

Early Years Teacher

Job Description

Type: Permanent

Department: Academic

Line Manager: Assistant Head of Early Years

Job Description

Job Purpose

The Early Years Teacher plays a central role in creating a nurturing, stimulating, and developmentally appropriate learning environment for young children. Through play-based, inquiry-led, and hands-on experiences, the teacher supports children's early social, emotional, cognitive, and physical development in alignment with international best practices and ISP's Learning.First Framework.

Early Years Teachers build strong foundations for lifelong learning by fostering curiosity, independence, and a love of discovery. They collaborate effectively with colleagues, maintain strong relationships with families, and contribute to a warm, inclusive, and supportive school community. Teachers are expected to model professionalism, empathy, integrity, and a commitment to continuous improvement.

Key Duties and Areas of Responsibility

1. Teaching, Learning, and Classroom Practice

- Plan and deliver engaging, developmentally appropriate, play-based learning experiences.
 - Use a range of teaching strategies that promote exploration, creativity, imagination, communication, independence, and early critical thinking.
 - Create a safe, nurturing, and inclusive classroom environment that encourages curiosity and positive relationships.
 - Establish clear routines that support children's sense of security, confidence, and independence.
 - Support the development of early literacy, numeracy, fine motor, gross motor, and social-emotional skills.
 - Integrate age-appropriate technology purposefully to enhance learning.
 - Use positive, developmentally appropriate behaviour guidance aligned with school policies and restorative practices.
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2. Curriculum and Planning

- Plan collaboratively with colleagues to ensure coherent and developmentally appropriate Early Years programs.
 - Contribute to the design and refinement of units of study, learning invitations, and classroom environments.
 - Align daily practice with Early Years outcomes, school expectations, and international best practice.
 - Embed opportunities for language-rich interactions, sensory play, outdoor learning, and real-world connections.
 - Prepare purposeful learning areas (role play, construction, literacy, numeracy, sensory, art, etc.) that promote exploration and discovery.
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3. Assessment and Student Progress

- Use observation, play-based assessment, learning stories, portfolios, and anecdotal notes to monitor development.
 - Track progress across developmental milestones and learning outcomes.
 - Provide timely, constructive feedback to support children's next steps.
 - Maintain accurate records of learning, progress, and relevant pastoral information.
 - Communicate children's development clearly and professionally through reports, portfolios, and meetings with families.
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4. Inclusion and Student Well-being

- Differentiate learning experiences to support diverse developmental and language needs, including EAL and SEN.
 - Work closely with the Inclusion Department, counselors, and pastoral leads to ensure all children receive appropriate support.
 - Promote social-emotional well-being, helping children develop confidence, resilience, cooperation, and self-regulation.
 - Support smooth transitions into Early Years and from Early Years to Primary.
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5. Professionalism, Collaboration, and Development



- Participate actively in team planning meetings and professional learning communities (PLCs).
 - Engage in professional development, coaching, and appraisal processes aligned with ISP's Learning Hub and school priorities.
 - Collaborate with colleagues to share best practices and continuously improve Early Years provision.
 - Contribute to whole-school initiatives, Early Years events, and community activities.
 - Uphold and model the school's mission, values, and culture through positive interactions and professional conduct.
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6. Parent and Community Engagement

- Build warm, respectful relationships with families and communicate regularly regarding children's progress and well-being.
 - Participate in parent meetings, workshops, celebrations, and school events.
 - Support community initiatives, extracurricular activities, and ISP International Learning Opportunities (iLOs).
 - Promote the reputation and visibility of Hamilton's Early Years department within the broader school community.
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7. Safeguarding, Health, and Safety

- Uphold the school's Safeguarding and Child Protection policies at all times.
 - Maintain professional boundaries and act promptly on any concerns or disclosures.
 - Complete mandatory annual safeguarding and Early Years-specific training.
 - Ensure student safety during lessons, transitions, outdoor play, and all school activities.
 - Follow all health and safety protocols and teach children safe practices appropriate to their developmental level.
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Personal and Professional Conduct

Early Years Teachers are expected to demonstrate consistently high standards of personal and professional conduct by:



- Treating children with dignity and maintaining relationships built on warmth, respect, and appropriate boundaries.
 - Safeguarding children's well-being as a daily priority.
 - Demonstrating cultural awareness, tolerance, and respect within Qatar's local context.
 - Upholding the school's ethos, policies, and expectations, including attendance and punctuality.
 - Maintaining confidentiality and exercising sound professional judgment.
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Position Requirements

Education

- Bachelor's Degree in Education or Early Childhood Education.
- **Early Years / Early Childhood trained teacher** with a qualification recognized by Qatar MoEHE.
- Teaching certification recognized by Qatar MoEHE.
- Training in Child Protection and Safeguarding (or willingness to complete upon employment).

Experience

- Minimum 3 years of successful teaching experience in an Early Years setting (ages 3–6).
 - Experience in international or multicultural school settings preferred.
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Required Skills, Knowledge, and Competencies

- Strong understanding of early childhood development and play-based pedagogy.
- Ability to design and facilitate developmentally appropriate learning experiences.
- Effective differentiation strategies to support diverse learners.
- Warm, nurturing, and responsive approach to young children.
- Excellent communication and interpersonal skills with families and colleagues.
- Ability to create high-quality learning environments indoors and outdoors.
- Strong organizational, planning, and record-keeping skills.



- Effective classroom and behaviour management appropriate for Early Years.
- Emotional intelligence, intercultural awareness, and a growth mindset.
- Competence in using digital tools to support learning and communication.

Attributes

- Kind, patient, and compassionate in interactions with young children.
- Creative, flexible, and enthusiastic about early childhood learning.
- Culturally respectful and internationally minded.
- Committed to continuous improvement and reflective practice.
- Able to build trust with children, families, and colleagues.
- Adaptable and comfortable in a dynamic Early Years environment.

Approvals	
Line Manager:	Principal:
Employee:	HR:

The Hamilton International School

The Hamilton International School, located in Doha, Qatar, is a leading international school that has quickly established a reputation for excellence since opening in 2019. Guided by our vision of "Igniting Passion, Purpose, and Potential," we offer a dynamic, inclusive, and learner-centered environment where educators and students thrive. Fully accredited by NEASC and QNSA and offering the IB Diploma Programme, Hamilton provides a world-class education supported by exceptional facilities and a diverse community representing over 80 nationalities.

As a member of the International Schools Partnership (ISP), a global network of over 115 schools, our staff benefit from extensive professional growth opportunities, collaboration, and shared best practices across continents. With personalized pathways, robust academic and extracurricular programs, and a deep commitment to well-being, inclusion, and safeguarding, Hamilton empowers every learner to achieve their fullest potential in a supportive and innovative school community.

The International Schools Partnership



The International Schools Partnership (ISP) is a growing group of committed colleagues in financially responsible schools around the world, all of which aim to be the school of choice in their local area. Learning is at the heart of everything we do for our students, colleagues and parents. We are committed to getting better, all the time.

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

All post holders are subject to appropriate vetting procedures, including an online due diligence search, references and satisfactory Criminal Background Checks or equivalent covering the previous 10 years' employment history.

ISP Commitment to Diversity, Equity, Inclusion, and Belonging

ISP is committed to strengthening our inclusive culture by identifying, hiring, developing, and retaining high-performing teammates regardless of gender, age, disability status, neurodivergence, socio-economic background or other demographic characteristics. Candidates who share our vision and principles and are interested in contributing to the success of ISP through this role are strongly encouraged to apply.