



Job description

Job title	Classroom Teacher	Section/Department	Prep School
Division/School	Malvern College Tokyo	Service location	Tokyo, Japan
Reporting line	Head of Prep	Effective date	August 2026

Roles and Responsibilities

Job Purpose

The Prep School Classroom Teacher at Malvern College Tokyo plays a central role in delivering high-quality teaching and learning across the Prep School. This is a key educational role with responsibility for shaping the learning experiences of pupils within the Primary Years Programme (PYP), ensuring that they make excellent progress academically, socially, and emotionally. The Prep School Classroom Teacher will work collaboratively with a range of specialist teachers to provide a stimulating and inclusive learning environment, supporting pupils with diverse linguistic and cultural backgrounds. This position will be expected to teach and support the Primary Years Programme, ensuring the programme’s principles and practices are embedded across the curriculum.

This role requires a reflective and data-informed approach to teaching, with a focus on continuously assessing pupil progress and adapting lessons to meet individual needs. As a Malvern College teacher, the postholder will also contribute to the school’s co-curricular and pastoral programmes and actively participate in the whole-school House system. The Prep School Classroom Teacher will help ensure that every pupil is supported to access the full curriculum, develop confidence, and achieve their potential.

Main Academic Duties and Responsibilities

Teaching and Learning

Primary Years Programme Delivery: Take responsibility for a primary class, supporting, nurturing, and taking a genuine interest in the holistic development of all pupils. Plan, facilitate, and assess learning in line with the IB Primary Years Programme (PYP), ensuring the inclusion of all learners.

Collaborative Practice: Work closely with the PYP Coordinator and fellow PYP colleagues to ensure the effective implementation of the programme. Collaborate with specialist teachers and support staff to create a coherent, engaging, and stimulating learning experience across the curriculum.

Inquiry-Based Learning: Create classrooms and teaching methods that foster inquiry, conceptual understanding, and the development of disciplinary and transferable skills. Encourage pupil agency, curiosity, and independent thinking, cultivating a learning community grounded in trust, respect, and empowerment.

Resources and Technology: Select relevant resources and digital tools to enhance learning, support differentiation, and engage pupils effectively.

Assessment and Feedback: Contribute to an assessment-capable community by providing timely and actionable feedback and feedforward. Analyse pupil progress data to inform teaching and to identify areas for development, ensuring that all pupils achieve their potential.

Pastoral Care

Pupil Wellbeing: Support the social and emotional development of pupils, fostering positive relationships and a safe, inclusive environment in which all pupils feel valued and supported.

School Community Engagement: Communicate effectively and maintain positive,



professional relationships with pupils, parents, and colleagues. Participate in parent meetings, open mornings, and admissions events as required.

House and Co-Curricular Participation: Play an active role in the school’s co-curricular programmes and House system, contributing to the broader life of the school.

Professional Skills and Personal Qualities

Professionalism and Collaboration: Demonstrate excellent interpersonal skills, collaborating effectively with colleagues across the Prep School. Engage in professional development opportunities and contribute to the shared learning culture of the school.

Organisation and Accountability: Manage classroom responsibilities, administrative tasks, and reporting requirements, including termly pupil reports, with diligence and attention to detail. Assist with the school’s admissions process and undertake additional reasonable duties as requested by the Headmaster or Head of Primary.

Commitment to Excellence: Model a commitment to high standards in teaching, learning, and professional practice, ensuring that pupils are supported to access the full curriculum, develop confidence, and achieve their potential.

Key Relationships

Internal

- Pupils
- PYP Coordinator
- Head of Prep School
- Headmaster
- School’s administrative and academic/teaching staff

External

- Parents
- External co-curricular partners as appropriate

Position Requirements

Academic Requirements

- Minimum Bachelor’s Degree;
- A recognised teaching qualification for the required age range (e.g. B.Ed., PGCE);

Required Working Experience

- Minimum two years’ teaching experience in primary years education;
- Previous experience of teaching the IB PYP is preferred, although outstanding candidates without prior IB experience will be considered;

Competencies

- An appreciation of the IB Philosophy is required.
- All staff employed by the College teach within at least one of the IB programmes (PYP, MYP and DP) would be expected to hold or obtain an IB qualification, at minimum of Category 1 level, within the given subject area.
- Ability to communicate with pupils, colleagues, and parents, and to build strong relationships with all members of the school community.
- Ability to work collaboratively.
- Familiarity with various teaching resources including, where appropriate, digital tools to support and enhance teaching and learning.
- Sensitivity to the cultural differences found in Japan and the willingness to develop and maintain a cross cultural approach to work.



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Additional Requirements

- A willingness and commitment to contribute fully to the life of the pupils and school beyond the academic day, including active participation in the academic enrichment and co-curricular programmes.