**Nagoya International School**

**Prospective Teacher Application Form**

**for positions in 2018-2019**

*Return this completed form to* *headofschool@nis.ac.jp* *as a Word document or PDF*

*along with your CV and a short cover note in the body of the email*

This is an application form for **TEACHING** positions. If you are applying for an internship or leadership (Admin) position, please download the appropriate form.

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.

The document *“Summary of NIS Terms and Conditions of Employment’* 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?** |  |
| **Current Position** |  |
| **Current School** |  |
| **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** |  |
| **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, 2018.*
* *Due to Japanese immigration law, regretfully, NIS cannot obtain visas for unmarried partners or same-sex spouses unless as a 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. Please disclose and discuss if in any doubt.*
 | YES *(and details are included/attached)*NO |
| **Are you currently either:** 1. working outside of Japan and not currently entitled to 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)* |
| **Will you be/turn 60 any time during your initial 2-year contract at NIS?**  | YES / NO |
| **If you are applying as a teaching couple, name your spouse and the position for which he/she is applying. Your spouse should also submit an application form.** |  |
| **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)* |

|  |
| --- |
| **TEACHING EMPLOYMENT HISTORY** *(list most recent experience first, add rows as needed)* |
| **School Name & Country** | **Your position at the school** | **Employment Start Date** | **Employment End Date** | **Reason for Leaving** | **Notes** *(ages taught, curriculum, responsibility, position, 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 cannot interview candidates with unexplained ‘gaps’ in their CV)*
 |

**STEP TWO:** Qualifications and Experience

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.

|  |  |  |
| --- | --- | --- |
|  | Description*(please read notes below to see what is able to be counted)* | 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, university)  |  |
| 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 accredited (CIS, WASC, NEASC, MSA, etc.) International Schools running non-IB programmes (including schools which are candidate IB schools) OR in national schools running an authorized IB programme |  |
| D | Years spent teaching full time in an authorized IB programme in an international school setting  |  |

**Notes:**

* Unqualified teaching (i.e. without certification) does not count
* Student teaching/practice teaching does not count
* Ad hoc tutoring, teachers 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
* Internships do not count with the exception of an NIS NQTI Internship which counts for 1 year of teaching 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)
* The Head of School discretion on the final salary placement offer is final

**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) |  |  |
| 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 Three:** Interview

If shortlisted for interview, please state which of the below options are possible:

|  |  |
| --- | --- |
| **Interview Format** | **Available/Unavailable/Details** |
| **Skype** |  |
| **Fair/Out of Fair Interview Overseas***NIS will be at Search Bangkok, Hong Kong, London & Cambridge & possibly Dubai* *We will be interviewing candidates from other agencies by skype or as out-of-fair interviews adjacent to the above fairs* |  |
| **On site at NIS\*** |  |

**\*Note:**

* *NIS prefers to appoint via face-to-face interviews where possible. Please note that preference will be given to candidates able to attend face-to-face interviews.*
* *For out-of-fair interviews (non fair candidates only) NIS can reimburse travel expenses up to 20,000Yen for any travel expenses in excess of 10,000 Yen for candidates who were requested to attend by NIS*
* *While NIS hopes to have the chance to interview all shortlisted candidates, we reserve the right to fill a position prior to published closing dates or recruitment fairs. At the same time we encourage candidates who find themselves in the position of receiving an offer from another school prior to a scheduled NIS interview to contact us to discuss the position.*

**Step Four:** Confidential References

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. Other useful referees would include, e.g. level principals, curriculum directors, dept. heads, etc. Please note that, for child protection reasons, NIS can 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 where you worked etc.)* | **Telephone number** | **Email address***(must be a school/professional mail)* | **Skype ID** | **Comment** |
|  |  |  |  |  |  |
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**Step Five:** Child Protection Statement

NIS places a high priority in protecting the students in our care. In submitting this application, you confirm as follows:

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 colleagues 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.

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

Complete your self-assessment/reflection on the following page. It is understood that different systems utilize different terminology for what essentially may be the same thing. Therefore please feel free to ask if any aspect needs clarifying.

**We ask that you:**

1. Self-assess your current professional practice as either 4,3,2, or 1 (see rating key below)
2. Add any appropriate reflection/comment

|  |  |  |
| --- | --- | --- |
| ***Rating Key**** ***4 = Could support others***
* ***3 = Proficient***
* ***2 = Some confidence***
* ***1 = Still developing***
 | **Rating****4,3,2 or 1** | **Self-Assessment Comment:****(For example☺*** + **Reflection** (how do you approach this?)
	+ **Examples** (from your practice)
	+ **Next steps** (where next for you in this area?)
 |
| **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
 |  |  |
| **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*** 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
 |  |  |
|  **Checking and Adjusting** * 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
* 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
 |  |  |
| **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 and positive member of the faculty
 |  |  |
| **Communicating with Parents*** Parent communication is timely, professional and focused on how students might improve and be successful with their learning
 |  |  |
| **Models and embodies the NIS school mission and objectives*** The teacher models the mission/objectives in practice.
 |  |  |
| **Reflective Practitioner & Lifelong Learner*** The teacher actively seeks and responds to feedback (peers, students, administrators)
* The teacher seeks and responds to data
* The teacher engages in self-reflection and takes responsibility for self-improvement
 |  |  |
| **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
* Has undergone relevant and recent child protection training
 |  |  |

**Step Seven:** Additional Information

Is there any other information/details you wish to share about your application?