



LUC-FGA STEM 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. STEM 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 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 collegially 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 STEM teacher will:

- Have a secure and detailed understanding of the principles of LUC curriculum design and can apply them in the STEM environment
- 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 teaching STEM and project based learning, in particular, demonstrate imaginative and creative ways to introduce units and gain hands on experience to review concepts taught
- Know how to teach all year groups meeting the needs of all learners and providing opportunities to share their ideas, thoughts and opinions
- 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 the year groups
- 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
- 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



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
- Produce informed reports for parents as part of the reporting process

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 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
- 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
- Skilfully 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

STEM Organisation and Management

- Ensure the STEM classroom 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 learning, small group projects and promote independent 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, support



- events, Open House activities for potential students/parents and lead after school clubs
- 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
 - To have excellent interpersonal skills with the ability to build strong relationships with parents and colleagues
 - To work collaboratively with other specialist and class teaching teams
 - 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
 - Be adaptable and flexible

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.

A large, light blue watermark of the LUC logo is positioned in the bottom right area of the page, partially overlapping the text. The letters 'LUC' are rendered in a white, sans-serif font within a blue triangular shape.