JIS Jakarta Intercultural School

JOB OPENING

POSITION:	Early Years 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 Early Years program provides nurturing, inclusive, and engaging learning environments where young children feel safe, valued, and empowered to explore, question, and discover. Grounded in developmentally appropriate practice, play-based learning, and inquiry, the EY program supports children's cognitive, physical, social, emotional, and language development. Through meaningful learning experiences that encourage curiosity, creativity, and independence, children develop a strong sense of belonging, agency, and confidence as learners.

The Early Years Homeroom Teacher designs and facilitates engaging learning experiences that balance child-initiated exploration, guided play, and intentional teaching. The EY teacher creates stimulating indoor and outdoor learning environments and uses observation, documentation, and assessment to inform instruction and respond to children's individual developmental needs. Working collaboratively with teaching assistants, specialists, and Early Years colleagues, the EY teacher applies reflective, research-informed practices and builds strong partnerships with families to support each child's learning, well-being, and growth.

QUALIFICATIONS, EXPERIENCES and ATTRIBUTES

1. Minimum Bachelor's degree in Early Childhood Education, Education, or a related field; Master's degree preferred.
2. Valid teaching credential in Early Childhood or related field.
3. Minimum five years of teaching experience in Early Years, ideally in a constructivist, play-based learning environment.
4. Strong understanding of child development and developmentally appropriate, play-based, and inquiry-driven instructional practices.
5. Knowledge of emergent literacy, oral language development, early mathematical thinking, and holistic child development.
6. Experience designing inclusive learning experiences and differentiating instruction to meet diverse developmental and learning needs.
7. Experience supporting multilingual learners and recognizing linguistic and cultural diversity.
8. Strong skills in observation, pedagogical documentation, and assessment for learning.
9. Ability to establish nurturing relationships and support children's social-emotional development and positive behavior.
10. Demonstrated ability to collaborate effectively with teaching assistants, specialists, and multidisciplinary teams.
11. Active participation in a Professional Learning Community, collaborating in course design, lesson delivery, and assessment.
12. Openness to new ideas and diverse perspectives.
13. Experience in leading extracurricular activities is advantageous.
14. Strong commitment to child safeguarding, service learning, and environmental stewardship.

DUTIES AND RESPONSIBILITIES

Curriculum Delivery and Instructional Excellence

- Design and facilitate developmentally appropriate, play-based, and inquiry-driven learning experiences that balance child-initiated exploration, guided play, and intentional teaching.
- Integrate oral language, emergent literacy, early mathematical understanding, social-emotional learning, and physical development into meaningful, connected learning experiences.
- Apply responsive instructional strategies that foster curiosity, creativity, critical thinking, independence, and student agency.
- Design and maintain engaging indoor and outdoor learning environments that support exploration, investigation, collaboration, and creative expression.
- Use observations of children's interests, questions, and emerging understandings to inform and extend learning experiences.
- Integrate the JIS Learning Dispositions—Resilience, Resourcefulness, Relating, and Reflecting—into daily learning experiences and interactions.

Curriculum Delivery and Instructional Excellence

- Collaborate with the Early Years team to plan, develop, and review curriculum, instructional practices, and assessment approaches.
- Work collaboratively with teaching assistants and specialists to support coordinated instructional practices and student learning.
- Contribute to professional learning communities through collaborative planning, reflection, and the sharing of effective practices.

Assessment and Student Support

- Observe, document, and assess children's learning and development through play, interactions, and authentic learning experiences.
- Use assessment evidence to inform instructional planning, differentiate learning experiences, and monitor student progress.
- Design inclusive learning experiences that anticipate and reduce barriers to student participation, engagement, and learning.
- Differentiate instruction to address children's developmental readiness, strengths, 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 children's 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 culture that recognizes and values linguistic and cultural diversity.
- Build positive, collaborative relationships with families to support children's learning, development, and well-being.
- Empower students to take responsibility for their learning and actions, encouraging self-directed learning and personal growth.
- 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.