FUKUOKA INTERNATIONAL SCHOOL
INCLUDE • EMPOWER • IMPACT

Last revised Nov 18 2026

Job Description

Job Title:	Full-Time Language Development Teacher
Reporting Line:	Director of Student Support Services
Contract Type:	Fixed Term, Full-time *All contracts are aligned to the school academic year from August 1 to July 31*
Hire Status:	Local - For applicants currently residing in Japan International - For applicants currently residing outside of Japan *(Visa renewals may be supported by the school)*

Introduction

Fukuoka International School (FIS) is an International Baccalaureate (IB) World School, accredited by the Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS). We are proud to be the only school in Kyushu, Japan to hold all three accreditations. We offer the full International Baccalaureate continuum, comprising the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP), serving students from Pre-Kindergarten through Grade 12 (ages 3–18).

We are guided by the principles of **INCLUDE, EMPOWER, and IMPACT,** which shape our culture, decisions, and approach to learning every day. As an integral member of our school, you will be expected to actively champion our mission with professionalism, integrity, and a commitment to fostering an inclusive and inspiring international community where students and colleagues feel valued and supported.

We are seeking passionate, dedicated, and student-centred educators who are committed to fostering a love of learning and making a positive difference in the lives of young people. Successful candidates will demonstrate a strong alignment with our school's values, and a genuine commitment to contributing to an inclusive, collaborative, and internationally minded school community.

FIS teachers are responsible for delivering high-quality teaching and learning experiences aligned with the school's curriculum and the requirements of the IB (DP, MYP, PYP) or FIS Diploma Programs.

General Teacher key duties include:

- Preparing and planning lessons in accordance with the curriculum and IB requirements.
- Collaborating with the Student Support Team to support students with learning differences and maintaining appropriate documentation.
- Developing and enhancing the school curriculum in collaboration with Coordinators and the Leadership Team.

- Communicating regularly with homeroom and specialist teachers regarding student concerns or developments.
- Maintaining updated plans and communications on the school's IT platforms.
- Meeting all reporting deadlines and school expectations for assessment and feedback.
- Leading two after-school programs per week or an equivalent, as determined by the Head of School and Activities Coordinator.

School Organization

Teachers at FIS are expected to contribute positively and collaboratively to the school's mission. Specific responsibilities include:

- Upholding the school's philosophy and goals while working professionally and collaboratively.
- Familiarizing themselves with procedures outlined in the staff handbook.
- Reporting student illnesses, accidents, or injuries promptly to the school office or nurse, per school policy.
- Attending all staff meetings, professional development opportunities, and Curriculum Days.
- Participating in school committees, teacher workdays, and events such as Sports Day and the Spring Festival.
- Maintaining accurate attendance records and reporting concerns to appropriate personnel.
- Staying informed through internal communications from the Head of School, Principal, PTA, and other sources, and disseminating relevant information to students.
- Reporting potential health and safety hazards to the relevant department.
- Conducting all school-related business professionally and ethically.
- Safeguarding school equipment and reporting any damage or loss.
- Adhering to the classroom or department budget for educational resources and materials.
- Reporting maintenance needs for classroom items.

School Community

Teachers are expected to recognize and value the vital role of parents in the learning process, fostering positive and collaborative parent-school relationships by:

- Understanding and respecting the diversity of the school community and the varied family backgrounds of students.
- Communicating regularly with parents about student progress and promptly addressing any concerns or issues as well as communicating about positive behaviours.
- Supporting students' learning beyond the classroom, including enrichment and additional assistance as needed.
- Preparing for and attending Parent-Teacher Conferences.
- Actively participating in school community events such as Meet the Teacher, concerts, and Parent-Teacher Association (PTA) meetings and others.
- Initiating parent-teacher meetings as needed, particularly when students face academic, social, or behavioral challenges, to ensure timely and effective support.

Other Expectations

Teachers are expected to follow the school's absence and cover procedures, including notifying the

designated person responsible for arranging classroom cover as soon as possible, providing clear lesson plans and any materials the covering teacher will need, and arranging cover for assigned supervision duties in accordance with school procedures.

