

# Employment Information



The British School in Tokyo (BST) was founded as a charitable trust in 1989 to provide a British-style education in Tokyo. The school was established on a site in central Tokyo leased from, and adjacent to the well-respected Japanese private school, Shibuya Kyoiku Gakuen. In the early years, children were from ages 5 to 10 and the majority were British, in contrast to the situation today where the school provides education from age 3 to 18 and has over 1,000 students, from over 65 nationalities.

The School continued to grow and in particular to attract substantial numbers of non-British children, especially from other European countries and from Australia. Therefore, in 2006 the Trustees entered into an agreement with Showa Women's University to open a second school in newly renovated accommodation on their campus. Both schools continued to grow, with parents being attracted by the growing reputation for academic excellence, care for individual student needs and a happy, international environment in which to learn.

In 2010 the decision was taken to expand the school to age 18 and in 2012 the first students graduated directly to university.

The purpose of the school is to provide a world class British education to English speaking students of the international community in Tokyo, and to inspire the students to thrive as global citizens.

The school aims to nurture students with the following values:

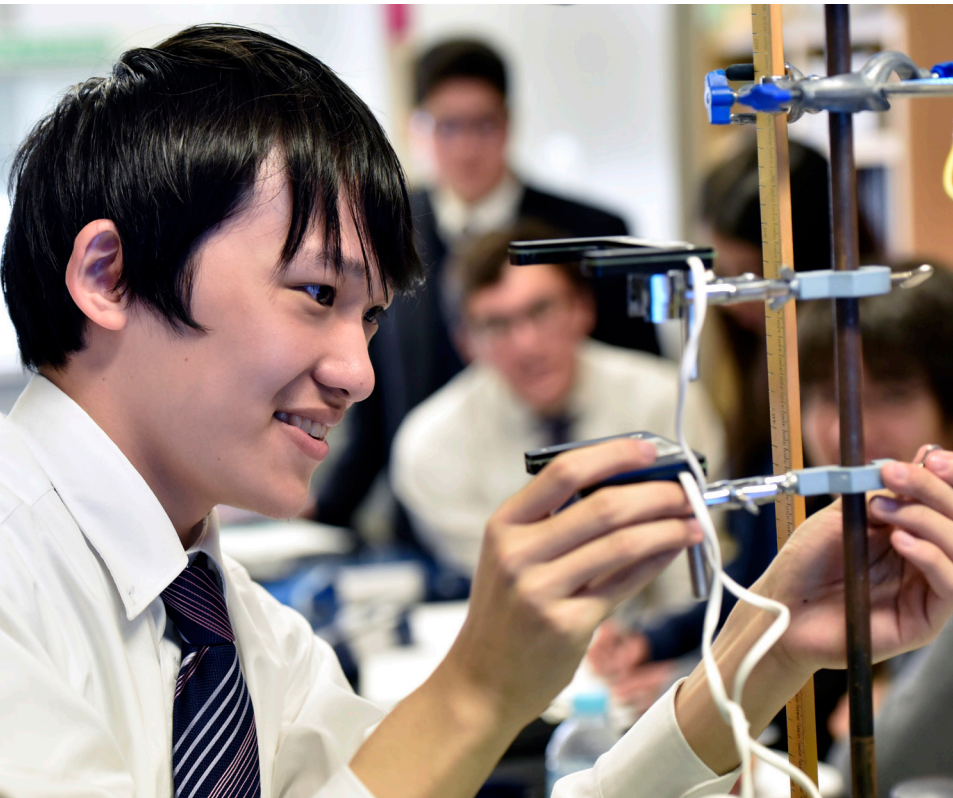
- Confidence in our ability
- Excellence in everything we do
- Responsibility to ourselves and others



## Campuses, Classrooms & Facilities

BST is a two site school: our Shibuya campus is very much in the heart of the city, while the Showa site is a little way into the suburbs of Setagaya-ku, situated on an extensive university campus about a 10 minute drive or short train journey from BST Shibuya.

