



## **JOB OPENING**

**POSITION:** Special Education Teacher (JIS Learning Center)  
**REPORTS TO:** Elementary School Principal  
**CONTRACT TERM:** 2 School Years (2023-2025)  
**JOB OPENING:** 21 September - 09 December 2022  
**External: we reserve the right to end the recruitment process once a suitable candidate is found**

### **PURPOSE**

Jakarta Intercultural School (JIS) educators provide memorable experiences for JIS students. JIS Elementary School teachers are responsible for working collaboratively to develop and implement the Elementary School (ES) 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*.

The JIS Learning Center exemplifies JIS' commitment to educational inclusivity via a self-contained classroom designed to meet the needs of students with intensive learning needs. This program serves students with more global delays such as intellectual and developmental disabilities who require an individualized curriculum focusing on independence, life skills, and academics.

The JIS Learning Center classroom teacher's primary role is to provide special education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. The dedicated learning specialist will develop or modify curricula, prepare lessons and other instructional materials, and provide specialized instruction to meet the unique needs of students with disabilities.

### **QUALIFICATIONS, EXPERIENCES, and ATTRIBUTES**

1. Minimum Master's degree in Special Education or equivalent preferred
2. Certification in Special Education with emphasis in one or more areas: Learning Disabilities, Speech-Language, Self Contained special education, Educationally Handicapped or other disability areas
3. Minimum five years of experience working with students with disabilities
4. Extensive experience using a range of formal and informal diagnostic assessments
5. Experience modifying curricula
6. Understanding and ability to provide a variety of interventions, including programs, such as Orton Gillingham and/or Lindamood Bell
7. Thorough knowledge of the principles, practices, and procedures of special education and specialty area
8. Thorough knowledge of the principles and methodology of effective teaching of students with disabilities.
9. Ability to establish and maintain effective working relationships with children, students,



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parents, staff, administration, and the general public.

10. Experience working as a collaborative member of the Student Support Team (SST)
11. Strong interpersonal, communication (oral and written), and collaborative skills.
12. Strong organizational and computer literacy skill
13. Knowledge of relevant technology, including the use of technology to individualize instruction
14. A clear commitment to Child Protection, safety, service learning, and environmental stewardship

### **DUTIES and RESPONSIBILITIES**

1. Demonstrating knowledge of content and pedagogy:
  - a. Employing various teaching techniques, methods, and principles of learning to enable students to meet their Individual Learning Plan goals
  - b. Aligning student goals and objectives to student's individual profile and school curriculum
  - c. Modelling and supporting best practices in teaching and learning
2. Demonstrating knowledge of students:
  - a. Using formal and informal assessments and observations to determine students' learning profiles, strengths, challenges, and interests
3. Organizing educational plans
  - a. Developing and implementing annual Individualized Learning Plan plans for students to include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals
  - b. Using understanding of development and learning to select developmentally appropriate instructional goals
  - c. Identifying objectives that support goal achievement
  - d. Documenting goals using agreed school proformas
4. Collaborating with colleagues
  - a. Scheduling team meetings and working cooperatively with student support team members and others in developing instructional goals and strategies
  - b. Providing direction, supervision, and evaluation of educational assistants as directed
  - c. Communicating with all specialist teachers and other adults in support of individual student needs
5. Demonstrating knowledge of resources:
  - a. Demonstrating familiarity with a range of resources, including technological, to enhance student learning
6. Designing coherent instruction:
  - a. Providing research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP.
  - b. Implementing methodology supportive of a student's individual learning profile
  - c. Designing learning experiences that are developmentally sequential, authentic, and integrated to enable students to meet personal goals to achieve designated Standards and Benchmarks



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- d. Documenting and sharing planned instructional experiences
7. Assessing student learning:
  - a. Conducting on-going formative assessments to plan learning experiences
  - b. Conducting formal summative assessments to provide feedback to students, teachers, and parents to inform further learning experience
  - c. Sharing assessment results/information with teachers and parents
  - d. Documenting assessment information
  - e. Assessing student progress and determining the need for additional reinforcement or adjustments to instructional techniques.
8. Creating an environment of respect and rapport:
  - a. Creating an inclusive classroom environment that provides opportunities for students to integrate into the wider school community
  - b. Demonstrating support and respect for students' needs
  - c. Supporting students and advocating for each individual, teaching child advocacy skills
9. 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
10. Managing classroom procedures:
  - a. Employing and implementing a classroom structure and consistency to encourage student responsibility, cooperation, and mutual respect consistent with school policies and procedures.
  - b. Maintaining transparent schedules and routines
  - c. Notifying students and colleagues of planned changes to schedules and routines
11. Managing student behavior:
  - a. Demonstrating awareness of students' needs
  - b. Modeling and reinforcing appropriate behavior
  - c. Implementing appropriate approaches and interventions for social/emotional and behavioral needs
12. Organizing physical space in support of individuals with neuro-diversities
  - a. Determining materials needed based on developmental profiles of students
  - b. Documenting necessary maintenance of specialized equipment
  - c. Demonstrating appropriate use of classroom materials and spaces
13. Communicating clearly and accurately:
  - a. Clearly articulating purposes of learning experiences
  - b. Providing explicit instructions/directions
14. 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
15. Communicating with families:
  - a. Establishing and maintaining communication with families
  - b. Involving parents (and students) in the development of Individual Learning Plans



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- c. Providing parents with appropriate documents
- d. Holding regular meetings with parents as needed for each child
- 16. Contributing to the school:
  - a. Sharing expertise with colleagues and community
- 17. 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 supports student learning and school initiatives
- 18. 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
- 19. Embracing the JIS Learning Dispositions of Resilience, Resourcefulness, Relating, and Reflectiveness
- 20. Performing other related duties and assuming other responsibilities as assigned by the ES Principal

### **TO APPLY**

Interested qualified candidate, please send your cover letter, resume, and 3-5 list of professional references to [teachingapplication@jisedu.or.id](mailto:teachingapplication@jisedu.or.id)