

Job Details

Job Title: IBDP Instructor (Physics)

Advertiser Type: Direct hire

Contract Type: Full time

Industry: Education / Teaching

Function: Licensed, Certified Teacher, Professor

Career Level: Experienced (Non-Manager)

Country / Region: Japan

State / Province: Aichi

Town / City: Nagoya

Min. Salary: ¥4.5M

Max. Salary: ¥4.5M

Salary Term: Annual Salary

Condition: none

Remote work: none

Auto Renew: No

Alternate Company Name: none

Requirements

English Level: Native level

Japanese Level: Basic

Residence: Accept resumes from people living anywhere

Cover Letter: Required

Visa Sponsorship: Available

Criteria 1: A Master's degree (completed)

Criteria 2: Suitable mental and physical condition to carry out the role required

Criteria 3: A suitable police background or working-with-children check from home country.

Criteria 4: Curriculum planning experience

Criteria 5: Experience leading discussion- and student-centered learning

Job Description

Description: Physics instructor role will begin on April 1st, 2025.

The Role

As an IBDP instructor, you will guide students in academic and learning skills for the subject while closely following IB approaches. Via your subject lessons, you will also contribute significantly to the personal development of students according to the IB Learner Profile aspects. You will participate as an effective leader or team member in relation to curriculum development, homeroom duties, committee functions and school events. In doing so, you will maintain a respectful, collaborative and constructive approach to all roles and duties, exemplifying model behaviors for your team and the students. You will report to the Headmaster, Vice Headmaster, Assistant Headmasters, Diploma Programme Coordinator and Head of Subject Group. Subject teachers are responsible for the following deliverables, the broader sub-headings of which also form the basis of key performance indicators:

1. Administration

- Know and follow the content of school policy documents.
- Section-assigned responsibilities and duties are conducted in a timely and professional manner.
- School facilities and equipment are carefully maintained and overseen to prevent damage or misuse and ensure longevity of use in the school.

- Potential issues and required repairs in relation to facilities and equipment are reported in a timely manner via the appropriate form and channel.
- All school administration related documents are organized and submitted in a timely and efficient manner.
- Conduct other duties that may arise from time to time as assigned.

2. Teaching and learning approaches

- Be knowledgeable of and practice consistently International Baccalaureate teaching and learning approaches
- Deliver lessons consistently incorporating student-centered approaches and skill-development focus.
- Maintain high expectations according to individual student capacity.
- Design lessons that are innovative and in which appropriate risks are taken to inspire, motivate and challenge.
- Reflect systematically on formative and summative assessment to enhance student progress and outcomes and use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular formative feedback, both orally and through accurate and detailed marking in relation to set criteria, and provide students with the opportunity to reflect on and respond to the feedback.
- Ensure students clearly understand the assessment requirements prior to completing the task required;
that is, all students are given a copy of the assessment criteria and clearly understand what constitutes 'quality work' in relation to each criterion
- Classroom work is expanded upon via homework tasks which offer varied approaches and are differentiated according to student needs.
- Develop student self-advocacy via choices in lessons and curriculum planning
- Establish clear classroom rules and routines of behavior for students to follow to ensure all have equal learning opportunities but at the same time being careful not to stifle creativity and open inquiry.
- Collaborate consistently and effectively with other subject teachers to improve the learning experiences for students.

3. Curriculum design

- Develop subject units on ManageBac (online curriculum management system) for the subject course continuum from the Pre-IB Year to the DP-2 Year level.
- Ensure the following aspects are suitably planned for in each unit of the subject curriculum;
 - o IB Approaches to Teaching
 - o Theory of Knowledge
 - o Creativity, Activity, Service
 - o Learning Skills
 - o Learner Profiles
 - o Language Support
 - o International Mindedness
 - o Inclusion Support
 - o Academic Honesty
 - o Information Communication Technology
 - o Formative and Summative Assessment approaches
 - o Resources

- Establish benchmarks with the Head of Subject to enable reporting on the progress of the students in the subject in terms of vertical and horizontal articulation
- Feed back to the Group Subject Meeting regarding curriculum requirements for class scheduling
- Collaborate horizontally and vertically with other teachers across the curriculum to improve learning, provide cross-curricular learning opportunities

4. Professional Learning

- Maintain a growth mentality and life-long learning approach towards professional and personal improvement
- Participate in professional learning as required
- Self-initiate and demonstrate professional learning in relation to assigned roles
- Take steps to keep up to date in subject matter and materials

5. Core Support

- Creativity, Activity, and Service: Assist homeroom teachers in informing students how CAS experiences can be informed by subject-related knowledge and skills
- Extended Essay: Ensure students under your assigned supervision are adequately supported via identification of appropriate research material and advice on progress until completion including all support requirements and steps indicated in the Extended Essay Handbook. Teachers may be allocated up to 3 students to supervise. Under IB EE guidelines, supervision is limited to 5 contact hours in total over the duration of the EE process.

