American School of Brasilia
Learners Inspiring Learners

POSITION: Early Years Classroom Teacher
WORKING HOURS: Monday, Tuesday, and Thursday: 8:00 a.m. to 4:00 p.m.; Wednesday: 8:00 a.m. to 4:30 p.m.; Friday: 8:00 a.m. to 3:30 p.m., with a one-hour lunch break.
REPORTS TO: LS Principal and Assistant Principal
TERMS OF EMPLOYMENT: Full-time position.

POSITION OVERVIEW:

The American School of Brasília (EAB) is seeking a highly qualified, collaborative, and reflective Early Years Classroom Teacher who demonstrates excellence in teaching and a strong commitment to student learning, well-being, and growth.

The Early Years Classroom Teacher is responsible for planning and delivering high-quality, standards-based instruction that is engaging, concept-based, inquiry-driven, and responsive to the diverse needs of elementary-aged learners. The teacher provides instruction across the core areas of the Lower School curriculum and creates meaningful learning experiences that develop foundational skills, conceptual understanding, critical thinking, curiosity, creativity, collaboration, and student agency.

The Early Years Classroom Teacher supports the development of the whole child by creating a safe, inclusive, and nurturing classroom environment in which students feel known, valued, challenged, and supported. The teacher uses developmentally appropriate practices, positive approaches to classroom management, and a strong understanding of elementary-aged learners to promote students' academic, social, and emotional growth.

EAB teachers work collaboratively within Professional Learning Communities and contribute actively to the broader life of the school. They use assessment data and evidence of student learning to inform instruction, provide meaningful feedback, differentiate learning experiences, and support students in reaching their full potential.

The successful candidate will demonstrate strong elementary teaching knowledge, effective pedagogical practice, cultural responsiveness, a commitment to safeguarding and student well-being, and the ability to build positive partnerships with students, families, colleagues, and student support teams.

JOB REQUIREMENTS:

- Minimum Bachelor's degree in Early Childhood Education, Elementary Education, Primary Education, Pedagogy, or a related field.
- Minimum two (2) years of relevant classroom teaching experience.
- Valid teaching license or certification appropriate to the teaching assignment.
- Demonstrated knowledge of elementary curriculum, standards, benchmarks, and current best practices in teaching and learning.
- Strong knowledge of foundational literacy and numeracy instruction and developmentally appropriate elementary teaching practices.
- Demonstrated understanding of concept-based and inquiry-based approaches to teaching and learning.

- Demonstrated ability to plan and deliver engaging, rigorous, and developmentally appropriate instruction across the core curriculum.
- Demonstrated ability to differentiate instruction to address students' individual learning needs, readiness levels, strengths, interests, and learning profiles.
- Demonstrated understanding of assessment practices and the use of formative and summative data to inform instruction.
- Demonstrated ability to work collaboratively within a team structure, including Professional Learning Communities (PLCs).
- Knowledge and experience supporting the social and emotional development and well-being of elementary-aged students.
- Demonstrated commitment to creating an inclusive and culturally responsive learning environment.
- Knowledge of instructional technology practices that enhance and support high-quality teaching and learning.
- Strong written and verbal communication skills.
- Demonstrated ability to build positive and professional relationships with students, families, and colleagues.
- Commitment to student safeguarding, child protection, and professional conduct.
- Demonstrated ability to be a reflective practitioner capable of offering, receiving, and applying constructive feedback.

PERFORMANCE RESPONSIBILITIES:

- Model and support the EAB Mission, Vision, Values, and Learner Profile.
- Plan and deliver high-quality instruction aligned with established curriculum standards, benchmarks, and learning objectives.
- Provide effective instruction across the core areas of the Lower School curriculum, including literacy, mathematics, science, and social studies, as appropriate to the assigned grade level.
- Design concept-based and inquiry-driven learning experiences that promote curiosity, critical thinking, creativity, collaboration, communication, problem-solving, and student agency.
- Develop students' foundational literacy and numeracy skills while supporting deeper conceptual understanding and application of learning.
- Develop clear learning objectives and communicate expectations in developmentally appropriate ways.
- Differentiate instruction and learning experiences to address students' individual needs, readiness levels, strengths, interests, and learning profiles.
- Use a variety of instructional strategies, resources, grouping structures, and learning experiences to engage students and support meaningful learning.
- Develop and use formative and summative assessments aligned with curriculum

