



Employment Information

www.bst.ac.jp

BST was established in 1989 and is committed to providing a British-style international education of the highest quality.

Located at the heart of one of the most exciting cities in the world, the school's strong reputation for high quality holistic education is well established and it is a truly international co-educational school with over 1,300 students aged between 3 and 18, representing over 60 different nationalities.

The Primary School is flourishing, and a new state of the art, central Tokyo primary school campus with outstanding facilities opened its doors in August 2023.

The Secondary School, housing extensive facilities, is conveniently situated and forms part of an expanding educational hub on the leafy campus of Showa Women's University.

The school is well known internationally for its high academic standards, for the care they take with each individual student of any ability, and for the positive, multicultural environment provided for learning and play.



We look to nurture each student's unique potential and strive to help them create a strong sense of self, built around purpose and passion.

Campuses, Classrooms & Facilities

BST operates on two campuses. The Primary School is located at Azabudai Hills, a step away from the famous Tokyo Tower; while the Secondary School is situated on an extensive university campus at Sangenjaya, only two stops from Shibuya.

Classrooms at BST are all equipped with state of the art technology, and there are a number of laptop/iPad sets on both sites for student use. Specialist facilities include art & design and photography rooms, drama studio and well-appointed music rooms. At both campuses, there are excellent PE, swimming and outdoor learning facilities. For Year 12 and 13 students there is also a dedicated study area.

Maximum class sizes range from 20 in Nursery and Reception, to 22 in Year 1 and above.



Clubs & Activities

BST's curriculum is complemented by a vast array of clubs which cater for interests in sport, art, music, and languages as well as other creative areas such as cooking, urban farming, app writing and dancing. The school 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 Secondary School 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.



1300+

Over 1,300 students are enrolled at BST, representing over 60 nationalities.

Years 12 & 13: 130 students. The school is currently working to transition to the International Baccalaureate Diploma Programme (IBDP) for students in Years 12 and 13.

Years 10 & 11: 150 students, all of whom are preparing for International General Certificate of Secondary Education (IGCSE/GCSE) examinations (Edexcel & CIE).

Years 7-9 [Key Stage 3]: 270 students. A bespoke curriculum based on the National Curriculum of England, with a focus on IGCSE material in Year 9.

Years 1-6 [Key Stage 1 & 2]: 660 students. A challenging curriculum designed to give a balanced educational experience.

Nursery and Reception: 110 students. Covering seven areas of learning and development exploring children's views and interests as part of the Early Years Foundation Stage framework.

Accreditations, Inspection & Memberships

- **COBIS** (Council of British International Schools): Patron's Accreditation
- **CIS** (Council of International Schools): Member
- **FOBISIA** (the Federation of British International Schools in Asia): Member
- **JCIS** (Japan Council of International Schools): Member
- **IAPS** (Independent Association of Prep Schools): Member
- **ISI** (Independent Schools Inspectorate): DfE BSO approved
- **BTEC** (Business and Technology Education Council): Approved Centre
- **ASDAN** (Award Scheme Development and Accreditation Network): Member

Leadership

Principal of the School
Mr Ian Clayton
Head of Primary School
Ms Eleanor Loran
Head of Secondary School
Mr Stewart Brown

Deputy Head of Primary
Ms Hannah Pinkney
Ms Nicola Hill
Deputy Head of Secondary
Mr Omar Murtaza
Ms Kelly Diaz

Primary Learning Support Teacher

Job Description

Reports to	Learning Support Coordinator (Primary School), Head of Primary
Responsibilities	To plan and deliver effective 1:1 and small group lessons, and to assist staff in planning programmes, strategies and approaches for individual learners in the classroom. To assist with the delivery of the School's Student Support Policy.

The Student Support Services Department

Student Support Services (SSS) is a multidisciplinary team approach which aims to support BST students to enjoy learning and achieve their goals through helping to provide a safe, secure and stimulating environment. Across the roles in our team we share experience and skills in Counseling, English as an Additional Language (EAL), Learning Support and Medical and Healthcare. The Learning Support Teacher plays a key role in promoting inclusive teaching and learning, ensuring that all students are given the support they need to succeed academically and socially while fostering an inclusive educational environment at BST.

The ideal candidate will be an enthusiastic teacher with a passion for Learning Support, skilled in using research-based teaching strategies to foster inclusion and challenge for all students. The Learning Support Teacher will collaborate closely with staff, students, parents, and external agencies to deliver tailored support that promotes student success. This role requires a commitment to a student-centered, holistic approach, emphasizing communication, collaboration, and building relationships based on fairness, trust, and mutual respect.

