JERUDONG INTERNATIONAL SCHOOL

KEY STAGE 2 TEACHER

We are looking for an outstanding Key Stage 2 teacher who believes that learning should be meaningful, progressive and transformative. Our coherent, skills-rich curriculum combines inquiry, project-based and experiential learning with precise explicit teaching, giving children increasing voice, choice and cognitive ownership as they grow. We want a reflective, responsive teacher with high expectations who knows each child well and creates the conditions for curiosity, deep thinking and belonging to flourish. 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 campus, including Forest School and rich indoor and outdoor learning environments, provides opportunities to connect learning with Brunei, Borneo and the wider world. We are looking for a teacher who will work collaboratively with children and colleagues to create purposeful, authentic learning that inspires curiosity and action. 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.

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JOB DESCRIPTION

Position: Key Stage 2 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: coherent and skills-rich in its foundations, while flexible enough for teachers and children to explore real questions, authentic contexts and purposeful outcomes. We develop curious, empowered learners who think deeply, belong fully and increasingly take responsibility for their learning and their contribution to the world around them.

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 child relative to their needs, abilities and stage of development by teaching a programme that gives each child the opportunity to experience success and which challenges them to achieve their full potential.

Establishment of effective and positive relationships with children based on mutual respect, recognising the individuality of each child 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.

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Planning, Curriculum Delivery and Organisational Responsibilities

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

Develop and use high-quality classroom resources that support inclusive, engaging and purposeful learning, contributing to year-group and subject-team decisions about resources where appropriate.

Teach across the Key Stage 2 curriculum in line with JIS curriculum frameworks and agreed subject approaches, including the school's expectations for the teaching of mathematics and calculation.

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

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

Work collaboratively to moderate assessment and develop consistent judgements about pupil progress and achievement.

Work with year-group, specialist and subject teams to plan authentic learning experiences, enrichment, assemblies, visits and community connections that deepen the curriculum. Attending meetings and making positive contributions at these meetings, contributing to the school development plan.

Professional Development

Engage actively in JIS Professional Growth, using reflection, coaching, collaboration and the school's shared evidence-informed language for great teaching to develop practice. Contribute to the professional learning of colleagues by sharing effective practice, resources and expertise.

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

Build positive partnerships with parents through clear, timely communication about pupils' learning, progress and wellbeing, including written reports, parent meetings and appropriate informal communication.

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

JIS provides a holistic education, and colleagues are expected to contribute positively to the wider life of the school through enrichment, community events and opportunities beyond the classroom.

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.

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.

Colleagues may also contribute their interests and expertise to the school's broad programme of sport, service, creativity and enriched learning.

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

Teachers are encouraged to support excursions, trips and other enrichment opportunities relevant to Junior School pupils.

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 the Junior School office and sign out of school at the relevant school office.

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SPECIFIC SUBJECT EXPECTATIONS

- Demonstrate secure knowledge of the KS2 curriculum and primary pedagogy.
- Plan and facilitate purposeful learning across the KS2 curriculum, selecting appropriately from explicit teaching, inquiry, project-based, collaborative and experiential approaches.
- Develop secure disciplinary knowledge and progressive skills in reading, writing, mathematics, communication, research, analysis, critique and problem-solving, making meaningful connections across subjects.
- Create learning that is relevant and intellectually engaging, connecting to real questions, pupils' lives, Brunei and Borneo, sustainability and the wider world.
- Maintain high expectations for pupil achievement and behaviour.
- Provide timely, constructive and impactful feedback to pupils and parents.
- Create a safe, inclusive, and engaging classroom environment.
- Develop pupils' agency and self-regulation, enabling them to understand the purpose of their learning, make informed choices, set goals, reflect and improve.
- Collaborate with year-group teachers, specialists and subject teams so that pupils experience a coherent, transdisciplinary curriculum.
- Communicate effectively with parents, colleagues, and school leaders.
- Participate actively in staff meetings, school events, and co-curricular activities.
- Uphold and promote all safeguarding policies and procedures.
- Support pupils' social, emotional, and physical wellbeing.
- Recognise and respond promptly to concerns about pupil welfare.

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PERSON SPECIFICATION FOR THE ROLE OF TEACHER

CRITERIA	
Qualifications	• QTS • Degree • Other professional qualifications
Knowledge and Experience	• Highly effective class teacher with evidence of strong pupil learning and progress • Excellent understanding of the KS2 curriculum, progression and primary pedagogy • Excellent understanding of use of a range of data to improve outcomes • Excellent understanding of Safeguarding and Child Protection policies and practices • Confident and purposeful user of digital technologies to support learning, creativity and communication • Successful experience of working collaboratively within a school or educational setting • Up to date knowledge of current education issues • Understanding of evidence-informed, inclusive and innovative approaches to primary teaching and learning • Experience of developing the practice of others
Professional Skills	• High expectations and aspirations for pupils and staff • Form and maintain excellent effective relationships with all in school • Communicate effectively with all in school • Be well organised and work within deadlines • Be a good team player and work cooperatively in different capacities • Inspirational role model to others in school
Personal Qualities	• Ability to use initiative • Ambitious and willing to learn • Flexible, creative and inspiring • Caring, positive, open and honest • Dedicated and hard working • Champion for children • Proactive in self-development • Views teaching as more than a job