



## Job Description

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### Early Years Teacher

At Verdala International School (VIS), we believe that each employee makes a significant contribution to our success and that contributions should not be limited by the assigned responsibilities. Therefore, the job description is designed to outline primary duties, qualifications, and job scope but does not limit the employee or VIS to only the work identified. It is a basic expectation that each employee will offer their services wherever and whenever necessary to ensure the success of our school.

At VIS, we use safer recruitment practice and pre-employment background checks, to maintain the highest standards of safeguarding and child safety. Staff are asked to sign a code of conduct on an annual basis and expected to adhere to our standards and practices. We engage with our values of respect, integrity, dedication and empathy through our professional work and relationships within our community.

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### Purpose of Role

To ensure learning for all VIS students in accordance with VIS' policies, procedures, programmes, curriculum, Student Profile and the school's Vision and Mission and Guiding Statements.

Reports to: Section Principal(s)

Member of: Department Team, IB Programme Team (PYP, MYP, DP, as applicable)

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### General Duties & Responsibilities

#### Learning & Teaching

- Support, model and promote the school's mission, vision, values and guiding statements.
- Actively model and promote the IB Learner Profile, Approaches to Teaching and Approaches to Learning.
- Use inquiry-based, concept-driven and constructivist pedagogical approaches appropriate to PYP, MYP and DP.



- Create a safe, caring, and inclusive environment in which all students can learn and thrive.
- Differentiate effectively for the full range of student needs.
- Promote student agency, voice, choice and ownership of learning.
- Support opportunities for student Action or Service across the programmes.
- Demonstrate patience, empathy and responsiveness to the needs of diverse learners.

### **Planning & Curriculum**

- Develop, implement, document and reflect upon curricular programmes in alignment with PYP, MYP or DP requirements and VIS curriculum frameworks.
- Engage in collaborative planning using IB programme planners, horizontal and vertical articulation processes, and school-based curriculum documents.
- Collaborate with colleagues and the Student Support Services Department to design inclusive, concept-driven and holistic learning experiences.
- Apply strong organisational and time-management skills to planning, preparation and delivery.

### **Assessment**

- Implement school and IB-aligned assessment practices.
- Participate in moderation and standardization processes as required.
- Support students in goal-setting, reflection and understanding their learning data.
- Maintain accurate records related to assessment, learning progress and professional responsibilities.
- Use assessment and student performance data to inform planning, differentiation and teaching and learning strategies.
- Use professional judgment to inform next steps in learning.

### **Professional Responsibilities**

- Engage in required IB professional learning, and contribute to a school-wide culture of continuous improvement.
- Participate in annual professional learning related to safeguarding, child protection and health & safety.
- Read, understand and comply with all school policies, procedures, plans and foundational documents.



- Integrate technology effectively to enhance learning, communication and planning. Communicate clearly and professionally with students, colleagues and families to support positive relationships and learning.
- Work collaboratively as part of a team and contribute to a supportive, respectful and solutions-oriented professional culture.
- Demonstrate professionalism, confidentiality and ethical conduct in all interactions.
- Promote reflective practice, international-mindedness and commitment to safeguarding and inclusion.
- Maintain accurate records related to all aspects of the role within school systems.

### **Contribution to School Community**

- Actively contribute to wider school life through pastoral care, advisory/homeroom roles, events and/or extracurricular activities as required.
  - Contribute to key school events, community activities and marketing initiatives as required.
  - Fulfil supervisory duties and uphold all safeguarding responsibilities in accordance with VIS Child Protection Policies and Maltese legal requirements.
  - Provide support through internal cover, substitutions and duty rotations as needed to ensure continuity of learning and student wellbeing.
  - Perform other duties as assigned by the Head of School or Principal.
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### **Qualifications**

- Bachelor of Education (or equivalent) **or** a relevant Bachelor's Degree in an appropriate subject area.
  - Teacher Certification (with ability to acquire a Maltese Teacher Warrant).
  - Minimum of 2 years of teaching experience at the appropriate grade level or subject area (preferred).
  - Experience with inquiry-based pedagogical practices.
  - Experience implementing an inclusive approach to teaching and learning.
  - Experience working collaboratively as part of a team.
  - Fluency in English (speaking, reading and writing).
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### **Additional Notes**



- The list of main duties and responsibilities appearing in this profile is not exhaustive nor necessarily in order of importance; nor is any part of this profile permanent or immutable.
- Elementary teachers may be assigned to teach any grade level from Early Years to Grade 5, in alignment with the needs of the school.
- Secondary teachers are expected to teach courses within their subject area for any grade from Grade 6 through Grade 12, as required by the operational needs of the school.
- Job descriptions are reviewed annually as part of VIS school improvement processes.