6. Student Support

- Students are guided and supervised effectively in order to;
 - follow and respect school rules and duties
 - prevent health and safety issues
 - promote leadership capabilities
 - promote intrinsic motivation
 - establish and maintain good working relationships based on respect and trust
 - identify student learning and personal issues as early as possible and report to the relevant homeroom teacher and head of year accordingly

7. Parental Engagement

- Participate in parent-student consultations as required
- Assist parents in understanding the academic and personal demands of skill development in the Diploma Programme and core requirements
- Consider and feedback initiatives in order for parents to be involved with the students' learning in relation to your subject
- Relay messages to parents in a timely manner via the homeroom teacher

8. School Promotions

- Participate in the preparation and conduct of promotional events and deliver demonstration lessons as required

9. Budget

- Submit budget requests as required

Benefits:

- Salary paid in yen per annum determined by qualifications and experience
- Contract and tenure: The contract runs through March 28, 2026, with the first year acting as a probationary period.

- Professional development: This is available for all teachers periodically
- Annual vacation and sick leave: 10 days total available in the first year, after 6 months continuous employment, and 11 days after 18 months. The yearly total increases after each completed year of service.
- Work schedule: The working hours of employees shall be based on a yearly variable working hour system starting on April 1 of each year, and the average working hours per week shall be 40 hours or less per year. The prescribed daily working hours, starting and ending times, and rest periods shall be indicated in the "Academic Calendar" as specified in the labor-management agreement. However, the principal and administrative director may change these hours for all or part of the staff due to circumstances related to the operation of the school or other unavoidable circumstances.
The working hours, etc. of those who are engaged in security, car driving and other designated duties shall be determined separately.
- In principle, breaks shall be taken between (1) 11:30 and 12:15, (2) 12:30 and 13:15, and (3) 13:10 and 13:55 on days when the prescribed working hours exceed 6 hours but do not exceed 8 hours. On days when the prescribed working hours exceed 8 hours, the break time shall be 60 minutes, and as a general rule, the break time shall be from 12:00 to 13:00. On days when the predetermined working hours do not exceed 6 hours, there shall be no break time. He or she must sign in and out at all times when leaving campus.
- Working conditions: Outside the aforementioned annual vacation and sick leave, staff are otherwise required to be at school during school vacation periods.
- Maternity leave: Up to six weeks leave available at full pay prior to the expected date of delivery and up to eight weeks leave at full pay post delivery according to Japanese labor laws
- Bereavement leave: Up to ten days available, depending on the relationship to the deceased
- Health insurance and pension scheme: Registration in the health and pension scheme is compulsory and payments are deducted from the monthly salary. (Dependents of the employee living in Japan are included in the health insurance scheme)
- Unemployment insurance scheme: Registration in the unemployment insurance scheme is compulsory and payments deducted from the monthly salary
- Commutation allowance: Allowance payments are calculated on the commutation distance and added to the monthly salary

Required

- A Master's degree
- Suitable mental and physical condition to carry out the role required
- A suitable police background or working-with-children check from home country.
- Curriculum planning experience
- experience leading discussion- and student-centered learning

Preferred

- Experience with teaching Physics
- Diploma Programme teaching experience
- IB teaching approaches knowledge and/or experience
- National, state or region-issued certification as a teacher / psychologist / counselor
- First aid qualification
- 2+ years high school teaching experience

- Japanese working environment experience
- Japanese language ability at JLPT N3 or above

Essential Attributes

- Good communication, presentation, mentoring, organization and planning skills
- Empathetic and understanding of all stakeholder perspectives
- Respectful to all members of the school community at all times
- Able to maintain a calm and measured demeanor at all times
- Growth mindset consistently evident – willing to listen and learn from all and improve
- Highly self-motivated and motivating of others
- Flexible in outlook and to change in roles and responsibilities as required
- Constructive, innovative and solution focused

Interviews:

1. Zoom.
2. Only short-listed candidates will be invited for an interview.
3. Short-listed candidates may be asked to prepare a 20-minute teaching demo in advance of the interview.
(details will be sent to the candidate beforehand).
4. An interview decision is normally sent within one week following the interview.
5. Please note that due to the high volume of applications, applicants that have not been selected may not be contacted.

Contact

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