Classrooms at BST are all equipped with projectors and smart-boards linked to computers, and there are a number of laptop/iPad sets on both sites for student use. Specialist facilities include Art & Design and Photography rooms, a Drama Studio and well-appointed music rooms. At Showa there are excellent PE, swimming and outdoor learning facilities. For 6<sup>th</sup> Form students there is also a dedicated study area. Maximum class sizes range from 18 in Nursery and Reception, to 20 in Year 1 and 22 in Year 2 and above.



# 1000+

Over 1,000 students are enrolled at BST, representing over 65 nationalities.

Sixth Form (Years 12 & 13): 88 students. All follow the A level programme (Edexcel & AQA).

Years 10 & 11: 130 students, all of whom are preparing for International General Certificate of Secondary Education (IGCSE/GCSE) examinations (Edexcel & CIE).

Years 7-9 [Key Stage 3]: 212 students. A bespoke curriculum based on the National Curriculum of the UK, with a focus on IGCSE material in Year 9.

Years 1-6 [Key Stage 1 & 2]: 513 students. A challenging curriculum designed to give a balanced educational experience.

Nursery and Reception: 117 students. Covering seven areas of learning and development exploring children's views and interests.

### *'Excellence in everything we do.'*

BST is an accredited member of the Council of British International Schools (COBIS) and The Independent Association of Prep Schools (IAPS). The school last received in May 2015, an Excellent rating in all 8 categories examined by the Independent Schools Inspectorate (ISI), a UK Government, British Schools Overseas Scheme. BST is also an authorized Cambridge, Edexcel, and AQA International Examinations centre.

## Activities Programme

Our curriculum is complemented by a vast array of clubs which cater for interests in sport, art, music, languages as well as other creative areas such as cooking, gardening, app writing and photography. BST also runs opportunities for academic extension and is a member of the Kanto Plains Association of Secondary Schools, which gives our students access to a variety of competition events, from Speech contests to Sports tournaments.

All students from Year 1 onwards take part in the BST Outdoors residential programme which generates much enthusiasm and excitement throughout the school. For our Secondary students, this is an opportunity for many of the older children to participate in the Duke of Edinburgh International Award scheme. Taking learning outside of the classroom is a key part of education at BST.



## Leadership

**Principal of the School**  
Mr Brian Christian

**Head of Primary School**  
Ms Kirsten O'Connor

**Head of Secondary School**  
Mr Brian Platts

**Deputy Head of Primary**  
Ms Lucy Wood

**Deputy Head of Secondary**  
Mr James Thomas

## **Head of Early Years Foundation Stage**

Leading learning and teaching, assessment, recording and reporting across Nursery and Reception

### **Status of the Post**

This is a middle leadership role within the school's structure and carries with it membership of the Primary Leadership Team. The post holder is accountable to the Head of Primary and line managed by the Shibuya Assistant Head Teacher.

The post holder will be required to exercise her/his professional skills and judgement to carry out, in a collaborative manner, the duties set out below:

### **Key Functions of the Head of Early Years Foundation Stage**

#### **Leadership, Management and Development**

Impact on educational progress beyond your assigned pupils

- To be accountable for the highest standards of pupil attainment and wellbeing for all pupils across EYFS (up to 8 classes)
- To lead, develop and enhance practise, evaluating the quality of provision, securing and sustaining the effective delivery of the EYFS in liaison with the Assistant Head Teacher.
- To co-ordinate the day to day management of the year groups.
- Set and monitor year group attainment and progress targets in liaison with the Deputy Head and Assistant Head Teacher.
- Monitor the assessment and recording systems of pupil progress and achievement across both year groups.
- Facilitate shared planning so that assessment data, monitoring and feedback is an integral part of the evaluation and planning process.
- Carry out regular evaluations of the impact of teaching on pupil learning across Nursery and Reception, contributing evidence to the improvement process and adjusting the department action plan appropriately.
- To effectively line manage EYFS teachers and teaching assistants.
- Ensure high standards of behaviour are maintained and all pupils' wellbeing is supported appropriately in line with school policy and expectations.
- Identify resource needs, manage the EYFS budget, prepare orders and allocate resources on arrival.
- Alongside the AHT, lead the organisation and delivery of EYFS day trips.

