



## JOB OPENING

**POSITION:** Elementary School EAL Teacher  
**REPORTS TO:** Elementary School Principal  
**CONTRACT TERM:** 2 School Years (2023-2025)  
**JOB OPENING:** 21 September - 9 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 Dispositions*.

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

1. Master's degree or equivalent preferred
2. EAL teaching credentials appropriate for working in an international elementary setting
3. Demonstrates current knowledge of the theory and practice of EAL education
4. Demonstrates knowledge of recent research, methodology, and issues in differentiated practice
5. Extensive knowledge of diagnostic assessment strategies to analyze and identify student needs
6. Has experience administering the WIDA assessment and using the data to plan for students' next steps
7. Skilled at the development and documentation of individual learning programs
8. Implements support programs targeted at individual student's needs
9. Demonstrated background in collaborative teaming
10. Knowledgeable in working with differentiated instruction and in an inclusive environment
11. International experience in a similar school setting preferred
12. A clear commitment to Child Protection, safety, service learning, and environmental stewardship

### **DUTIES and RESPONSIBILITIES**

1. Building and providing a sense of community
2. Providing students with positive and appropriate learning experiences
  - a. Faculty must demonstrate commitment to professional learning and inquiry by:
    - i. Identifying essential elements of curriculum and building common units of instruction
    - ii. Personalizing instruction, knowing and engaging each learner using and planning appropriate interventions



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- iii. Continuing to develop pedagogy that benefits student learning
    - iv. Having a deep understanding of literacy development and practices
    - v. Providing effective feedback that helps to shape the next learning experience
  - b. Creating a safe learning environment
  - c. Using a range of teaching strategies that take into account what students know and what inspires them
  - d. Demonstrating knowledge and skills in the content areas and explicitly developing the Learning Dispositions (Resilience, Resourcefulness, Relating and Reflectiveness)
  - e. Collaboratively support students and execute Individual Learning Plans (ILPs) as appropriate for students in their charge
  - f. Planning, coordinating, and supervising the work of classroom assistants and assistant teachers as appropriate
3. Collaborating effectively
  - a. Co-planning, co-teaching, and co-assessing in conjunction with the homeroom teacher to best meet the needs of the students
  - b. Planning with the Student Support Team on inclusive services and targeted intervention programs
4. Teaching strategies and techniques
  - a. Planning programs that support the acquisition and improvement of identified learning skills
  - b. Implementing support programs targeted at individual needs
  - c. Recording targeted support on JIS support plans
  - d. Keeping accurate records of student progress and achievement
5. Building positive interpersonal relationships
  - a. Promoting positive interactions among students who have differing cultural, linguistic, and national backgrounds
  - b. Fostering a sense of identity and pride in the school among students, parents, and colleagues
  - c. Maintaining an open attitude toward new ideas and accepting of others whose experiences, opinions, and beliefs may differ
  - d. Collaborating with grade-level teams, School-Wide teams, and the elementary Student Support Teams
6. Seeking ongoing professional growth
  - a. Continuing to acquire new learning and reflecting new learning and professional practice
  - b. Engaging in opportunities for in-service and workshop offerings
  - c. Sharing professional knowledge with colleagues
  - d. Working closely with Team Leaders, Curriculum Coordinator, and specialist teachers to plan cooperatively, develop curriculum and maintain a positive, professional school climate



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- e. Setting goals for professional development, taking advantage of professional development opportunities, and demonstrating current best practices in the field of education
7. Communicating effectively
    - a. Providing opportunities for parent involvement in school programs, activities, or the classroom
    - b. Providing access to curriculum documents and unit plans
    - c. Communicating concerns for students who may be experiencing social, emotional, or academic difficulties to the Student Support Team
    - d. Communicating effectively with students, colleagues and parents
    - e. Communicating curriculum expectations clearly and on a regular basis
  8. 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)