Holds a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.	Essential
Is able to meet the visa requirements for working in China	Essential