

**Nagoya International School**

**Application Form (Academic)**

**for positions in 2020-21**

This is an application form for **an academic** position (teacher/intern).  You are encouraged to submit your CV and supporting letter of application with this form. Please ensure this form is complete and do not write ‘refer to CV’, ‘refer to letter’, etc.

This form asks for considerable professional reflection and should not be completed quickly. Before commencing the application process, candidates are advised to research NIS closely to ensure that their qualifications, experience and professional ambitions are a good fit for the position as advertised on the NIS website vacancies page.

Information is collected for the purpose of assessing your suitability for employment with NIS. If your application is successful this form will be retained on your personal file.

The document *“Summary of NIS Terms and Conditions of Employment’* or *‘Internship Position Description’* is a helpful guide and is available upon request from aaoyama@nis.ac.jp.

**Step One:  Personal Information**

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| --- | --- |
| **Name** |  |
| **Which position are you applying for?** |  |
| **Are you a registered candidate with Search Associates or any other agency?** (if so please indicate the agency) | YES / NO |
| **Please give details of any job fairs you may be planning to attend** |  |
| **Where did you see the vacancy advertised?** |  |
| **If you have had any name changes or aliases in your past, give details here**  ·   *Former name, date & reason for change. If none, please write ‘none’* |  |
| **Identifying Gender** |  |
| **Citizenship(s)** |  |
| **Email** |  |
| **Skype ID** |  |
| **Names of any family members who will come with you to Japan as dependents (non-working spouse or children).**  ·   *For dependent children, state the entering grade level (preschool - 12) in August, 2020.*  ·   *Due to Japanese immigration, regretfully, NIS cannot obtain visas for unmarried partners or same-sex spouses unless both parties sign a work contract with NIS (teaching couple)* |  |
| **Medical Record:** *Is there any medical reason why you may not be able to maintain a full workload on a two-year contract?*  ·   *Please note that while medical care in Japan is strong, support in English is limited and some medications or treatments may be unavailable. Mental health care is extremely limited. Conditions should be disclosed so that we can confirm insurance coverage and continuance of care. Please disclose and discuss all pertinent issues.* | YES *(and details are included/attached)*  NO |
| **Are you currently either:**  (i) working outside of Japan and not in possession of Japanese residency OR  (ii) working inside Japan on an overseas-hire contract as a non-permanent resident? | YES / NO  *(if no, understand that this would be a local hire position)* |
| If you will approach retirement age (60-65) within your first two-year contract and wish to discuss the implications for this on your long-term employment/retirement planning, please indicate here: | YES - I’d like advice  NO - I don’t need to discuss this |
| **In the case of children, do you foresee any learning needs (EAL, special needs) as an NIS student?** | YES / NO *(if yes, give brief details)* |
| **Have you ever broken contract with a school, been dismissed by a school or been refused contract renewal by a school?**  If ‘YES’, NIS will still consider your application understanding the complexities of international education. However it is important that this is disclosed and explained clearly | YES / NO *(if yes, give brief details)* |
| **Please list all official/approved IB workshops/training you have undertaken** |  |

**Step Two:  Teaching History**

*(if you are a Search Associates or Teacher Horizon candidate you do not need to complete this section)*

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| --- | --- | --- | --- | --- | --- |
| **School Name & Country** | **Your position at the school** | **Employment Start Date** | **Employment End Date** | **Reason for Leaving** | **Notes (e.g. ages curriculum etc)** |
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| **If you worked outside of teaching at any point in your career, or there are any ‘gaps’ in your employment history, explain below.**  ·   *Please note that for child protection reasons NIS will not interview candidates with unexplained ‘gaps’ in their employment record)* | | | | | |

**Step Three:  Confidential References\***

*(if you are a Search Associates or Teacher Horizons candidate you do not need to complete this section)*

Please give details of at least three confidential referees who we may immediately contact for a reference. It is essential that this include your current Head of School and a Head of School/Principal from a previous employment. For child protection reasons NIS cannot interview candidates unless these individuals are included as referees. Other useful referees might include, e.g. divisional principals, curriculum directors, department heads, etc.  Please note that NIS will only consider confidential references and not open letters of reference.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of referee** | **In what capacity did you know this person?**  *(their position, your position, school)* | **Telephone number** | **Email address**  *(must be a school/professional address))* | **Skype ID** | **Comment** |
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**Step Four:  Child Protection Statement**

NIS places a high priority in protecting the students in our care. Please read the below and indicate your agreement.

