# JERUDONG INTERNATIONAL SCHOOL

## KEY STAGE 1 TEACHER

We are looking for an outstanding Key Stage 1 teacher who is committed to preserving the joy, curiosity and wonder of childhood. Building purposefully on our Early Years provision, learning in Years 1 and 2 combines play, exploration and carefully designed continuous provision with explicit teaching of the KS1 curriculum. We want a reflective, responsive teacher with high expectations who knows each child well and creates an inclusive environment in which children feel a strong sense of belonging, develop independence and become increasingly confident leaders of their own learning. If you are the reason children run into school excited about the learning adventures that await, then we are the school for you.

Our exceptional indoor and outdoor environments, including Forest School, provide rich opportunities for purposeful play, inquiry and authentic learning connected to Brunei, Borneo and the wider world. We are looking for a teacher who can thoughtfully shape environments and experiences around children's development, interests and next steps while ensuring strong curriculum progression. Previous overseas experience is not essential, but a commitment to a genuinely international community is. JIS is committed to equality of opportunity for all staff.

To apply, please complete the application form via the TES website, where you will also find further details of the post. You will need a fully complete profile as well as an up-to-date CV loaded to your profile. This must include a **recent photo** and the full contact details (including email addresses) of three (3) professional referees, **one of whom should be your current or most recent headteacher.** You must also include a covering letter. **Please note: incomplete profiles, no covering letter, or failure to submit your CVs via TES will result in your application being rejected.** JIS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. **References will be required prior to any final interviews.** All post holders are subject to appropriate vetting procedures and satisfactory Criminal Background Checks or equivalent covering the previous 10 years' employment history.

The closing date for applications is **Monday, 16th November 2026**; however, early applications are encouraged. Initial interviews will be conducted via Google Meet or Zoom, followed by face-to-face interviews in London, where feasible.

Applicants who have not been contacted by **Monday, 7th December 2026**, should assume that they have not been shortlisted. The School sincerely thanks them for their interest.

The successful applicant must be available to commence employment in **August 2027**.

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**Jerudong International School (Brunei)**

- One of the leading International Schools in Asia; situated in Brunei, on the tropical island of Borneo.
- Independent Boarding/Day School, with over 1600 students on roll, aged 2-18 (6th Form of c350).
- Exceptional facilities and resources, with a beautiful 120-acre campus.
- Member of HMC, BSA, FOBISIA and COBIS.
- British Curriculum, leading to (I)GCSEs, A-Levels and IB Diploma.
- Highly competitive tax-free Salary (+ package including Gratuity, Accommodation, Relocation Allowance, Medical Insurance, Annual Flight home, and discounted school fees for children).
- c175 Expatriate teachers, mainly from the UK, Australia and New Zealand. Initial two year contracts, but the vast majority stay much longer than that. Currently, over 100 staff children attend JIS.

**Safer Recruitment**

The safe recruitment of all colleagues (including consultants/ contractors/ supply teachers, activity providers and volunteers) in schools is the first step to safeguarding and promoting the welfare of children in education.

At Jerudong International School, we ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.

As part of the safe recruitment procedure, we will require the following information prior to starting work at JIS:

- Up-to-date police records from a teacher's country of origin and previous country of employment.
- Three references, one of which must be from the current employer. If a teacher has worked in two or more schools, within 5 years, telephone contact will be made with those schools to ask why the teacher is leaving and if there were any concerns of a safety nature with children.
- Please be aware that applicants may be subject to a social media and online search.

# JERUDONG INTERNATIONAL SCHOOL

# JOB DESCRIPTION

**Position:** Key Stage 1 Teacher

**Accountable to:** Head of Junior School

## GENERAL STATEMENT OF RESPONSIBILITIES

### Mission

At Jerudong International School (JIS), we challenge ourselves, respect others and inspire positive change. In the Junior School, our curriculum is designed to be meaningful, progressive and transformative. In Key Stage 1, we build deliberately on the strengths of Early Years pedagogy, combining play, exploration and responsive provision with increasingly explicit teaching and secure curriculum progression. We develop curious, confident children who experience joy and belonging, think deeply, make connections and take increasing responsibility for their learning.

