



JOB OPENING (TENTATIVE)

POSITION: Middle School Mathematics Teacher
REPORTS TO: Middle School Principal
CONTRACT TERM: 2 School Years (2021-2023)
JOB OPENING: 15 October 2020 - 26 February 2021

PURPOSE

Jakarta Intercultural School (JIS) educators provide memorable experiences for JIS students. JIS Middle School teachers are responsible for working collaboratively to develop and implement the Middle School (MS) program at JIS. JIS educators work in a professional learning community to continuously improve teaching practice for the benefit of the students at JIS in pursuit of our *Mission, Vision, Values and Dreams*.

QUALIFICATIONS, EXPERIENCES and ATTRIBUTES

1. Minimum Bachelor's degree
2. Teaching credential
3. Minimum five years of experience in the subject area
4. Experience in a school with a well-defined Middle School philosophy – International setting preferred
5. Passion for Middle School
6. Demonstrated ability to connect with students
7. Versed in Inquiry and conceptually-based, backward by design unit planning
8. Familiarity with Standards Based Grading and Reporting
9. Experience in the pedagogical models used at JIS, related to the teaching area (Readers & Writers Workshop, Tiered Math, Inquiry-Infused Social Studies and Science programs, and Project-Based Learning)
10. Advocate for Differentiated Instruction and EAL in the Mainstream
11. Experience with and commitment to a Professional Learning Community (PLC) and departmental work
12. Demonstrated ability to work collaboratively with colleagues and well versed in Norms of Collaborations
13. Demonstrated background in associating with students outside of classroom environment – this could include experiences in drama, sports, clubs, music or other non-academic endeavors
14. A clear commitment to Child Protection, safety, service learning and environmental stewardship

DUTIES and RESPONSIBILITIES

1. Demonstrating knowledge of content and pedagogy:
 - a. Aligning student goals and objectives to student's individual profile and school curriculum
 - b. Modeling and supporting best practices in teaching and learning
2. Demonstrating knowledge of students:



JOB OPENING (TENTATIVE)

- a. Using formal and informal assessments and observations to determine students' learning profiles, strengths, challenges and interests
3. Selecting instructional goals:
 - a. Using understanding of development and learning to select developmentally appropriate instructional goals
 - b. Identifying objectives that support goal achievement
 - c. Documenting goals using agreed school proformas
4. Demonstrating knowledge of resources:
 - a. Demonstrating familiarity with a range of resources, including technological to enhance student learning
5. Designing coherent instruction:
 - a. Implementing methodology supportive of a student's individual learning profile
 - b. Providing specific instruction/intervention for dyslexia, dyscalculia, dysgraphia, or other needs
 - c. Designing learning experiences that are developmentally sequential, authentic and integrated to enable students to meet personal goals to achieve designated Standards and Benchmarks
 - d. Documenting and sharing planned instructional experiences
 - e. Ability to document using anecdotal notes, amongst other data collection system
6. Assessing student learning:
 - a. Conducting assessment to provide feedback to students, teachers and parents to inform further learning experience
 - b. Sharing assessment results/information with teachers and parents
 - c. Documenting assessment information
7. Creating an environment of respect and rapport:
 - a. Be supportive and respectful of students' needs
 - b. Supporting student and advocating for each individual, teaching child advocacy skills
8. Establishing a culture for learning:
 - a. Teaching students to understand their learning strengths and challenges and supportive strategies to become self-directed learners
 - b. Developing a purpose for learning
 - c. Teaching meta-cognition of skills
9. Managing classroom procedures:
 - a. Maintaining transparent schedules and routines
 - b. Notifying students and colleagues of planned changes to schedules and routines
10. Managing student behavior:
 - a. Be aware of students' needs
 - b. Modeling and reinforcing appropriate behavior
 - c. Implementing appropriate approaches and interventions for social/emotional and behavioral needs
11. Organizing physical space in support of individuals with neuro-diversities



JOB OPENING (TENTATIVE)

12. Communicating clearly and accurately:
 - a. Clearly articulating purposes of learning experiences
 - b. Providing explicit instructions/directions
13. Maintaining accurate records:
 - a. Using school systems to maintain student and school records
 - b. Maintaining records with a professional tone
 - c. Creating Individual Learning Plans and/or Accommodation Plans within time frame
 - d. Updating learning plans and communication tools/files on individual students
14. Communicating with families and colleagues:
 - a. Establishing and maintaining communication with families
 - b. Collaborating with colleagues
 - c. Involving parents and teachers (and students) in the development of Individual Learning Plans
 - d. Providing parents and teachers with appropriate documents
 - e. Holding regular meetings with parents and external professionals as needed for each child
 - f. Communicating with all specialist teachers and other adults in support of individual student needs
15. Contributing to the School:
 - a. Sharing expertise with colleagues and community
16. Growing and developing professionally:
 - a. Striving to improve expertise
 - b. Continuing to maintain an understanding of best practices and research
 - c. Attending professional development that support student learning and school initiatives
 - d. Providing in-service and workshops to faculty, parents and community as appropriate
17. Showing professionalism:
 - a. Interacting with colleagues and parents in a professional manner
 - b. Maintaining confidentiality
 - c. Building relationships with parents and other adults in the community
 - d. Making connections with external professionals
18. Embracing the JIS Learning Dispositions of Resilience, Resourcefulness, Relating and Reflecting
19. Performing other related duties and assuming other responsibilities as assigned by the MS Principal

TO APPLY

Interested qualified candidate, please send your cover letter, resume and 3-5 list of professional references to the Human Resources Manager, Megumi Runturambi, at application@jisedu.or.id