Key Areas of Responsibility

Individual Needs

- Foster an inclusive learning environment both in and outside of the classroom, ensuring students can access a full range of learning experiences.
- Promote positive relationships with all students, encouraging self-esteem, independence, and mutual respect.
- Identify students with specific learning challenges, and maintain the Register of Need and Student Learner Profiles.
- Collaborate with teachers and external specialists to adapt resources and teaching strategies to meet individual needs.
- Lead and manage learning support programs to raise the attainment of students with additional needs.
- Support students with emotional, behavioural, and social challenges, promoting development through small group and peer interactions.

Teaching and Learning

- Promote inclusion by supporting students in both individual and group settings to enhance academic, social, and emotional development.
- Be an exemplary teacher, clearly demonstrating effective planning, teaching organisation, and promoting high standards of attainment and behaviour.
- Have a secure knowledge of the primary curriculum, foster and maintain students' interest in learning, and address misunderstandings.
- Adapt teaching approaches to individual needs and ensure an inclusive, engaging learning atmosphere.
- Use evidence-informed strategies to plan and deliver lessons that promote progress and challenge for all

students

- Monitor and analyze student progress, assessing the impact of interventions and adjusting strategies as necessary.
- Give students regular feedback and guide students to reflect on the progress they have made and their emerging needs
- Monitor individual student achievement and respond accordingly.
- Have high expectations of behaviour and establish a framework for adhering to the school's values.

Collaboration and Communication

- Support class teachers and specialist teachers in terms of adaptive teaching strategies to meet the needs of the students in their class(es).
- Work closely with teachers, parents, and external agencies to develop and implement effective learning strategies for students with additional needs.
- Ensure open communication with parents regarding student progress, well-being, and support plans.
- Act as a liaison for smooth transitions between year groups, especially for students moving from Year 6 to Year 7.
- Support the development of Student Learner Profiles in collaboration with the Student Support Services Team, highlighting strengths and growth areas.

Leadership and Professional Development

- Line manage Educational Assistants and Learning Support Teaching Assistants, providing guidance and support in their roles.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Contribute to the professional development of colleagues, sharing strategies and best practices for inclusive teaching.
- Contribute to the relevant sections of the school's evaluation and improvement documentation

Other roles

- Have regard for the need to safeguard students' well-being, in accordance with the school's provision
- Treat students with dignity, building relationships rooted in mutual respect
- Actively participate in the wider life of the school, contributing to its inclusive ethos and supportive environment.
- Run, or assist in running, extra-curricular and activities
- Attend, and take an active part in, residential trips
- Other reasonable requests made by the Head of the Primary School and Senior Leadership Team.

PERSON SPECIFICATION	Essential	Desirable
Qualifications		
A degree and teaching qualification i.e. Qualified Teacher Status	✓	
Certificate of psychometric testing, assessment, and access arrangements		✓
Additional professional certifications demonstrating advanced knowledge in Special Educational Needs (SEN) or educational leadership.		✓
Master's degree or higher in a relevant subject or in education.		✓
Experience		
Successful teaching experience in the primary phase	✓	
Knowledge and experience of UK and/or international curricula, their delivery and assessment.	✓	
Experience of supporting teachers in adapting teaching & learning to support the needs of individual learners	✓	
Confidence with data, and an ability to use assessment data to inform planning, targeted interventions and personalised learning strategies.	✓	
Knowledge		
The principles of effective assessment for learning	✓	
Strong understanding of inclusive education, RTI models, and differentiated learning strategies.	✓	
An understanding of the current provision for students with special educational needs and current developments in SEN.	✓	
Knowledge of current safeguarding child protection procedures	✓	
Skills and Abilities		
Ability to design and deliver engaging, innovative, and challenging lessons that foster a love of learning and intellectual curiosity.	✓	
Ability to plan and deliver 1:1 and small group lessons and assist staff in planning programmes, strategies and approaches for individual students	✓	
Highly developed classroom management skills, with the ability to establish a culture of high expectations, positivity and respect across diverse student cohorts.	✓	
Personal Attributes		

Passionate about learning support	✓	
Embraces challenge, overcomes difficulty and approaches all aspects of school life with positivity, a can-do attitude and good humour.	✓	
A passionate advocate for student-centred learning, continuously exploring ways to inspire and challenge students beyond the classroom.	✓	
A role model for students, demonstrating integrity, empathy, and a commitment to making a positive impact on the wider school community.	✓	