standards and learning objectives.
- Analyze classroom assessment data, standardized testing results, observations, student work, and other evidence of learning to inform instructional decisions.
- Provide students with timely, specific, developmentally appropriate, and constructive feedback that supports continued learning and growth.
- Maintain accurate records of student learning, assessment, attendance, and progress in accordance with school procedures.
- Communicate student learning, progress, strengths, and areas for growth clearly and professionally to students and families.
- Develop and maintain a safe, inclusive, nurturing, respectful, and engaging classroom environment.
- Establish clear classroom routines and expectations and use positive, developmentally appropriate approaches to classroom management.
- Support students in developing independence, self-regulation, responsibility, collaboration, and positive interpersonal relationships.
- Support students' social and emotional well-being and contribute to a school culture that promotes belonging, respect, responsibility, and positive relationships.
- Know students as individual learners and use this understanding to support their academic, social, and emotional development.
- Identify students who may require additional academic, behavioral, language, or social-emotional support and collaborate with appropriate colleagues and student support teams.
- Work collaboratively with Teaching Assistants assigned to the classroom, providing appropriate direction and guidance to support student learning and classroom routines.
- Collaborate with Learning Support, counselors, specialists, and other professionals to implement appropriate strategies and support plans for students.
- Collaborate with grade-level colleagues and other faculty members within Professional Learning Communities and divisional teams to strengthen curriculum alignment, instructional practices, assessment, and student learning.
- Participate actively in collaborative planning, curriculum development, assessment review, and other team responsibilities.
- Cultivate effective partnerships with parents and guardians through clear, timely, respectful, and culturally responsive communication.
- Participate in parent conferences and other meetings related to student learning, development, and well-being.
- Integrate technology purposefully to enhance learning while ensuring that technology supports rather than replaces developmentally appropriate and effective instructional practices.
- Assist with the selection, organization, and appropriate use of instructional materials,

classroom resources, and supplies.
- Participate in faculty meetings, professional development, school events, and other responsibilities associated with the teaching role.
- Supervise students and fulfill assigned duties during the school day and at school activities as required.
- Follow all EAB policies and procedures related to student safeguarding, child protection, professional conduct, confidentiality, and student safety.
- Report safeguarding or child protection concerns promptly and in accordance with established school procedures.

Builds Positive Interpersonal Relationships:

- Promotes positive interactions among students, parents, faculty, and staff who have differing cultural, linguistic, and national backgrounds.
- Builds respectful, supportive, and developmentally appropriate relationships with students.
- Cultivates collaborative and culturally responsive relationships with colleagues and members of the broader school community.
- Builds positive partnerships with families that support student learning, development, and well-being.
- Fosters a sense of identity, belonging, and pride in EAB among students, parents, faculty, and colleagues.
- Maintains an open attitude toward new ideas, perspectives, and approaches.
- Collaborates effectively with a wide range of divisional and school-wide teams.

Ongoing Professional Growth:

- Continues to acquire new professional knowledge and applies new learning to instructional practice.
- Reflects regularly on teaching practice and its impact on student learning and development.
- Remains current with research, instructional approaches, and best practices in elementary education.
- Participates actively in professional development, in-service training, workshops, and collaborative learning opportunities.
- Shares knowledge, resources, and effective practices with colleagues.
- Establishes professional growth goals aligned with individual, divisional, and school priorities.
- Seeks, receives, and applies constructive feedback to strengthen professional practice.
- Demonstrates current best practices in elementary instruction, assessment, differentiation, student support, and the effective use of educational technology.

The responsibilities listed in this Job Description are intended to describe the general nature and level of work performed by employees assigned to this position. They are not intended to be an exhaustive list of all duties, responsibilities, or qualifications. Employees may be required to perform other related duties as assigned to support the successful operation of their Area/Division and the School.