We have three core values that epitomise our approach to holistic, international education. Each of these values leads to two areas that form our six school aims.

**CHALLENGE** : We challenge ourselves to step outside our comfort zones, developing our resilience now to prepare for whatever the future may bring.

**RESPECT** : Our strength is built on relationships that embrace diversity. This means listening with empathy and communicating kindly.

**INSPIRE** : We reflect, innovate and create to tackle meaningful issues. Every one of us has a responsibility to inspire positive change.

It is the responsibility of all teachers to demonstrate these values themselves, with colleagues and with the students.

### Classroom Responsibilities

Provision of learning opportunities for every student relative to their needs, abilities and stage of development by teaching a programme that gives each student the opportunity to experience success and which challenges each student to achieve their full potential.

Establishment of effective and positive relationships with students based on mutual respect, recognising the individuality of each student and affirming their cultural identity.

Provision of a safe, effective, challenging learning environment and an attractive and welcoming classroom. Contributing to other display areas around the school.

# JERUDONG INTERNATIONAL SCHOOL

**Planning, Curriculum Delivery and Organisational Responsibilities**

Plan collaboratively in accordance with school expectations, using agreed curriculum progression frameworks while adapting teaching, scaffolding, provision and resources responsively so that all learners can participate, experience success and be appropriately challenged.

Developing and managing classroom resources; supporting Year Coordinators in buying new resources to improve provision.

Teach across the Key Stage 1 curriculum in line with JIS curriculum frameworks and agreed subject approaches, including the school's expectations for phonics, early reading, writing and mathematics.

Use observation, assessment and feedback responsively to identify next steps, adapt teaching and provision, and help children understand how to improve; communicate progress clearly with children and parents.

Recording results and completing reports on student achievement following the school's assessment timeline and keeping within deadlines set.

Working in teams to moderate assessments, and providing feedback, either written or verbal as needed.

Working together in year group teams to plan trips and other activities such as assemblies to enrich the children's educational experience.

Attending meetings and making positive contributions at these meetings, contributing to the school development plan.

**Professional Development**

Showing initiative and being proactive in keeping abreast of teaching and educational developments and sharing enthusiasm and resources with other teachers, attending teacher development programmes, participating in in-service courses (as funding permits) and attending professional meetings; participating in the Professional Growth Process.

**Contributions to School Life**

Supporting the wider educational and cultural life of the school; leading by example in supporting standards expected of students; performing the pastoral duties of a teacher and tutor; participating in a minimum of 2 extra-curricular activities per week; taking responsibility for the safety of students through supervision duties; supporting school and community programmes, volunteering to support whole school community events. Being a good role model for students; showing respect for peers and commitment to teaching. Being fully involved in and supportive of all aspects of school life both inside and outside the classroom.

**Community Responsibilities**

Reporting to parents through written reports and parents' evenings on the progress and development of students in the teacher's care. Being available to meet parents on a more informal basis and providing information for them indirectly through the administration and/or counselling staff.

**Accountability through Professional Growth**

All colleagues will participate in Professional Growth, which involves setting self-directed professional development targets discussed with a trusted colleague and your line manager through a coaching process. You will be expected to record your progress in a Professional Growth Portfolio and Self-Evaluation, which is reviewed each year. Time is given to colleagues to support this process. Our community strives to be self-evaluating and self-improving. We run an exceptionally innovative programme of ongoing Professional Growth. We rely on team members to be problem-solving self-starters who make us all better learners. The potential to help colleagues improve and a willingness to improve one's own practice is an essential attribute of JIS Staff.

## WIDER RESPONSIBILITIES

Colleagues at JIS are expected to contribute wholeheartedly to the wider life of the school. JIS provides holistic education to the students, so this requires a commitment from staff to contribute both in and out of the classroom and to the wide range of community events that take place across the school year.

**Enrichment**

Co-curricular activities (CCA) form an integral part of the Enrichment Program at JIS. It is expected that staff fully support the program by offering to run or support one of the wide-ranging activities on offer to the students across the Junior and Secondary Schools. The four activity groups are: Sports and Exercise, Service Learning, Creativity and Arts, and Enriched learning.

