



JOB DESCRIPTION

Location	Dulwich College International School Bangkok
Department	Junior School
Position/Job Title	Primary School Teacher (Early Years)
Reporting to	Head of Primary School
Line Manages	Teacher Assistant
Collaborates with	Year group colleagues

At Dulwich College International, **students come first**. And because teachers play an extraordinary role in nurturing our students to become confident, curious and knowledgeable global citizens, we look to recruit the very best practitioners in international education who are passionate about unlocking the potential of our students.

Our teachers nurture and inspire their students today to make a positive difference in the world – living fully, living responsibly, and living sustainably.

We empower our Teachers to **Live Worldwide**.

Our Vision for Teachers

Worldwise Teachers:

- Put students first in all they do
- Display a positive attitude, adaptability and open-mindedness
- Show professional initiative and perseverance
- Are truly collaborative and display highly developed communication skills
- Are committed to internationalism and equity
- Are committed to sustainability and global citizenship

Worldwise teachers believe in:

- The right of every student to be safe, supported and nurtured
- Evidence-based and innovative pedagogy
- Personalised and differentiated student learning
- Setting high expectations for every student
- Empowering students to reach their own goals
- High levels of student motivation and engagement

Worldwise teachers' practice:

- Maximises every student's opportunity to learn
- Promotes student agency, reflection and a love of learning
- Delivers academic rigour and holistic learning
- Reveals the complex and inter-disciplinary nature of learning content
- Creates a supportive and dynamic learning environment
- Develops students' higher-order thinking





BRIEF OVERVIEW OF ROLE

All teachers are expected to live the DCBK values and contribute positively to the College's strategic aims. They champion high expectations, nurture well-being and inspire a love of learning so that every child can achieve their personal best.

The Primary School Teacher (Early Years) creates a safe, inclusive and stimulating environment in which young children feel known, valued and confident to explore. Through purposeful play, warm relationships and carefully planned learning experiences, the teacher supports children's social, emotional, physical, language and cognitive development.

The teacher plans and delivers learning that reflects the Early Years Foundation Stage (EYFS) framework and the needs of an international school community. They observe each child closely, respond to their interests and developmental needs, and work in partnership with families and colleagues to build strong foundations for future learning. In all aspects of the role, **students come first**.

DUTIES AND RESPONSIBILITIES

Professional Requirements

- Actively promote the well-being of every child and follow all College safeguarding policies, reporting lines and procedures.
- Uphold health and safety practices, complete risk assessments and incident reports as required, and maintain accurate attendance records.
- Fulfil the role of an exemplary class teacher, building positive and trusting relationships with children and their families.
- Provide a consistent duty of care during lessons, play, transitions, trips and supervisory duties.
- Identify children who may need additional support, including those with additional educational needs or English as an additional language, and work with colleagues and families to meet their needs.
- Use positive, developmentally appropriate approaches to behaviour that help children understand feelings, build relationships and resolve difficulties.
- Communicate clearly and respectfully with children, families, colleagues and other stakeholders.
- Collaborate with Early Years colleagues, teaching assistants and specialist staff to provide a consistent learning experience.





- Participate in College activities, events and service learning, and contribute a minimum of one hour per week to extra-curricular activities, as appropriate for the age group.
- Attend parent-teacher-student consultations and share constructive information about each child's development and next steps.
- Participate in annual performance review, set measurable objectives and reflect on the impact of teaching practice.
- Complete professional learning required by the College and maintain a record of professional development.
- Contribute to Early Years and whole College improvement priorities.

Teaching and Learning

- Get to know each child as an individual, recognising how their development, experiences, language and cultural background shape their learning.
- Build a welcoming classroom where children feel secure, heard and able to make choices.
- Plan and deliver a balanced programme of child-initiated play, guided learning and adult-led experiences in line with the EYFS framework.
- Create engaging indoor and outdoor learning environments that encourage curiosity, creativity, independence and collaboration.
- Support children's communication and language, early literacy and mathematics, physical development, personal and social development, and understanding of the world.
- Use stories, conversation, exploration and practical experiences to deepen learning.
- Observe children during play and learning, then adapt activities and support in response to what they know and can do.
- Provide appropriate challenge and support so that children with different starting points can make progress.
- Promote children's independence in daily routines, self-care and decision-making.
- Use learning technology purposefully and in ways appropriate to children's age and development.
- Stay informed about Early Years research and effective practice, applying relevant learning to the classroom.





Assessment, Monitoring, Recording and Reporting

- Use baseline information, observations and ongoing assessment to understand each child's development and plan their next steps.
- Gather meaningful evidence of learning through observation, discussion and children's work, without interrupting play unnecessarily.
- Maintain accurate and up-to-date records in accordance with College policies.
- Share regular, clear and constructive feedback with children and families.
- Identify emerging needs promptly and work with relevant colleagues and families to plan support.
- Report on each child's progress throughout the academic year, highlighting strengths, development and practical next steps.
- Share relevant information with colleagues to support continuity of learning and a successful transition to the next stage of education.

QUALIFICATIONS AND EXPERIENCE REQUIRED

- A bachelor's degree in education or a relevant field.
- A recognised teaching qualification, such as PGCE, QTS or an equivalent teaching licence from another country.
- At least two years' post-qualification teaching experience.
- Successful experience teaching children in Early Years.
- Sound knowledge of the EYFS framework and child development.
- Experience planning and delivering purposeful, play-based learning.
- Ability to observe, assess and respond to children's individual development.
- Experience supporting children with English as an additional language or additional educational needs is preferred.
- Previous experience in an international school and familiarity with British education are preferred.
- Ability to create a safe, inclusive and stimulating learning environment.





- Strong communication skills and the ability to build positive partnerships with families.
- A collaborative approach to working with teaching assistants and colleagues.
- Commitment to safeguarding, professional learning, extra-curricular activities and the wider College community.

Dulwich College International 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, and successful references.

Reviewed 18 Sep 2026

