

POSITION:	JIS Learning Center Secondary Program Homeroom Teacher (Learning Support Specialist)
REPORTS TO:	Student Support Services Coordinator
CONTRACT TERM:	2 School Years (2027-2029)
CONTRACT START DATE:	1 July 2027
JOB OPENING:	25 September 2026

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

POSITION OVERVIEW

The JIS Learning Center (JLC) at Jakarta Intercultural School (JIS) is a specialized, self-contained program designed for students with significant learning differences, including general cognitive delays. The program provides individualized academic instruction alongside functional life skills development, helping students build independence, confidence, and the skills needed to participate meaningfully in their school and wider communities.

At the secondary level, the role also emphasizes transition planning, career exploration, and practical life skills to help students prepare for greater independence and life beyond JIS. Through collaboration with Middle School and High School colleagues, the teacher creates opportunities for JLC students to participate meaningfully in the wider school community.

The **JLC Secondary Homeroom Teacher** is a learning support specialist that creates individualized learning experiences through a modified curriculum tailored to each student's strengths, needs, and learning goals. Working closely with teaching assistants, therapists, specialists, and families, the JLC teacher supports students' academic, social, and emotional development while fostering an inclusive and supportive learning environment.

QUALIFICATIONS, EXPERIENCES and ATTRIBUTES

1. Minimum Master's degree in Special Education or related field.
2. Certification in Special Education, with emphasis in one or more areas: Learning Disabilities, Speech-Language, Self-Contained Special Education, or other related fields.
3. At least five years of experience working with students with disabilities in self-contained environments or learning support programs.
4. Extensive experience using a range of formal and informal diagnostic assessments.
5. Experience modifying curricula to meet the specific needs of students with intellectual and developmental delays.
6. Experience with both middle and high school students, including familiarity with transition planning for post-graduation, career, and life skills.
7. Strong knowledge of evidence-based interventions
8. Proven ability to develop individualized learning plans (ILPs), set goals, and track student progress.
9. Prior experience in an international school setting is preferred.
10. Skilled in employing 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 specialized instruction tailored to meet the individual needs and learning goals of students in the JLC program.
- Modify curricula and prepare instructional materials to suit students' cognitive abilities and developmental profiles.
- Develop and implement a life skills program for students with varying neuro-diversities, focusing on fostering independence and functional skills.
- Provide research-based interventions and implement teaching strategies to help students achieve academic and life skills goals outlined in their ILPs.
- Employ a range of assessments (both formal and informal) to evaluate and track student progress toward ILP goals.
- Actively develop the JIS Learning Dispositions—Resilience, Resourcefulness, Relating, and Reflecting—within students through intentional teaching methods and curriculum integration.

Collaborative Curriculum Development

- Work closely with the Student Support Team (SST) to develop Individual Learning Plans (ILPs) for each student, outlining academic, social, emotional, and behavioral goals.
- Collaborate with specialists, including speech-language therapists, occupational therapists, and school psychologists, to develop and implement holistic learning strategies.
- Ensure curriculum alignment with JIS's mission, while meeting the individual needs of each student.

Transition Planning and Career Preparation

- Develop and oversee individualized transition plans for students preparing for life after graduation.
- Facilitate internship placements, career exploration activities, and post-secondary planning based on student interests and strengths.
- Collaborate with families and community partners to provide resources and opportunities that support student transition goals.

Scheduling and Course Selection

- Collaborate with Middle and High School teams to assist students with course selection, ensuring alignment with their academic and developmental needs.
- Work closely with school administration to develop individualized schedules that meet students' unique learning and support requirements.

Assessment and Student Support

- Conduct formative assessments, functional assessments, and summative assessments to guide instruction and evaluate student progress.
- Adjust instructional techniques based on assessment data, ensuring that each student's unique needs are addressed.
- Collaborate with the SST to support students' cognitive, emotional, and social development in a comprehensive manner.

Collaboration and Communication

- Collaborate with colleagues, specialists, and teaching assistants to ensure a cohesive and supportive learning environment.
- Communicate regularly with parents, updating them on their child's progress and ensuring they are fully involved in the development and review of ILPs.
- Serve as a key point of contact for families, specialists, and the school's leadership team regarding student progress and support needs.

Community and Student Engagement

- Foster a classroom culture of respect, inclusion, and dignity, helping students integrate into the wider school community during co-curricular activities.
- Advocate for each student's needs, teaching self-advocacy skills and supporting their emotional well-being.
- 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.
- Organize and actively participate in school trips, including multi-day and overnight excursions, to enrich students' educational experiences.

Collaboration and Supervision of Teaching Assistants

- Work closely with assigned teaching assistants to deliver instruction, ensuring that all classroom activities support student learning objectives.
- Provide direction and feedback to teaching assistants to optimize their role in supporting individual student needs, ensuring effective use of their skills within the classroom.
- Collaborate daily with teaching assistants on lesson planning, student progress, and classroom management strategies.
- Ensure teaching assistants are involved in implementing Individual Learning Plans (ILPs) and other instructional modifications for students in the program.
- Supervise and evaluate teaching assistants to ensure consistent support and adherence to program goals.

Classroom Management and Behavioral Support

- Implement structured classroom management strategies to create a consistent, safe, and supportive environment for students.
- Monitor and model appropriate student behaviors, providing positive reinforcement and implementing appropriate interventions as needed.
- Develop individualized behavior support plans for students with emotional and behavioral challenges.

Environmental and Physical Space Organization

- Organize the physical classroom to accommodate students' varying needs, including arranging materials and equipment to support neurodiversities and specific developmental profiles.
- Ensure that specialized equipment is properly maintained and used safely by students and staff.

Professional Development and Evaluation

- Participate in ongoing professional learning related to special education, cognitive development, and evidence-based interventions.
- Strive for continuous professional improvement by attending relevant workshops, conferences, and training programs.
- Engage with the JIS Growth and Appraisal process to continuously refine teaching practices and align with educational standards.

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 Student Support Services Coordinator.

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, including each reference's name, position, relationship to you, 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.