**Boarding**

Between 200-250 students in the Senior School (Year 7-13) are full or weekly boarders. An understanding of the ethos of what boarding entails and the importance of it within the school would be looked upon favourably.

There is a full weekend sporting and activity programme, as well as regular events that take place within the boarding community. These activities and events are an essential part of the rich tapestry of life at JIS. There are opportunities for colleagues to contribute to successfully running the Boarding Houses.

Coaching and officiating, particularly in these key sporting areas is paramount to the success of our sporting opportunities:

- Netball
- Football
- Rugby
- Basketball
- Athletics
- Swimming
- Gymnastics
- Badminton

Support for the very successful International Award (DofE) scheme is encouraged as well as running school excursions and trips.

The school is very busy, and many enrichment and community activities occur throughout the year. These wonderful opportunities rely on the support of our staff to make them run.

**Working Hours**

| | |
|---|---|
| Monday - Thursday | 7.15am - 3.15pm |
| Friday | 7.10am - 3.30pm (break 12noon - 2.00pm) |

The hours above do not include CCAs.

If you need to leave the School before the end of the day, for the purposes of an emergency evacuation or lockdown procedure, you must notify your respective Head of Faculty/Department/Phase leader and sign out of school at the relevant school office.

JERUDONG INTERNATIONAL SCHOOL

# SPECIFIC SUBJECT EXPECTATIONS

- Demonstrate secure understanding of the KS1 curriculum and early primary pedagogy, including purposeful play, continuous provision and progression from the EYFS.
- Plan and facilitate purposeful learning across KS1, selecting appropriately from explicit teaching, guided learning, purposeful play, inquiry and experiential approaches and making effective use of indoor and outdoor environments.
- Ensure strong progression and continuity from the EYFS through Years 1 and 2 and towards KS2, retaining developmentally appropriate pedagogy while securing curriculum entitlement.
- Develop secure foundations in communication and language, phonics and early reading, writing and mathematics alongside curiosity, creativity, problem-solving and thinking skills.
- Promote children's social, emotional and physical wellbeing, independence, self-regulation and sense of belonging.
- Provide clear, constructive and impactful feedback to pupils and parents.
- Create safe, inclusive and enabling indoor and outdoor environments in which children can explore, collaborate, make choices, sustain thinking and increasingly take responsibility for their learning.
- Collaborate closely with year-group colleagues, Early Years, Learning Support, specialist teachers and subject teams to ensure coherent learning and successful transitions.
- Participate actively in meetings, school events, and co-curricular activities.
- Uphold all safeguarding and child protection policies.
- Recognise and respond appropriately to any concerns about pupil welfare.

# JERUDONG INTERNATIONAL SCHOOL

## PERSON SPECIFICATION FOR THE ROLE OF TEACHER

| CRITERIA | |
|---|---|
| **Qualifications** | • QTS<br>• Degree<br>• Other professional qualifications |
| **Knowledge and Experience** | • Outstanding class teacher with outstanding pupil outcomes<br>• Excellent understanding of relevant curriculum<br>• Excellent understanding of use of a range of data to improve outcomes<br>• Excellent understanding of Safeguarding and Child Protection policies and practices<br>• Proficient ICT user<br>• Experience in more than one school<br>• Up to date knowledge of current education issues<br>• Awareness of innovative thinking and practice in education<br>• Experience of developing the practice of others |
| **Professional Skills** | • High expectations and aspirations for pupils and staff<br>• Form and maintain excellent effective relationships with all in school<br>• Communicate effectively with all in school<br>• Be well organised and work within deadlines<br>• Be a good team player and work cooperatively in different capacities<br>• Inspirational role model to others in school |
| **Personal Qualities** | • Ability to use initiative<br>• Ambitious and willing to learn<br>• Flexible, creative and inspiring<br>• Caring, positive, open and honest<br>• Dedicated and hard working<br>• Champion for children<br>• Proactive in self-development<br>• Views teaching as more than a job |