#### **Teaching and Learning**

Lead, develop and enhance the teaching practice of others

- To be an exemplary teacher, clearly demonstrating effective planning, teaching, assessment and organisation and high standards of achievement and behaviour in the classroom.
- Collect, analyse and interpret pupil performance information and data for EYFS.
- Facilitate shared planning prior to delivery
- Monitor standards of teaching within the department, provide feedback, and identify and implement strategies for improvement where needs are identified.
- Establish opportunities for paired/peer observations, learning walks and mutual support.
- Lead INSET sessions and opportunities which support the department action plan and Primary School improvement areas.
- Induct, support and monitor new staff and support staff. Provide additional support where needed.
- Support all staff within the year group to communicate effectively to parents in both written and oral forms
- Conduct the Performance Review and Development cycle for assigned staff members.
- To fulfil a 0.9 class teaching role as determined by the Head of Primary.

### **Reporting**

Ensuring effective and impactful reporting of progress and attainment

- Coordinate and manage the cycle of formative and summative assessment within the EYFS with the DHT.
- Ensure pupil data and information is processed, uploaded and reported in line with deadlines and expectations

### **Personal Specifications**

#### **Experience of**

- Successful EYFS teaching and middle leadership experience in an outstanding/good National Curriculum school/EYFS setting.
- Leading and monitoring the use of pupil progress assessment data in line with the EYFS curriculum.
- High level of personal skill in, and passion for rigorous foundation stage teaching and innovation.
- Experience of contributing to SIP, policy development and department decision-making.
- Successfully building and leading a team of colleagues

#### **Knowledge, skills and abilities**

- A thorough knowledge and understanding of the EYFS curriculum, best practice and learning environment
- Ability to be an effective team player and leader, with a good understanding of how strong teamwork contributes to school improvement and success.
- Excellent verbal and written communication skills.
- Ability to work under pressure, prioritise tasks and manage own and others' time effectively in order to meet deadlines.

#### **Disposition – evidence of**

- Strong inter- and intra-personal skills to build strong, effective and inspiring working relationships
- Intellectual capability and qualities required to set an example to others.
- Ability to work on own initiative and be proactive in leadership and innovation.
- Commitment to excellence and to continually challenge and raise the skills and personal achievements of all staff and pupils.
- Flexibility, drive, energy and enthusiasm.
- Approachability and a sense of humour.



## **Benefits Package for Expatriate Teachers 2018-2019**

1. Initial 2-year contract. Renewable annually thereafter if mutually agreed.
2. Starting salary as indicated on the Employment Contract  
(Adjustments are made according to experience and qualifications).
3. School-subsidized part-furnished apartment in central Tokyo (the subsidy is up to 93% of the monthly rent up to a specified maximum per month). Detailed conditions and regulations set out in the BST Policy document "Provision of School Accommodation." A further allowance may be made available to either subsidize furnishings, or to freight personal effects.
4. Standard U.K. term dates (180 teaching day calendar), plus non-teaching days (up to 20 days).
5. Annual "Economy Class" return-flight allowance to the UK or equivalent for you, your spouse and dependent children subject to agreement with the Leadership Team. Detailed conditions and regulations set out in the BST Policy document "School Funded Travel & Freight" (not in final year). Please note this is a taxable benefit under Japanese tax regulations.
6. Relocation flight for you, spouse and dependent children at start and end of contract (amounts and limitations set out in the BST Policy document "School Funded Travel").
7. Freight allowance for personal effects (amounts and limitations set out in the BST Policy document "School Funded Freight").
8. Additional 5% of basic salary towards personal pension.
9. Medical (including emergency dental cover) insurance cover as per current Insurance Policy documents for you, your spouse and dependent children.
10. Subsidy towards the purchase of PC/laptop (conditions outlined in the BST Policy document "PC Subsidy for Teaching Staff"). Teachers may qualify again for this subsidy after three years. Please note this is a taxable benefit under Japanese tax regulations.
11. Travel allowance covering actual costs of daily journey to/from school.
12. Subsidised place at BST for dependent children – all enrolment and annual tuition fees are discounted 100% for teachers. Annual tuition fees are also discounted by 100%, up to half of this is covered by a school bursary and is non-taxable; the remainder of the discount is a taxable benefit.