FUKUOKA INTERNATIONAL SCHOOL
INCLUDE • EMPOWER • IMPACT

Last revised Nov 18 2026

Job Description

Job Title:	Full-Time Learning Support 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 learning support teacher will work closely with homeroom and subject teachers, the Student Support Services team, and families to support students with diverse learning profiles and additional learning needs. The role focuses on identifying barriers to learning, developing appropriate support strategies, and ensuring students can meaningfully access the curriculum and participate in all aspects of school life.

We are looking for someone who understands that effective learning support extends beyond individual interventions. The successful candidate will be confident working alongside classroom teachers, contributing to inclusive classroom practices, and helping develop consistent, evidence-based approaches to supporting students across the elementary school.

Student Support and Intervention

- Identify and support students with diverse learning needs, including students with learning differences, developmental needs, and academic or executive functioning challenges.
- Develop, implement, and monitor individual Student Support Plans and Learning Plans in collaboration with teachers, families, and relevant specialists.
- Provide targeted, evidence-based interventions for students requiring additional support, both individually and in small groups.
- Use assessment information, classroom observations, and student progress data to identify needs, set goals, and monitor the effectiveness of interventions.
- Support students in developing independence, self-advocacy, confidence, and positive approaches to learning.
- Maintain accurate documentation of student progress, interventions, and support strategies.

Classroom Collaboration and Inclusive Practice

- Work collaboratively with classroom teachers to identify and reduce barriers to learning.
- Plan and implement effective co-teaching and in-class support approaches.
- Support teachers in differentiating instruction, adapting learning experiences, and implementing appropriate accommodations.
- Promote inclusive classroom environments through Universal Design for Learning (UDL) and other evidence-based approaches.
- Help teachers develop practical strategies to support students with diverse academic, social, emotional, and behavioral needs.
- Support the development of consistent classroom practices and expectations across grade levels.

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.