



Early Years Class Teacher For August 2023

Join one of the most
dynamic & innovative
IB schools in the UAE



SISD.AE

SPEARS
2022
SCHOOLS
INDEX

CARFAX
EDUCATION

**SISD now ranked as one of
the top 100 private schools
in the world.**



EARLY YEARS CLASS TEACHER – FOR AUGUST 2023

The Swiss International Scientific School in Dubai (SISD) is a leading international day and boarding school where future generations are inspired to become confident and enthusiastic lifelong learners, ready to embrace the opportunities and challenges of a global world. Founded in 2015, our school currently welcomes more than 1800 students of more than 90 different nationalities on its cutting-edge campus, in the centre of Dubai. From Pre-KG to Grade 12, SISD follows the full continuum International Baccalaureate (IB) programme in three streams focusing on personalised learning and the development of 21st century skills. Students choose between the English with additional languages/STEAM stream or the bilingual English-French/German streams. We pride ourselves on being a fully accredited IB Continuum World School, offering the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), IB Careers Programme (IB CP) and IB Diploma Programme (DP). Our personalised international curriculum offers an engaging learning experience, the challenge of developing a real understanding of cultural diversity and the support of a thriving international community. Our state of the art, eco-friendly campus adjacent to Dubai creek, ensures that we can offer a wide range of sporting and after school activities tailored to the personal needs and preferences of every student.



Job Title	Early Years Teacher	Department	Phase 1
Start Date	August 2023	Location	Dubai, UAE
Reports to	Head of Phases 1 & 2	Direct reports	

Job Scope	The role of the Early Years Class Teacher (PreKG-KG2) is to build and maintain a successful Early Years programme within the school by providing an educational atmosphere conducive to learning, in conjunction with the EYPYP Programme Coordinator. Support and guidance will be provided by the Head of Early Years, EYPYP Curriculum Coordinator, Grade and Subject Coordinators. The Early Years Class Teacher will ensure that all subjects taught are planned to provide coverage, progression and continuity. The Early Years Class Teacher is expected to display the highest standards of professionalism in her teaching and in her relationships with colleagues and parents.
Main Duties and Responsibilities	<p>Safeguarding Statement</p> <p>Safeguarding is everybody's responsibility. All staff working at SISD will have some contact with children and will therefore be in a position of trust. Staff with teaching duties will be responsible for the students that they teach and may also have additional specific pastoral or other responsibilities for other students they do not teach. In addition, all staff will regularly interact with students who may seek assistance or otherwise interact with them whilst moving around the school. In all cases, the post holder's responsibility for promoting and safeguarding the welfare of the students is to</p>

adhere to and always ensure compliance with the school's safeguarding and child protection policies and procedures to include whistleblowing. The post holder is required to declare all convictions and cautions (including those which are "spent") to assess their suitability to work with children. SISD is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post holder must be willing to undergo child protection screening, including checks with past employers and provide police clearance checks.

Main Duties and Responsibilities

This not an exhaustive list of duties/responsibilities. The responsibilities outlined may be modified by the Head of Phases 1 & 2, upon mutual agreement, to reflect or anticipate changes in the role:

Main Tasks

- To be responsible for the positive learning environment and achievement of all students in the class, ensuring equality of opportunity throughout
- To promote an enjoyment of learning
- To nurture meaningful relationships with students and provide the individual attention they need having regard to the ability of the students
- To be responsible and accountable for achieving the highest possible standards in work and conduct
- To support a culture of reflective practice
- To treat all students with respect, building relationships rooted in mutual respect, always observing proper boundaries appropriate to a teacher's professional position
- To work proactively and effectively in collaboration and partnership with students, co-teachers, specialist teachers, teaching assistants, classroom assistants, other staff, parents/guardians and external agencies in the best interests of students

Teaching

- To design and prepare a challenging, innovative and exciting curriculum using the Early Years and IB curriculum as a framework for students which will enable them to flourish and achieve their potential
- To develop, weekly plans and implement appropriate programs for students
- To design, prepare and deliver lessons to suit the individual needs of all students
- To be accountable for the attainment, progress and outcome of the students and monitor every child's progress against the Early Years framework and IB curriculum
- To set clear and challenging targets that build on prior attainment for each student; use an appropriate range of observation, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- To be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how students learn
- To have a clear understanding of the needs of all students, including those on the inclusion register with special educational needs; gifted and talented; and/or disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them all
- To make accurate and productive use of assessment to secure students' progress and ensure every child makes good progress from their baseline

- To assess and monitor student progress and provide targets so that all learners can see success and improve
- To ensure the students work is displayed and presented to the very highest standards, ensuring the displays are changed regularly and focus on making learning visible to all stakeholders
- To ensure that the classroom and adjacent corridors are kept suitably tidy for prospective parents, to welcome the latter into the classroom and be prepared if requested to give a short explanation of lesson content and displays
- To participate and support in school activities outside regular school hours to enrich the school experience for the students to include, but not limited to, ASAs, Boarding House(s) support, school trips (international and local), staff meetings, open days, professional development training sessions, conferences and workshops, induction, major school events and if applicable assessment/examination supervision

Team Working

- To collaborate with other teachers to share new ideas, approaches and professional knowledge and create a stimulating learning environment for teaching and learning in Early Years
- To act as a role model for staff, demonstrating a high quality of teaching, learning and assessment in Early Years
- To participate in relevant meetings / professional development opportunities at school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- To work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice
- To ensure that Learning Support Assistants or Classroom Assistants working in the classroom are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- To take part as required in the review, development and management of the activities relating to the Early Years and IB curriculum and program of inquiry and pastoral functions of the school as it grows

