



LUC-FGA Class Teacher Job description

LUC-FGA enjoys an innovative way of thinking in education and a variety of teaching resources, aiming to provide global-minded families with the best international bilingual and cross-curricular education. We, as enthusiastic and passionate early years practitioners, have come together from all over the world to create a dream of future education.

Reports directly to:

- Academic Coordinator
- Academic Director

Core Purpose

Educators at LUC – FGA Preschool make the education of their learners their first concern and are accountable for achieving the highest possible standards in work and conduct. Educators act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, they forge positive professional relationships and work with parents in the best interests of their learners.

The curriculum at LUC-FGA is a specially adapted UK EYFS and National Curriculum for England. The strength of this curriculum lies in the dynamic flow of competence between all members of the teaching team. Class teachers teach their classes in a co-taught bilingual environment, in addition to supporting their class teams to ensure teachers can provide the learners in their care receive the best possible education, in the best possible environment. All class teachers are accountable for the progress that a learner they teach makes during an academic year.

The class teacher must, at all times carry out his/her job description with due regard to all LUC-FGA Preschool policies and procedure.

Professional Values and Commitment

All teachers at LUC-FCA engage with all aspects of professional practice and work collegiately with all members of our educational community with enthusiasm, adaptability and constructive criticality. They commit to a lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.



Trust and Respect

- All teachers act and behave in ways that develop a culture of trust and respect through being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the school.
- Teachers provide a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.

Curriculum Responsibilities

A class teacher will:

- Have a secure and detailed understanding of the principles of LUC curriculum design and can apply them in the learning environment
- Have secure working knowledge and detailed understanding of the processes of change and development in the curriculum
- Know how to identify and highlight connections with other curricular areas or stages promoting learning beyond subject boundaries.
- Have detailed knowledge and understanding of the theory and practical skills required in curricular areas, in particular, demonstrate a secure knowledge of the relevant learning areas of the bi-lingual curriculum
- Know how to match and apply the level of the curricular areas to the needs of all learners
- Know how to use, design and adapt materials for teaching and learning which stimulate, support and challenge all learners
- Know how to work collaboratively with colleagues to facilitate interdisciplinary learning
- Know how to plan systematically for effective teaching and learning across different contexts and experiences
- Have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, about the curriculum and the relevance to the needs of all learners
- Understand their role as leaders of curriculum development
- Know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners, and demonstrate a commitment to raising all learners' expectations of themselves
- Have knowledge and understanding of areas of the curriculum which contribute to personal and social development
- Have appropriate and increasing knowledge and understanding of the content of the curriculum concerning literacy and numeracy
- Have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy and numeracy and effectively select the most appropriate methods to meet all learners' needs



Monitoring, Assessment and Reporting

- Know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process
- Have extensive knowledge and a firm understanding of the principles of assessment, methods of recording assessment information, the use of assessment in reviewing progress, in improving teaching and learning, identifying next steps and the need to produce precise, informed and sensitive reports
- Systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum
- Record assessment information in a systematic and meaningful way to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies
- Use the results of the assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets
- Produce informed reports for parents which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way

Teaching and Learning

All teachers will:

- Plan appropriately, in different contexts and over differing timescales, for effective teaching and learning to meet the needs of all learners
- Model appropriate levels of literacy and numeracy in their professional practice
- Use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners
- Communicate appropriately with all learners, and promote competence and confidence in literacy
- Demonstrate effective questioning strategies varied to meet the needs of all learners to enhance teaching and learning
- Communicate the purpose of the learning and give useful explanations at the appropriate level(s) for all learners
- Reflect on the impact of their method of communication on learners and others in the learning community
- Consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes
- Skillfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor



learning opportunities

- Justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners
- Create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.
- Ensure learning tasks are varied, differentiated and devised to build confidence and promote the progress of all learners, providing active support and challenge
- Identify barriers to learning and respond appropriately, seeking advice concerning all learners' needs as required
- Show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and the natural world

Classroom Organisation and Management

- Ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated
- Plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning
- Use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary
- Enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning;
- Know about and apply health and safety regulations appropriately as an integral part of professional practice.

Develop Positive Behavior and Relationships

Teachers will:

- Demonstrate care and commitment to working with all learners
- Demonstrate a secure knowledge and understanding of the wellbeing indicators
- Show in-depth awareness of educational research and a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success
- Implement the school's positive behaviour policy including strategies for understanding consistently and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner
- Seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour
- Evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them
- Recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action



Other Professional Commitments:

- Make a positive contribution to the broader life and philosophy of LUC-FGA, attending events and taking part in clubs after school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and seek support
- Attend staff meetings and assemblies
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents concerning learner achievements and wellbeing, including parent's meetings.
- Participate fully in teacher observation and appraisal procedures

The above list is not exhaustive of the primary duties and responsibilities of the class teacher role; all teachers may be required to fulfil other duties and responsibilities as required by management.

LUC is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We follow safe recruitment practices, which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection.

All appointments are subject to an interview, identity checks, criminal record checks, successful references, as well as due visa and work permit process as required by Chinese law.

