

POSITION: Middle School Mathematics Teacher
REPORTS TO: Middle School Principal
CONTRACT TERM: 2 School Years (2024-2026)
CONTRACT START DATE: 1 July 2024
JOB OPENING: 03 November 2023

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 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. Advocate for Differentiated Instruction and EAL in the Mainstream
10. Experience with and commitment to a Professional Learning Community (PLC) and departmental work
11. Demonstrated ability to work collaboratively with colleagues and well-versed in Norms of Collaboration
12. Demonstrated background in associating with students outside of the classroom environment – this could include experiences in drama, sports, clubs, music or other non-academic endeavors
13. 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:
 - a. Using formal and informal assessments and observations to determine students' learning profiles, strengths, challenges and interests
3. Selecting instructional goals:
 - a. Using the 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. Designing learning experiences that are developmentally sequential, authentic and integrated to enable students to meet personal goals to achieve designated Standards and Benchmarks
 - c. Documenting and sharing planned instructional experiences
 - d. Ability to document using anecdotal notes, amongst other data collection system
6. Assessing student learning:
 - a. Conducting assessments 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 students 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
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. 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 candidates, please send your cover letter, resume, and 3-5 list of professional references to teachingapplication@jisedu.or.id