

POSITION:	Elementary School English as an Additional Language Teacher
REPORTS TO:	Elementary School Principal
CONTRACT TERM:	2 School Years (2026-2028)
CONTRACT START DATE:	1 July 2026
JOB OPENING:	5 November 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 Elementary School English as an Additional Language (EAL) Teacher supports students' language acquisition and development, enabling them to access the curriculum effectively and succeed in an international environment. The EAL program integrates co-taught, push-in, and small-group pull-out models, emphasizing collaboration with homeroom and specialist teachers to support language learners within the mainstream curriculum. Through targeted instruction, collaborative planning with teachers, and engagement with families, the EAL Teacher fosters an inclusive learning environment where students can thrive academically and socially.

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. At least five years of successful experience as an EAL teacher, ideally in an international elementary school context.
4. Strong understanding of language acquisition theories and instructional strategies for young learners.
5. Experience with co-planning and co-teaching alongside classroom teachers to support language learners in mainstream content lessons.
6. Familiarity with collaborative assessment practices and the ability to reflect on teaching effectiveness through co-teacher reflection and feedback.
7. Cultural sensitivity and the ability to work effectively with diverse student populations.
8. Excellent communication and collaboration skills.
9. Prior experience in an international school setting is preferred.
10. Demonstrated ability to employ contemporary educational models and instructional strategies to enhance curriculum delivery and student learning outcomes
11. Committed to a student-centered approach and differentiated instruction.
12. Active participation in a Professional Learning Community, collaborating in course design, lesson delivery, and assessment.
13. Openness to new ideas and diverse perspectives
14. Willingness to engage in student advisory and pastoral programs.
15. Experience in leading extracurricular activities such as drama, sports, clubs, or music is advantageous.
16. Strong commitment to child safeguarding, service learning, and environmental stewardship.

DUTIES AND RESPONSIBILITIES

Curriculum Delivery and Instructional Excellence

- Deliver engaging and differentiated EAL instruction that promotes listening, speaking, reading, and writing skills for elementary-aged learners.
- Design and adapt curriculum and materials to meet the diverse language acquisition needs of young EAL students, ensuring alignment with academic standards.

- Provide individualized instruction and small-group support to students who require additional assistance in language development.
- Develop scaffolded lessons that provide language learners with the necessary support to access grade-level content in various subjects.
- Co-plan lessons with classroom teachers to integrate language development and content learning, ensuring EAL students can fully participate in grade-level instruction.
- Co-teach alongside classroom teachers to provide in-class support during core academic lessons, using collaborative teaching models such as parallel teaching, station teaching, or team teaching.
- Incorporate technology and assistive tools to enhance language learning and student engagement in an age-appropriate manner.

Assessment and Student Support

- Conduct WIDA assessments to determine students' English language proficiency and guide placement in appropriate EAL programs or classes.
- Use WIDA standards and Can Do Descriptors to inform instructional planning, goal-setting, and reporting of student progress.
- Continuously assess students' language proficiency and academic progress, using data to inform instruction and interventions.
- Collaborate with classroom teachers in conducting formative and summative assessments to evaluate both language acquisition and content learning, adjusting instruction based on data-driven insights.
- Prepare narrative comments and progress reports aligned with JIS reporting cycles, ensuring clear communication of language development and next steps for students and families.
- Work collaboratively with counselors, learning support teachers, and other specialists to ensure coordinated support for students with overlapping language and learning needs.

Professional Development and Engagement

- Stay current with best practices in EAL instruction for elementary students 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 and Student Engagement

- Develop cultural understanding and appreciation among students, promoting a welcoming and inclusive classroom environment.
- Model inclusive practices that celebrate linguistic and cultural diversity, reinforcing students' sense of identity and belonging.
- Foster a school culture of respect, identity, and pride among students, parents, and colleagues.
- Communicate regularly with parents to share student progress, suggest strategies for language development at home, and strengthen home-school partnerships.
- 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.
- 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 in need, and provide peer support to maintain a collaborative 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 Elementary 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.