The Head of School or Principal may assign other related duties or responsibilities as appropriate.

Specific Position Overview & Key Responsibilities

The successful candidate will support students who are developing their English language proficiency. Students will have varying levels of English proficiency and a range of language development needs, from foundational literacy and language skills to advanced academic English.

The role involves assessing student language needs, planning and delivering targeted instruction, monitoring progress, and co-teaching with classroom and subject teachers to ensure students can meaningfully access the curriculum.

We are looking for an educator with a strong understanding of language acquisition, literacy development, and effective instructional practices. The successful candidate will be able to adapt instruction to different ages, proficiency levels, and learning needs while helping students develop confidence, independence, and proficiency in English.

Language Development and Instruction

- Plan and deliver explicit, structured English language instruction for students with varying levels of proficiency.
- Develop students' reading, writing, speaking, listening, vocabulary, grammar, and comprehension skills.
- Provide targeted instruction in foundational literacy skills where needed, including phonological awareness, phonics, decoding, spelling, morphology, and reading fluency.
- Develop students' academic English skills, including subject-specific vocabulary, written expression, comprehension, and effective communication.
- Support students in understanding and using increasingly complex language structures.
- Provide individual, small-group, and classroom-based instruction as appropriate.
- Differentiate instruction to meet the developmental needs and English proficiency levels of individual students.
- Select and develop appropriate resources and instructional materials to support language development.
- Encourage student independence, confidence, and effective language-learning strategies.

Assessment and Student Progress

- Assess students' English language proficiency and identify individual areas for development.
- Use assessment information, classroom observations, and teacher feedback to inform instructional planning.
- Establish clear language development goals and monitor student progress over time.
- Use appropriate assessment tools and frameworks, such as WIDA, to support student placement and track language development.
- Maintain accurate records of student progress, interventions, and instructional approaches.

- Regularly review student needs and adjust instruction to ensure appropriate levels of challenge and support.

Classroom Collaboration and Curriculum Access

- Work collaboratively with classroom and subject teachers to identify the language demands of the curriculum.
- Co-teach and support teachers in developing strategies to make classroom instruction and academic content accessible to multilingual learners.
- Identify and explicitly teach vocabulary, language structures, and communication skills required across different subject areas.
- Support students in developing the language skills needed to participate confidently in the curriculum and demonstrate their learning.
- Promote consistent language development strategies across the school.

Essential Qualifications and Experience

- A minimum of a Bachelor's degree in Education or a relevant subject area, with an appropriate teaching qualification.
- A valid teaching certification or recognised professional teaching qualification.
- A minimum of two years of relevant teaching experience; five or more years of teaching experience is preferred.
- Experience with, or a strong willingness to engage with, the International Baccalaureate (IB) philosophy and approaches to teaching and learning and undergo required training if not yet certified.
- A passion for teaching, student learning, and ongoing professional growth.

Commitment to Safeguarding and Child Protection
Our school is committed to safeguarding and promoting the welfare of children and young people and has developed and adopted written guidelines (Code of Conduct) for appropriate and inappropriate behavior of adults towards children.

We expect all staff, volunteers and other third parties to share this commitment and to review and affirm that they have read, understood, and will abide by the Code of Conduct. At our school, we use safer recruitment practice and pre-employment background checks, to maintain the highest standards of safeguarding and child safety. Our school's practices reflect and are aligned with the written Expectations of the International Taskforce on Child Protection.

Candidates for relevant positions will be required to declare that they do not have a criminal record for specified child-related sexual offences. Authorised background checks and reference verifications may be conducted as part of the recruitment process. Employment offers are generally provisional and conditional upon the satisfactory completion of all required checks.

Application Process
Please include three professional references, one being the current or most recent employer. All referees should be from people who supervised the applicant (minimally at the Assistant Principal level).

If you are making a general application, please indicate the level and subjects that you are able to teach and are applying for. If you require any accommodations throughout the application process, please reach out to the hiring team at Email: hradmin@fis.ed.jp.

FIS reserves the right to make appointments when the right candidate has been identified.