

Job Description 2024-2025

- Title:** Transdisciplinary Teacher
- Reports to:** Head of Campus / Programme Coordinator
- Description:** As part of the school's teaching team (TT)¹, the teacher leads and manages all aspects of development; delivery, evaluation, ongoing improvement, promotion and school community involvement related to classroom teaching and associated duties. A full-time teaching position comprises no more than 20 hours of face to face student-teacher contact.²

Overarching Responsibilities:

As a member of the TT, the Teacher:

1. supports her/his line manager by advancing the Programme³ in terms of our Mission, Vision and Strategic Plan.
2. endorses, models and applies the School's core values, educational objectives, pedagogy, and standards.
3. maintains positive and constructive working relationships with all school community members.
4. models, promotes and applies team-based inquiry, collaboration and agency in a blended learning environment .
5. regularly evaluates all students achievement against the school's Core Assessment categories
6. analyses data to inform planning and pedagogy.
7. engages in regular collaborative professional learning and planning with 'Core Team' members⁴
8. effectively delivers the Programme's operations and administration relevant to student learning and applicable accreditation and authorisation standards.
9. conducts pastoral care to support the overall achievement and welfare of students in the Programme.
10. ensures regular, sustained, meaningful communication through timely sharing of information and concerns.
11. maintains all documentation and communication only through the designated school-wide platforms.
12. attends to scheduled duties and other tasks when requested by the Campus Head and/or Coordinators.
13. is expected to participate in initiatives that benefit the students, class and the school.
14. follows all expectations and guidelines as established in the published handbooks and policies.

Qualifications, Skills and Experience:

1. undergraduate and/or postgraduate qualification in appropriate field(s)
2. effective inquiry pedagogy and communication skills
3. demonstrated competency to innovate and solve problems in collaboration with others
4. leadership experience and the technical skills associated with the Programme
5. current and operational Blended Learning⁵ skills
6. demonstrated competency for timely, flexible and empathetic responsiveness
7. demonstrated competency to deal with conflict in a calm, positive and solution focused manner
8. demonstrated competency to work effectively in a team

Primary Teacher:

As a member of the PYP, the Teacher is expected to:

1. employ a transdisciplinary, team-based inquiry pedagogy, deliberately and consistently making meaningful connections between, across and beyond subjects to support the understanding of real-world issues.
2. implement the school's pedagogical framework by planning/selecting strategies to best support the process of inquiry
3. guides students towards successfully entering the next grade or MYP. ⁶
4. conduct regular team-based assessment on the school's Core Assessments and the published PYP Criteria.
5. report using the School's published model.

¹ Teaching Team (TT) consists of all teachers, instructors, coaches and teacher assistants

² Face to face contact includes, but is not limited to, classroom teaching, after-school programmes and approved clubs. It does not include duties and/or other supervision as determined by the line manager.

³The Programmes include: IB (PYP, MYP, DP); GLD; ASP; Saturday and Summer School; Camps; Events

⁴ Core teams consist of teachers working in the same grade level to collaboratively plan. These teams are responsible for student learning and wellbeing. That includes communication with parents and other stakeholders.

⁵ Effective skills in Blended Learning include a capacity to leverage ICT to improve the learning, operational and communication experiences for students, parents and other school community members.

⁶ Case manager role requires the systematic tracking and communicating of the students intellectual and social well being throughout the year.

Accredited by: *The Council of International Schools (CIS), New England Association of Schools and Colleges (NEASC), and International Baccalaureate (IBO)*

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7-5-1 Hikarigaoka, Nerima-ku, Tokyo 179-0072
Tel: 03-6904-3102

Bunkyo Campus

6-18-23 Honkomagome, Bunkyo-ku, Tokyo 113-0021
Tel: 03-4560-3422

Meguro Campus

2-11-5 Aobadai, Meguro-ku, Tokyo 153-0042
Tel: 03-5428-4488

Middle School Teacher (MYP):

As a member of the MYP, the Teacher is expected to:

1. employ a transdisciplinary, team-based inquiry pedagogy, deliberately and consistently making meaningful connections between, across and beyond subjects to support the understanding of real-world issues.
2. implement the school's pedagogical framework by planning/selecting strategies to best support the process of inquiry.
3. have 'case manager' responsibility for all students that guides them towards successfully entering the Senior School.
4. conduct regular team-based assessment on the school's Core Assessments and the Programme's published Criteria.
5. report using the School's published model.

Senior School Teacher (GLD/DP/Gr.10):

As a member of the Senior School, the Teacher is expected to:

1. employ a transdisciplinary, team-based inquiry pedagogy, deliberately and consistently making meaningful connections between, across and beyond subjects to support the understanding of real-world issues.
2. conduct regular team-based Core and Subject assessments based on the published programme criteria, accurately informing stakeholders according to the programme.
3. have an advisory role to support decisions and processes related to post school options including work and university.
4. guide and facilitate learning paths and accurately determine and report progress to relevant stakeholders.
5. accurately report according to the programme requirements using the School's published model.⁷

Support Team Teacher:

As a member of the Learning Support Team, the Teacher is expected to:

1. influence, support and upskill Core Team members
2. model best practice for Core Team members by employing a transdisciplinary, team inquiry-based pedagogy
3. determine, collect, and analyze relevant data to inform support plans and other documentation intended to support the learners
4. develop action plans and carefully monitor progress for each student

Information Literacy Specialist Teacher:

As a member of the Information Literacy Team, the Teacher is expected to:

1. influence, support and upskill the Core Team members
2. model best practice for Core Team members
3. determine, collect, and analyze relevant data to inform learning goals and other documentation intended to support the teachers and learners as they acquire information literacies
4. develop action plans and carefully monitor the library/information literacy programme transformation
5. manage all subscriptions, platforms, and physical assets to achieve School goals for all literacies

⁷ Advisory role requires the systematic tracking and communicating of the students intellectual and social well being throughout the year with the aim of post schooling destinations and success.

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