

POSITION: Middle School English as an Additional Language (EAL) Teacher
REPORTS TO: Middle School Principal
CONTRACT TERM: 2 School Years (2026-2028)
CONTRACT START DATE: 1 July 2026
JOB OPENING: 22 September 2025

External: We reserve the right to end the recruitment process once a suitable candidate is found.

PURPOSE

Jakarta Intercultural School (JIS) is committed to providing transformative learning experiences that inspire and challenge our students. As integral members of the JIS community, student support professionals work collaboratively to advance and strengthen our programs, aligning their practices with our Mission and Vision. Committed to continuous professional growth, JIS support professionals strive to enhance their approaches, enriching each student's educational journey.

The Middle School English as an Additional Language (EAL) Teacher plays a key role in supporting language acquisition and literacy development, enabling students to access the curriculum and succeed in an international environment. Through targeted instruction, co-teaching partnerships, and collaboration with the Student Support Team (SST), the EAL Teacher fosters a supportive learning environment that enhances students' academic and social success.

QUALIFICATIONS, EXPERIENCES and ATTRIBUTES

1. Minimum Master's degree in Education, TESOL, or a related field. Master's degree preferred.
2. Valid teaching credential with an EAL endorsement or certification.
3. Minimum of five years of proven experience working as an EAL teacher, ideally in an international school setting.
4. Deep understanding of language acquisition theories and instructional strategies for adolescent learners.
5. Experience co-planning and co-teaching within core academic subjects to support language learners in mainstream content areas.
6. Proven experience with formative and summative assessment practices and the ability to analyze data to inform instruction.
7. Familiarity with diverse text types and strategies for developing comprehension of literary and informational texts in EAL students.
8. Skilled in employing contemporary educational models and instructional strategies to enhance curriculum delivery and student learning outcomes
9. Committed to a student-centered approach and differentiated instruction.
10. Commitment to a Professional Learning Community (PLC), collaborating in course design, lesson delivery, and student assessment.
11. Strong communication and intercultural skills to work effectively with students, families, and colleagues in a diverse environment.
12. Willingness to engage in student advisory and pastoral programs.
13. Experience in leading extracurricular activities such as drama, sports, clubs, or music is advantageous.
14. Strong commitment to child safeguarding, service learning, and environmental stewardship.

DUTIES AND RESPONSIBILITIES

Curriculum Delivery and Instructional Excellence

- Deliver engaging, differentiated EAL instruction that develops listening, speaking, reading, and writing skills suited to middle school students.
- Adapt curriculum and materials to support the diverse language needs of EAL students, aligning instruction with academic standards and middle school goals.
- Provide individualized support and small group instruction to students needing additional assistance in English language development.
- Co-plan and co-teach with classroom teachers in core subjects to integrate language learning into content instruction, using models such as parallel teaching, station teaching, and team teaching.
- Design lessons and scaffold materials to support EAL students' understanding of complex texts and diverse media formats.
- Incorporate age-appropriate technology and assistive tools to engage students and enhance language acquisition.

Assessment and Student Support

- Conduct WIDA or equivalent assessments to determine students' English language proficiency and guide placement decisions.
- Continuously assess students' language development and academic progress, using data to refine instruction and address learning gaps.
- Collaborate with teachers and the Student Support Team (SST) to implement Individual Learning Plans (ILPs) as needed, ensuring support aligns with student goals.
- Utilize formative and summative assessment results to track students' progress, adapting instruction to support language and content mastery.

Professional Development and Engagement

- Stay current with best practices in EAL instruction by participating in professional learning opportunities.
- Engage in regular collaborative reflection with co-teachers, assessing the effectiveness of co-planned and co-taught lessons and adjusting strategies as needed to support student progress.
- Contribute to the professional learning community by sharing expertise, resources, and effective instructional strategies.
- Actively engage in the JIS Growth and Appraisal process to enhance professional practices and alignment with educational standards.

Community Engagement

- Develop cultural understanding and appreciation among students, promoting a welcoming and inclusive classroom environment.
- Foster a school culture of respect, identity, and pride among students, parents, and colleagues.
- Build positive interpersonal relationships, actively engage in Child Safeguarding Practices and promote positive interactions among our diverse student body.
- Empower students to take responsibility for their learning and actions, encouraging self-directed learning and personal growth.
- Lead extracurricular activities that enhance student collaboration, performance, teaming, talent, and leadership.
- Organize and actively participate in school trips, including multi-day and overnight excursions, to enrich students' educational experiences.

Adaptability and Support

- Adapt to both asynchronous and synchronous online teaching formats when necessary.
- Identify and seek support from peers and administration when necessary, contributing to a collaborative and supportive work environment.

Professional Dispositions and Responsibilities

- Embrace and promote the JIS Learning Dispositions: Resilience, Resourcefulness, Relating, and Reflecting.
- Perform other related duties and assume other responsibilities as assigned by the Middle School Principal.

TO APPLY

Interested candidates should apply directly by email to teachingapplication@jisedu.or.id.

Please submit the following materials as separate PDF attachments in one email:

- Cover letter expressing interest in the position
- Current resume
- List of three to five professional references with name, phone number, and email address (references will not be contacted without the candidate's permission)

Safe Recruitment Statement

At Jakarta Intercultural School (JIS), we are committed to ensuring the safety and well-being of all our students. As part of this commitment, we have implemented rigorous recruitment policies and procedures designed to safeguard our students and uphold the highest standards of child protection.

Our recruitment process includes:

- Thorough verification of the identity and qualifications of all candidates.
- Obtaining and corroborating professional and character references.
- Performing comprehensive background checks in all countries of residence and the candidate's country of origin.
- Conducting a multi-stage interview process, including scenario-based questions to evaluate how candidates handle situations related to student safety and well-being.

Child Safeguarding Policy

JIS has a robust Child Safeguarding policy that seeks to protect our students, their families, and the entire JIS community. This policy ensures that all students have the right to protection and access to confidential support systems. As part of this policy, all community members with access to students must undergo annual child safeguarding training to stay informed and vigilant in protecting our students.

By maintaining these stringent recruitment practices, JIS ensures that our educational environment remains safe, nurturing, and conducive to the well-being and development of every student.