



## IB PYP Early Years Teacher Job Description

**Title:** IB PYP Teacher Early Years

**Responsible to:** IB PYP Early Years Coordinator and Deputy Head

**Responsible for:** Early Years Home Teacher and Teaching IB PYP EY Classes

We are seeking an outstanding Early Years teacher to join our Early Years section. Candidates need to be enthusiastic about teaching their subject to students in a highly inclusive school setting. Experience of teaching in an IB school is desirable but not essential. We are looking for someone who is extremely passionate about international education, creative in their thinking and a lifelong learner. The successful candidate will also be adaptable, motivated by challenge and an outstanding classroom practitioner. Please see the job description for further details

### SPECIFIC RESPONSIBILITIES

#### CURRICULUM

- To be familiar and comply with IB departmental and school-wide principles, procedures and practices of curriculum development and evaluation.
- Understand, implement and support school and IBO philosophy, policies and procedures including promoting the attributes of the Learner Profile.
- To thoroughly plan in the structure and components of each lesson and make full use of a variety of appropriate, authentic resources/materials aligned with the learning objectives set in units.
- To integrate aspects of intercultural awareness and global engagement in real world issues and contexts in the development of creative, applicable lessons, unit plans to allow students to understand multiple perspectives.
- To develop links of learning objectives and outcomes set in unit plans with 'approaches to learning' and the Learner Profile attributes.
- To ensure all learning components, activities, materials and assessment strategies are in alignment with the philosophy, fundamental concepts, pedagogical approaches and core components of the IB PYP EY.
- Plan and prepare lessons that cater for the needs of the mixed-ability range within the class, including those who are second language learners or have learning difficulties.
- Actively contribute to the design and development of the whole school and grade level curriculum.

#### TEACHING & LEARNING

- Strive to implement the vision of high quality teaching and learning at ERV.
- Authentically embed the development of international mindedness, global citizenship and action into the written, taught and assessed curriculum.
- Integrate authentic opportunities for teaching and learning about local culture
- Balance the explicit and implicit development of the Essential Elements of the PYP into teaching, learning and assessment.



- Deliver a transdisciplinary, concept-based program that utilises inquiry as the main vehicle for student learning.
- Know and implement school wide language, assessment policies and other primary school agreements.
- Collaborate in the development of yearly overviews and unit planners that reflect IB PYP pedagogy.
- Understand and integrate single subject scope and sequence documentation and objectives into IB PYP unit plans and single subject planners.
- Develop unit plans, in an acceptable time frame, with clear objectives, linked to the set curriculum, including single subject scope and sequence and curriculum calendars.
- Teach consistently effective lessons that have clearly communicated learning objectives and a clearly defined lesson structure.
- Differentiate and scaffold teaching and learning to support students who are at different stages of language acquisition, those with educational needs and gifted students.
- Creatively integrate and utilise technology in the teaching and learning process.
- Use technology to effectively organise learning data, share information and communicate with the school community.
- Provide students with structured, modelled and scaffolded opportunities for reflection, self and peer assessment.
- Contribute to the wider life of the school by running engaging after school activities and supporting at least one key event in the school year.
- Communicate in an ongoing and proactive manner with parents about the academic, social and emotional needs and development of their children.
- Produce accurate and personalised written reports each reporting session, in accordance with school report writing guidelines.
- Hold formal parent teacher conferences that are data and evidence based, learning focused and professional in tone.
- Effectively utilise digital portfolios (SeeSaw), that are in line with school agreements, as reflective tools, and as methods to communicate learning to the school community.
- Maintain informal and anecdotal records of student learning and social and emotional development.
- Submit planning, assessment records, and work samples to the relevant coordinators when required.
- Establish a well-managed learning environment where active, differentiated learning and progress for all students is the norm.
- Produce classroom displays, in and outside the classroom, that are well presented, changed regularly and highlight learning across the curriculum.
- Use learning spaces, displays and flexible groupings to promote and support differentiation, autonomy, choice and student ownership.
- Seek, plan and develop opportunities for teaching and learning beyond the classroom that include safe and engaging educational excursions within Libreville and the surrounding areas.
- Utilise the Library as a key resource in the teaching and learning process.



- Use clear and appropriate outcomes to plan for progression across the age and ability range taught, designing effective learning sequences within lessons and across a series of lessons.

### **ASSESSMENT**

- To be familiar with the principles of IB PYP EY assessment and the ERV Assessment Policy.
- Involve students in the assessment process through individual goal setting and by sharing learning expectations.
- Use both pre- and formative assessments to accurately assess student needs and development and then to plan so that all children have a developmentally appropriate, targeted and challenging curriculum.
- Provide timely and effective feedback, using a variety of methods (conferencing, personal written comments etc.), to improve student learning and encourage reflection on, and learning from, their performance.
- To use assessment data to inform planning and facilitate further learning.
- To keep full and accurate records of individual students' (academic and non-academic) performance.

### **PROFESSIONAL RESPONSIBILITIES**

- To take all necessary precautions to protect, maintain and return all equipment and materials.
- To inform line managers (as appropriate) of any on-going difficulties or potential concerns.
- To participate in collaborative faculty staff meetings and planning meetings including departmental meetings and grade-level meetings, EY PYP meetings and school events meetings.
- To follow school guidelines and procedures when organising field trips.
- To maintain curriculum documentation, to ensure professional handover of all teaching and learning resources to new teachers joining the school.
- To fully engage in the teacher evaluation and professional learning communities processes and activities and to incorporate the feedback into their practice.
- To protect the rights of the student by maintaining the confidentiality of student information and records.
- Build and maintain positive, open and professional relationships with colleagues.
- Have a growth mindset.
- Proactively seek feedback.
- Participate effectively in meetings and follow team agreements and norms of collaboration.
- Collaborate effectively with a focus on student learning and the development of the written, taught and assessed curriculum.
- Work in partnership to support students with additional needs.
- Contribute to the development of pass-along documents and subsequently implement the strategies and agreements set out in them.
- Partner, guide and mentor teacher assistants so that they become an integral and active part of the teaching and learning process.



- Communicate immediately with the EY school leadership team in the event of a significant issue with a student, parent or member of staff.
- Undertake any additional responsibilities as reasonably requested by the administration.

### Skills Required

ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> <li>• Qualified Teacher status or recognised national teacher certification</li> <li>• Previous experience teaching in an international setting</li> <li>• Minimum 3 years experience of teaching young people</li> <li>• Excellent subject knowledge</li> <li>• Clear understanding of the assessment procedures with the curriculum/phase</li> <li>• Excellent written skills</li> <li>• Excellent communication and interpersonal skills</li> <li>• ICT Literate</li> <li>• Passion for teaching and commitment to educating the whole child</li> <li>• Ability to work as part of a team and contribute towards reaching common goals</li> <li>• Flexible and adaptable</li> <li>• Internationally minded and willing to contribute to the wider school curriculum (ECAs)</li> </ul>	<ul style="list-style-type: none"> <li>• Bilingual, French/English</li> <li>• Previous experience teaching the PYP Programme</li> <li>• Experience of teaching students for whom English is a second or additional language</li> <li>• Positive, patient and with a sense of humour</li> <li>• Experience in the use of Seesaw</li> </ul>

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