Updated December 2025



## **Appendix A: Early Years Role-Specific Responsibilities and Expectations**

This appendix is to be read in conjunction with the VIS Teacher Job Description and all relevant school policies and procedures.

### **1. Purpose**

This appendix outlines the additional role-specific responsibilities and expectations for teachers working in the Early Years at Verdala International School. Due to the age, developmental stage, and needs of Early Years students, teachers are expected to provide a high level of care, supervision, safeguarding, and developmentally appropriate learning experiences.

### **2. Early Years Pedagogy**

Early Years teachers are expected to:

- provide a safe, nurturing, play-based and inquiry-rich learning environment
- plan for learning that is developmentally appropriate and responsive to children's interests, needs, and stages of development
- support the development of independence, communication, self-regulation, social skills, and early learning dispositions
- recognise the importance of routine, repetition, exploration, play, and hands-on learning in the Early Years
- create rich learning environments that promote curiosity, agency, language development, and positive relationships

### **3. Learning Environment and Daily Practice**

Early Years teachers are expected to:

- establish calm, predictable, and developmentally appropriate routines for arrival, transitions, play, toileting, snack, and dismissal
- maintain an organised, safe, engaging, and inclusive classroom environment
- ensure materials, resources, and spaces are prepared to promote active learning and safe participation
- supervise children actively in all indoor and outdoor learning spaces
- work closely with teaching assistants and other support staff to ensure consistency in care, supervision, and learning support

### **4. Safeguarding and Duty of Care**



Early Years teachers are required to:

- exercise continuous active supervision of students at all times
- recognise the increased vulnerability and dependency of children in the Early Years
- anticipate and reduce risk proactively across all parts of the school day
- follow all VIS safeguarding, child protection, health and safety, and supervision procedures
- report any safeguarding, welfare, or protection concern immediately in line with school procedures

### **5. Intimate Care and Toileting**

Where support with toileting, changing, or personal care is required, staff must:

- follow all school procedures for intimate care and safeguarding
- encourage children's independence while providing support only as needed
- ensure another adult is present, informed, or immediately accessible in accordance with school expectations
- maintain appropriate visibility and professional boundaries at all times
- use appropriate protective equipment and hygienic procedures
- record and report any concern, incident, or unusual presentation in accordance with school procedures

### **6. Physical Contact and Professional Boundaries**

Because Early Years teaching may involve greater proximity and care support, teachers must ensure that all physical contact is:

- appropriate
- necessary
- child-centred
- professional
- open and observable

Staff must avoid any unnecessary, prolonged, or inappropriate physical contact and must remain mindful of how interactions may be perceived by others at all times.

### **7. Behaviour Support and Emotional Development**

Early Years teachers are expected to:

- model calm, respectful, and emotionally responsive interactions



- use developmentally appropriate behaviour guidance strategies, including co-regulation, redirection, encouragement, and clear boundaries
- help children identify emotions, solve problems, repair relationships, and develop self-regulation over time
- respond to behaviour in ways that are proportionate to the child's age and stage of development

Staff must not use shouting, shaming, humiliation, intimidation, or punitive responses that may cause fear or distress.

## **8. Assessment and Documentation**

Early Years teachers are expected to:

- use observation as a key tool for understanding children's development, wellbeing, and learning
- document learning and progress in line with school expectations and programme requirements
- use assessment information to inform planning, differentiation, and next steps
- maintain accurate records relating to student wellbeing, learning, and communication
- contribute to the identification of students who may require additional support, in collaboration with relevant colleagues

## **9. Family Partnership and Communication**

Early Years teachers are expected to:

- build positive, professional, and trusting relationships with families
- communicate clearly and appropriately about student wellbeing, development, and learning
- recognise the importance of home-school partnership in supporting young children
- raise concerns promptly and professionally through appropriate school channels

## **10. Collaboration**

Early Years teachers are expected to:

- work closely with teaching assistants, student support staff, specialists, and school leaders
- contribute to a consistent team approach around routines, expectations, safeguarding, and student support



- participate in planning, reflection, and professional dialogue related to Early Years practice

## **11. Training and Compliance**

In addition to the expectations of all teachers, Early Years teachers are expected to:

- participate in role-specific professional learning relevant to Early Years education, safeguarding, child development, and care
- remain up to date with school procedures and legal expectations relevant to the age group
- demonstrate these expectations consistently through day-to-day practice

## **12. Final Note**

This appendix forms part of the teacher's role expectations when assigned to an Early Years position. It should be read alongside the VIS Teacher Job Description, safeguarding policies, behaviour expectations, health and safety procedures, and other relevant school documents.