Job Description of PYP Assistant Teacher

Role Summary:

The Assistant Teacher (AT) in the Primary Years Programme is responsible for creating a nurturing and engaging classroom environment that supports holistic child development. The AT co-teaches to ensure effective delivery of the curriculum through play and inquiry-driven approaches in accordance with the NMAJS's statement on High Quality Teaching and Learning (HQTL) and the school vision, mission and values. The AT is accountable to the Class Level Leader and the Head of Learning, and reports to Head of Junior School.

Key Responsibilities:

1. Learning Design:

- Support the collaborative design, implementation and documentation of detailed learning plans aligned with the school's learning philosophy ensuring objective's detailed in unit planners and weekly plans are clear and attainable.
- Assist the Home Room Teacher (HRT) in preparing and organising materials for lessons that align with the school's learning philosophy and goals.
- Support the implementation of inquiry-driven and play-based learning experiences.
- Support collaborative planning, learning & teaching that addresses learner variability and diversity.
- Participate in regular collaborative planning meetings (section, class or school wide).
- Support planning to ensure learning and teaching adheres to the HTQL, philosophy, aims and learning objectives articulated in the NMAJS curriculum handbook.
- Incorporate relevant technology in the learning design to support learning and teaching.
- Plan and participate in experiential learning in local and global contexts: special events: and off-site learning experiences to enrich students' learning journey.

2. Co-Teaching:

- Collaborate with the HRT to deliver lessons, focusing on small group or individualised learning engagements.
- Assist in maintaining a positive, inclusive, and respectful classroom culture.
- Take on specific teaching responsibilities as delegated by the HRT.
- Collectively define shared classroom responsibilities, classroom management, pastoral care, assessment and parent communication.
- Collaborate with class teachers to design and implement lessons.
- Build respectful relationships within teaching teams.

3. Assessment:

- Observe learners during activities to gather evidence of progress and areas of need.
- Provide anecdotal records and observations to inform the CT's planning and assessment.
- Support the documentation of learning through portfolios, or classroom displays.

4. Classroom Environment:

- Set up and maintain an organised, safe, and stimulating learning environment that encourages exploration and creativity.
- Manage routines and transitions to support smooth classroom operations.
- Contribute to the creation of displays that document learning and celebrate achievements.

5. Community Engagement:

- Build a rapport with learners and their families to foster trust and open communication.
- Assist the HRT in preparing for and participating in parent meetings or special events.
- Support the integration of community resources or guest speakers into the learning environment.

6. Student Safety and Pastoral Care:

- Supervise learners to ensure their safety at all times, adhering to child safeguarding and inclusion policies.
- Support learners' social-emotional needs by providing encouragement and empathy.
- Alert the HRT or leadership to any concerns related to student well-being.

7. Professionalism:

- Maintain punctuality, regular attendance, and professional behaviour in all interactions.
- Participate in professional development sessions to improve skills and understanding of early years teaching.
- Collaborate with colleagues to share effective practices and resources.

Requirements

Education

- Bachelor's degree in Education or a relevant subject area.
- Qualification or coursework in Primary Education preferred.

- Any exposure to, or training in, the IB Primary Years Programme (PYP) will be an added advantage.

Experience

- 0–3 years of experience working with primary-aged learners in a school setting.
- Prior experience as an Assistant Teacher/ Teaching Aide, or similar support role is preferred.
- Experience supporting inquiry-based, concept-driven learning is desirable.
- Exposure to international curricula or similar educational environments is an advantage.
- Ability to support differentiated learning and individual student needs within the classroom.
- Strong interpersonal and communication skills to work effectively with students and teachers.
- Ability to collaborate as part of a teaching team and contribute positively to a shared learning culture.
- Basic ICT skills to support classroom learning, documentation, and communication.
- Openness to reflection, feedback, and continuous professional learning in alignment with IB expectations.