



CANDIDATE INFORMATION PACK

Early Years Class Teacher

JOB DESCRIPTION

Key Stage 2 Teacher

The Role

The Early Years Class Teacher is responsible for providing high-quality care, education and learning experiences that support the holistic development of young children. The role focuses on securing strong foundations in learning, wellbeing and social development through a balance of child-initiated and adult-guided learning experiences.

Early Years Teachers work within a collaborative year-group team, ensuring consistency, high expectations and equitable learning opportunities for all children. Each Class Teacher works closely with two Learning Assistants, recognising the vital role this partnership plays in supporting children's learning, development and wellbeing. Subject-specialist teachers further enrich the Early Years curriculum in Nursery and Reception.

Early Years Class Teachers take responsibility for both the academic and pastoral development of the children in their care and are expected to model and promote the core values of Denla British School. They understand the equal importance of learning, wellbeing and co-curricular opportunities in the Early Years and work closely with parents as partners in learning.

The Early Years Class Teacher is responsible to the Head of Section and the Lower School Leadership Team.





KEY RESPONSIBILITIES

School Values and Ethos

- To actively promote our Unique DBS Vision through enthusiastic participation in all areas of School life.
- To share and support the School's commitment to provide an all-round, outstanding education for all our students.
- To always set high expectations, which inspire, motivate and challenge students.
- To have the highest aspirations for all our students' development and achievements, both in and out of the classroom.
- To offer excellent pastoral care for all students.
- To respect and support Thai culture.

Safeguarding Responsibilities

- To uphold the highest standards of safeguarding, consistently promoting the safety and well-being of all students in line with the school's Child Protection and Safeguarding Policy.
- To be vigilant in recognising the signs of abuse or harm, and to follow all school procedures for reporting concerns about students or adults without delay.
- To ensure that safeguarding is embedded in daily practice, including classroom interactions, co-curricular activities, off-site visits, and digital environments.
- To complete all required safeguarding and child protection training, including regular refreshers, and to remain fully informed of policy updates and expectations.
- To support a culture of openness, fairness, trust, and respect where all students feel safe, heard, and valued.
- To contribute to a shared responsibility for safeguarding by proactively collaborating with colleagues, Designated Safeguarding Leads, and relevant external agencies when appropriate.



Curriculum

- Deliver a broad, balanced and developmentally appropriate Early Years curriculum.
- Create high-quality learning experiences that promote curiosity, independence and confidence.
- Plan engaging learning opportunities based on children's interests, developmental stages and individual learning needs.
- Use ongoing observation, assessment and documentation to understand children's learning, identify next steps, and inform planning.
- Differentiate effectively to ensure all children can access learning and make sustained progress.
- Demonstrate secure understanding of child development and Early Years pedagogy.
- Set clear learning intentions and developmental goals using appropriate assessment strategies.
- Use assessment information to monitor progress, inform reporting and support continuity of learning.
- Provide regular, meaningful feedback to children in developmentally appropriate ways.
- Participate fully in the school's ASA programme and enrichment opportunities.
- Use the online learning journal Tapestry to document each child's unique learning and development.



Inclusion and Early Intervention

- Foster an inclusive learning environment where every child feels valued, supported and able to succeed.
- Work closely with colleagues, Learning Assistants and support staff to identify and support children who may require early intervention or additional learning support.
- Contribute to the implementation of agreed strategies that support children with diverse learning, language, or social-emotional needs.

Learning Environment and Classroom Practice

- Create a safe, stimulating, inclusive and well-organised learning environment, both indoors and outdoors.
- Ensure the learning environment supports independence, exploration and positive behaviour.
- Establish clear, consistent routines that support wellbeing, emotional regulation and smooth transitions.
- Promote positive behaviour through strong relationships, emotional understanding and clear expectations.

Collaboration with Learning Assistants

- Work in close partnership with Learning Assistants to plan, deliver and reflect on learning that supports the progress and wellbeing of all children.
- Value the role of Learning Assistants and support their effective contribution to classroom practice.
- Communicate clearly and professionally to ensure consistency in expectations, routines and support strategies.

Person Specification

(E is Essential; D is Desired)

Parents and Partnerships

- Value and promote strong home-school partnerships.
- Communicate effectively with parents about children's learning, development and wellbeing through Parent-Teacher Meetings, Tapestry Learning Journal and Seesaw.
- Contribute to parent meetings, workshops and reporting in line with school policies.
- Work collaboratively with colleagues to establish and maintain positive, professional relationships with families.

Professional Standards

- Attend assemblies, briefings, meetings, school events, Parent-Teacher Meetings and professional duties as required.
- Undertake supervisory duties during the school day.
- Act as an exemplary role model for children and colleagues.
- Maintain high standards of professionalism, including punctuality, organisation and presentation.
- Build positive, respectful and professional working relationships with colleagues.

Commitment to Professional Development

- Take responsibility for continually evaluating and developing professional practice.
- Engage actively in professional development and reflective practice.
- Contribute to a culture of collaboration, coaching, and shared learning.
- Participate in professional learning aligned with school priorities, safeguarding, wellbeing and intercultural understanding.
- Stay informed of current research and developments in Early Years education and apply them appropriately.
- Seek, reflect upon and respond positively to feedback to enhance teaching effectiveness.



Person Specification
(E is Essential; D is Desired)

Qualifications

- Bachelor's Degree. (E)
- Postgraduate Certificate of Education (or equivalent). (E)
- Qualified Teacher Status. (D)

Skills and Experience

- Strong knowledge of Early Years development and practice. (E)
- Proven record of high-quality Early Years teaching. (E)
- Experience supporting children who have English as an Additional Language. (D)
- Understanding of international school contexts. (E)
- Commitment to safeguarding and child wellbeing. (E)
- Knowledge of current best practice in Early Years education. (E)

Personal Qualities

- Warm, patient and nurturing approach balanced with high expectations. (E)
- Ability to inspire curiosity, confidence and a love of learning. (E)
- Strong teamwork and communication skills. (E)
- Positive, flexible and solution-focused mindset. (E)
- Energy, enthusiasm and creativity. (E)
- Understanding that positive behaviour is rooted in respectful relationships and emotional development. (E)



REMUNERATION

The successful candidate will receive excellent salary and benefits commensurate with their experience.

This will include:

- Competitive salary.
- On-site accommodation (if recruited from overseas) for first year of contract at least. Option to move off-site and receive housing allowance from the second year.
- Start and end of contract flights (for dependent spouse and children too).
- Annual flight allowance (for dependent spouse and children too).
- Medical insurance (for dependent spouse and children too).
- 100% Tuition fees contribution for up to two children (50% for subsequent children).
- An end of contract gratuity.



APPLICATION PROCESS

Please apply through TES.

If you have any additional questions about the role then please contact:
Nattavadee Phlages, Headmaster's PA at nattavadee.p@dbsbangkok.ac.th





DENLA BRITISH SCHOOL



DBS

Always to Greater Things