Jakarta Intercultural School

JOB OPENING

POSITION:	Upper Elementary Homeroom Teacher
REPORTS TO:	Elementary School Principal
CONTRACT TERM:	2 School Years (2027-2029)
CONTRACT START DATE:	1 July 2027
JOB OPENING:	11 November 2026

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

POSITION OVERVIEW

At Jakarta Intercultural School (JIS), the Elementary School program provides inclusive, engaging, and challenging learning environments where students develop confidence as learners, experience a strong sense of belonging, and achieve meaningful academic and personal growth. Grounded in research-informed, developmentally appropriate, and standards-based practices, the ES program balances explicit instruction, inquiry, collaboration, and student agency while fostering curiosity, critical thinking, and a love of learning.

The Upper Elementary Homeroom Teacher (Grades 3-5) designs and delivers engaging learning experiences that build strong foundations in literacy, mathematics, and social-emotional development. The homeroom teacher uses assessment evidence to guide instruction, differentiate learning experiences, and provide appropriate support and challenge for individual students. Working collaboratively with grade-level colleagues, specialists, and student support professionals, the homeroom teacher builds positive partnerships with families and fosters the JIS Learning Dispositions to support students' academic and personal growth.

QUALIFICATIONS, EXPERIENCES and ATTRIBUTES

1. Minimum Bachelor's degree in Education, or a related field; Master's degree preferred.
2. Valid teaching credential in a related field.
3. At least five years of classroom teaching experience in Elementary Education.
4. Strong understanding of standards-based curriculum, developmentally appropriate pedagogy, and effective instructional practices.
5. Demonstrated expertise in literacy and mathematics instruction, including foundational skills, conceptual understanding, and higher-order thinking.
6. Experience implementing explicit instruction, inquiry-based learning, and differentiated instructional approaches.
7. Ability to design inclusive learning experiences that address diverse student abilities, developmental needs, and learning backgrounds.
8. Demonstrated ability to use formative and summative assessment evidence to inform instruction and monitor student progress.
9. Experience supporting multilingual learners and recognizing linguistic and cultural diversity.
10. Ability to establish positive classroom environments that support student well-being, social-emotional development, and a sense of belonging.
11. Proficiency in integrating technology and emerging digital tools in developmentally appropriate and responsible ways to enhance teaching and learning.
12. Demonstrated commitment to collaborative professional practice, reflective teaching, and continuous improvement.
13. Strong communication and interpersonal skills, including the ability to build positive relationships with students, families, and colleagues.
14. Openness to new ideas and diverse perspectives.
15. Willingness to engage in student advisory and pastoral programs.
16. Experience in leading extracurricular activities such as drama, sports, clubs, or music is advantageous.
17. Strong commitment to child safeguarding, service learning, and environmental stewardship.

DUTIES AND RESPONSIBILITIES

Curriculum Delivery and Instructional Excellence

- Design and deliver developmentally appropriate, standards-aligned learning experiences using a range of effective instructional approaches.
- Use research-informed instructional practices, including explicit teaching, modeling, guided practice, inquiry, discussion, collaboration, and purposeful independent learning.
- Develop strong foundations in literacy through evidence-informed instruction in reading, writing, oral language, vocabulary, comprehension, and foundational reading skills.
- Develop mathematical understanding through explicit instruction, conceptual exploration, mathematical reasoning, problem-solving, and meaningful application.
- Design engaging inquiry-based learning experiences that encourage curiosity, critical thinking, creativity, and the application of knowledge and skills across disciplines.
- Incorporate social-emotional learning and positive classroom practices into daily instruction.
- Integrate digital tools and emerging technologies purposefully and responsibly to enhance teaching and learning.
- Actively develop the JIS Learning Dispositions—Resilience, Resourcefulness, Relating, and Reflecting—within students through intentional teaching methods and curriculum integration.

Collaborative Curriculum Development

- Collaborate with grade-level teams to plan, develop, and review curriculum, instructional practices, and assessment approaches.
- Contribute to collaborative planning and professional dialogue focused on student learning and instructional improvement.
- Work collaboratively with teaching assistants and specialists to support coordinated instructional practices and student learning.

Assessment and Student Support

- Design and implement formative and summative assessments aligned with curriculum standards and learning objectives.
- Use assessment evidence to monitor student progress, inform instructional decisions, and provide meaningful feedback.
- Engage students in age-appropriate reflection, self-assessment, and goal-setting.
- Design inclusive learning experiences that anticipate and reduce barriers to student participation, engagement, and learning.
- Differentiate instruction and assessment to address students' strengths, readiness, interests, and individual learning needs.
- Identify and respond to students requiring additional support or extension, collaborating with relevant specialists to implement appropriate interventions and Individual Learning Plans.
- Support students' social-emotional development, positive relationships, and self-regulation through developmentally appropriate practices.

Community and Student Engagement

- 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.
- Foster an inclusive classroom community that values linguistic and cultural diversity and promotes student belonging.
- Empower students to take responsibility for their learning and actions, encouraging self-directed learning and personal growth.
- Build positive, collaborative relationships with families to support students' learning, development, and well-being.
- Lead extracurricular activities that enhance student collaboration, performance, and leadership.
- Organize and actively participate in school trips, including multi-day and overnight excursions, to enrich students' educational experiences.

Collaboration and Communication

- Collaborate with specialists, schoolwide teams, and the Student Support Team to enhance educational outcomes.
- Communicate regularly with families regarding children's learning, progress, and development.
- Collaborate with families and relevant school teams to support individual student needs and transitions.
- Communicate effectively with all members of the JIS community, ensuring clear and open communication channels.

Professional Development and Evaluation

- Participate actively in professional development, accepting and acting on professional feedback.
- 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 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, clearly indicating all academic qualifications and professional teaching certifications, including the issuing authority, subject area(s), and grade level(s) covered by each certification.
- 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.