1. I declare that I have never harmed children, adolescents or vulnerable people either physically, sexually or emotionally and that that there is no reason why I should not work in a school setting with children.
2. I accept that any past, present or future behaviors which contravene a professional standard of decency/respect, constitute sexual, physical or emotional abuse and/or are otherwise an infringement of a student or colleague’s right to physical and emotional safety are grounds for immediate dismissal.
3. I am free from any criminal record, spent or otherwise, in any jurisdiction, regarding offenses (or cautions/warnings) which may be deemed relevant to employment with young people at Nagoya International School.
4. In the case that I left paid or voluntary employment voluntarily following allegations of inappropriate/unprofessional conduct, I have made a full declaration to this effect to the NIS Administration and I give permission to NIS to contact the employer/organization for verification.
5. I was open and truthful in my application process (verbal and written) to NIS and have made no false statement (nor omission) which is relevant to my suitability for employment at NIS. This includes statements/omissions pertaining to experience, qualifications and criminal or professional misconduct processes.
6. In accepting a position of employment at NIS I acknowledge that any breach of safeguarding policy is cause for immediate disciplinary dismissal.

**Please indicate your agreement in full to the NIS child protection statement by signing**

**(or typing ‘I AGREE’) in the box below:**

Sign or type here:

**Step Five:  Self-Assessment against NIS Teaching Standards**

**We ask that you please:**

(a) Self-assess your current professional practice as either 4,3,2, or 1 in the right hand column

(b) Complete your reflection comment in the final comment box

|  |  |
| --- | --- |
| ***Rating Key***  ***4*** *=**Could mentor others* ***3*** *= Proficient* ***2*** *= Reasonable confidence* ***1*** *= Still developing* | **Rating**  **4,3,2 or 1** |
| **Real World Context**   * Learning is set in a real-world context; teachers bring the world into their classroom and take their students’ thinking out into the world * Teachers cultivate a spirit of international mindedness |  |
| **Co-construction & Student Voice**   * Students have voice not only in what they learn but also **how** they learn and the way in which they share and demonstrate their learning * At key points in the lesson, and especially at the end, there is an opportunity for students to synthesize and make meaning of their new learning, evaluate their progress and plan for the next learning |  |
| **Alignment of Assessment & Instruction**   * Learning targets and success criteria are shared and clarified with and for students at some point (as appropriate) in the lesson * Assessments and activities align to these targets * Learning targets and activities are designed so that they can be achieved – but not easily/without effort |  |
| **‘Double Impact’ Lessons –**   * Lessons are designed to teach both subject specific content/skills AND transdisciplinary skills and dispositions (e.g. learner profile, Approaches to Learning skills, metacognition, academic honesty) |  |
| **Active, Inquiry-Based Learning**   * Students are actively engaged in constructing meaning; teachers are skilled at turning ‘content’ into ‘problems’ * Questions fill the room - students are taught to question the answers, not simply answer the questions |  |
| **Differentiation, Formative Assessment & Inclusive Teaching**   * Students are offered alternative pathways to the learning through routes differentiated by product, process or content and through the filters of interest, learning readiness and learning style * Frequent checks on student learning occur throughout the lesson and the teacher adjusts in response * Assessment data from one lesson is used to modify planning for subsequent lessons |  |
| **Feedback**   * Students receive and act upon clear written and verbal feedback, helping them to answer three questions - Where am I? Where do I need to be? How can I close the gap? * Teachers organize students in engaging and rigorous peer and self-assessment designed to improve learning. * Teaching and learning engages students in reflecting on how, what and why they are learning |  |
| **Classroom Relationships and Behavior Management**   * The classroom climate is characterized by respectful relationships between and among students and the teacher * Behavioral expectations are high and any problems are handled with respect, dignity and a focus on learning |  |
| **Collegial Relationships**   * The teacher is a collaborative & inclusive member of the faculty * The teacher assumes positive intent and is a positive influence on school climate and staff morale |  |
| **Models and embodies the NIS school mission and objectives**   * The teacher models the mission/objectives in practice. * **Inquire, Inspire, Impact!** |  |
| **Safeguarding / Child Protection**   * + Stays in a professional adult role, respecting and enforcing clear and healthy boundaries with students   + Reports suspected abuse immediately; puts student safety paramount; * Acts transparently and puts oneself beyond doubt with regard to allegations of abuse * Has undergone relevant and recent child protection training |  |
|  | |
| **Write a short reflection on your ratings (above), using the below three questions as possible prompts: (200-300 words recommended)**   * What have you learned about yourself as a teacher? * What are some areas of practice that you would really celebrate? How do you know these are areas of strength? * If you were to set yourself professional growth goals as an outcome of this reflection, what might they be?   **Your Reflection:** | |