Behaviour and Safety

- To effectively contribute and provide best practice in combatting risk pertaining to cyber safety, health safety and child protection
- To manage the class effectively, using approaches which are appropriate to students' needs to inspire, motivate and challenge
- To establish a safe, purposeful and stimulating environment for the well-being of the students, rooted in mutual respect
- To emphasise the importance of safety and safe methods of working in all areas of the school and the curriculum
- To communicate to the staff and students that they must take a responsible attitude to the resources and equipment with which they have been provided

Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school

Communication

- To communicate accurately and regularly with parents
- To liaise effectively with parents and offer opportunities for them to engage in their child's learning at home

	<ul style="list-style-type: none"> To develop positive channels of communication to ensure the smooth running of the service amongst all educators To attend Parents' Evenings as required and to provide accurate, honest information regarding the progress of students. To report to parents in the form of written reports twice yearly and when made be additionally required by the Head of Phases 1 & 2 To contribute to the newsletters, social media platforms and marketing activity <p>Administration</p> <ul style="list-style-type: none"> To register the attendance of and supervise students, before, during and at after-school sessions as appropriate To participate in and carry out any administrative and organisational tasks as required To maintains up to date emergency forms, curriculum plans, individual child development profile and other records as needed <p>Professional Development</p> <ul style="list-style-type: none"> To regularly review and evaluate the effectiveness of teaching and assessment procedures and its impact on students' progress, attainment, and well-being To be responsible for improving teaching through participating fully in training and development opportunities identified by the school or as a result of appraisal To participate fully in the teacher appraisal system, with classroom observation of colleagues and a willingness to be personally observed within the classroom To submit books, records or planning as required for monitoring by colleagues or management <p>Other</p> <ul style="list-style-type: none"> To have professional regard for the ethos, policies and procedures of Swiss International Scientific School and maintain high standards in attendance and punctuality To maintain smart and professional standards of appearance To maintain high standards of conduct both in and out of the classroom. To act in a way that conforms to the school's ethos and values To adhere to the teacher standards and expectations set out in the teacher's handbook, employee handbook, code(s) of conduct and the school policies Provide cover, in the unforeseen circumstance that another teacher is unable to teach
--	---

Key Relationships	
Internal	Students, Learning Support Assistants, Classroom Assistants, Teachers, Grade Learning Coordinators, Subject Coordinators, EY PYP Programme Coordinator, Head of Phases 1 & 2, Deputy Head(s) of Early Years, Assistant Head(s) of Early Years, Principal and Deputy Head of Whole School (Teaching & Learning), Inclusion Team, LSAs and CRAs
External	Parents, KHDA, IB

Position Requirements	
Education	<ul style="list-style-type: none"> Bachelor's Degree in Education with a focus on Early Years or related subject Professional Teaching Qualification Relevant recent professional development that qualifies the candidate for this post

Experience	<ul style="list-style-type: none"> • Extensive international Early Years experience of at least 2 years • Significant experience of delivering the Early Years curriculum • Proven track record of excellence and tangible outcomes in progress and attainment • Evidence of outstanding teaching practice • Experience of working in an international environment is preferred, however not essential.
Competencies	<ul style="list-style-type: none"> • A positive, flexible, 'can do' work ethic. • A commitment to ensuring high standards of pastoral care • Exceptional communication skills • Strong collaboration skills to foster partnerships with teachers, students, and parents • A clear personal philosophy on education and how this informs practice. • A genuine interest in progressive, inclusive student-centred approaches to pedagogy. • An interest in social enterprise, charity, and service learning, and how these can be embedded formally into the Early Years curriculum. • A desire to be involved in the life of the school beyond the classroom and an understanding of the importance of this to student learning • Excellent standards of personal presentation. • Enjoyment of working in a positive, collaborative team environment with the values of honesty, integrity, and mutual support at the core. • An enthusiasm for engaging with diverse cultures tempered only with high levels of patience and adaptability • Inter-culturally aware with well-developed interpersonal skills.
Salary & Benefits	Competitive remuneration and benefits
Contract	Fixed Term contract
Application	<p>Candidates are requested to submit the following documents:</p> <ul style="list-style-type: none"> • Cover letter of one page, explaining your strengths as a candidate and why you are interested in this position • Current CV not to exceed two pages • 3 professional references with current contact details (position, phone number and e-mail address) not older than 5 years. One must be your current or last Line Manager <p>Please send your application to: hr@sisd.ae</p> <p>Closing date: 1 March 2023</p> <p>Due to the expected volume of applications, we will only contact those applicants that are shortlisted for interview. We reserve the right to appoint before the closing date.</p>

“

I have had the pleasure of working in both the Primary setting and the Secondary setting at SISD and feel privileged to get to do the work I do for such an outstanding organization. Getting to work alongside passionate staff and to engage with such motivated students, while being surrounded by some of the best facilities on offer, I honestly feel that SISD is one of the best schools in the world to work at.

- *Mark Swaine, Grade 6 Learning Coordinator and Transition Leader*

“

I have had the pleasure of experiencing first hand, the development of the French/ English bilingual stream at SISD, which has grown and developed and is now fully imbedded into the students daily lives. Students naturally speak both French and English in our classroom and it has been a joy to see students progress in multiple languages. I have worked at SISD for 5 years as an English teacher, KG2 coordinator and now Grade 1 coordinator. I have had such a positive experience working in both the Early Years and Primary schools and have enjoyed co-teaching with some incredible teachers.

- *Tamara Grannell, Grade 1 Teacher & Grade Learning Coordinator*

“

I think SISD has a vibrant faculty, where talented professionals collaborate to provide excellent results for our students. With outstanding facilities and infrastructure, the environment is an inspiring workplace with a warm community of staff, parents, and students alike.

- *Samantha Hodges, Deputy Head of Primary (Student Achievements)*