**Step Six:  Additional Information (optional)**

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| --- |
| Please provide any additional information you may feel is relevant: |

**Step Seven:  Qualifications and Experience**

(*for teaching staff only; interns, please go on to Step Eight*)

It is very important that the below information is entirely accurate as it will be used in determining a potential starting salary and will be verified prior to confirmation of contract offer. Read the notes below for further explanation.

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| --- | --- | --- |
|  | **Description**  *Please read notes below to see what is able to be counted. (please note that a single year can only be accounted for ONCE so please determine the category of ‘best fit’)* | **Total Number of Years** |
| A | Number of years working as a qualified substitute teacher or as a qualified teacher in a schooling system different to NIS (e.g. language school, cram school, university teaching) |  |
| B | Number of years working as a qualified teacher in a public or private school in a recognized schooling system offering a national/state curriculum (e.g. a mainstream school in Europe, North America, Australasia, Japan, etc.) |  |
| C | Number of years working full time in either:  (i) accredited (CIS, WASC, NEASC, MSA, etc.) International Schools running non-IB programmes  OR  (ii) national schools running an authorized IB programme |  |
| D | Years spent teaching full time in an authorized IB programme in an international school setting |  |

**Notes:**

* Each year of employment can only count ONCE – please assign to the appropriate category
* Unqualified teaching, student teaching, internships etc. do not count
* Ad hoc tutoring, teacher assistant work, etc. does not count
* Part time work does not count unless it is at least 50% (to 99%) in which case it counts for 50% credit
* Work in a language school etc. only counts when full time at a recognized establishment and if the employee was duly qualified and contracted for the position at the time of working  (e.g. qualified TEFL teacher in a bone fide language school)

Step 7 (continued):

**Additional Experience:**

Which of the following apply to you:

|  |  |  |
| --- | --- | --- |
| **FACTOR** | **YES/NO** | **DETAILS**  **(e.g. date and awarding university, dates of validity, other details)** |
| A teaching certification |  |  |
| A Masters’ degree in a relevant subject area (i.e. either in education OR in the academic subject area of a secondary school teachers’ teaching assignment) |  |  |
| At least 3 years’ experience of a formalized leadership position (department head, grade leader, curriculum coordinator, etc.) |  |  |
| A recognized senior leadership qualification as follows: PTC Certificate of International School Leadership, NPQH or equivalent |  |  |
| Substantial informal leadership experience of, for example, mentoring new teachers, regularly running workshops for colleagues, coaching teachers, facilitating a PLC for an extended period etc. (should be several hours a week for a period of at least 3 years) |  |  |
| At least 5 years working as a non-teacher in a profession directly related to the area you have applied to teach (e.g. a professional actor applying to teach drama, a professional engineer applying to teach Physics, a professional child psychologist applying to teach any subject, etc.) |  |  |
| Regularly (1-2 times a year for at least 3 years) serving as an IB workshop leader, IB curriculum developer, textbook author, team visit member/leader with IB/CIS/WASC |  |  |

**Step Eight:  Declaration**

In submitting this application, you confirm as follows:

To the best of my knowledge, the answers to the questions in this application are correct. I understand that this form, together with the written material I have supplied, and evaluative material including any interview notes, will be held confidentially and used only for the purposes of this application for employment.  I agree to notify NIS of any future change to the information supplied during the course of this application process and/or for my records should I be successful in obtaining employment with NIS. I agree to such pre-employment checks as deemed necessary being undertaken by NIS for the role I have applied for. I understand that should I be appointed to the role I must provide original or certified documentation supporting my educational qualifications.

I understand that if any false or misleading information is given, or any material fact suppressed, I may not be employed, or if I am employed, I may be dismissed.

I understand that by submitting this application I agree to the above and that, should I be invited to sign a contract with NIS, that signature will also be deemed a signature to this application.