



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
Mr Duncan Grey

Student Support Services - Primary Learning Support Coordinator

Job Description

Reports to	The Deputy Principal, Head of Primary (or designated member of the Primary Leadership Team)
Responsibilities	To lead the development of school policies, practices and procedures related to learning support ensuring they meet the needs of individual students To manage and effectively deploy learning support staff and demonstrate best practice in teaching and learning

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 Languages (EAL), Medical and Healthcare, and Learning Support (LS). The Primary Learning Support Coordinator 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 Primary Learning Support Coordinator leads, coordinates, and delivers targeted learning support programs aimed at raising the attainment of students on the Register of Need. This role involves working closely with students, teachers, parents and external agencies to ensure an inclusive, supportive, and enriching learning environment for all students. The Primary Learning Support Coordinator is responsible for managing the Learning Support team and ensuring seamless communication with all stakeholders.

Key Areas of Responsibility

Individual Needs

- Lead the development of school policies, practices and procedures related to learning support
- In collaboration with the Secondary Learning Support Coordinator, lead and manage whole school approaches and ensure vertical alignment within Learning Support
- Lead and monitor our learning support provision, ensuring it meets the needs of students on our Register of Need.
- Implement and promote a Response to Intervention (RTI) model, addressing teacher concerns and facilitating support requests.
- Maintain and update Student Learner Profiles, tracking individual challenges and appropriate support strategies.
- Build processes by which parents are included as partners.
- Oversee provision for students who have a one to one LSTA, through the Team Around the Child (TAC) plan.
- Coordinate assessments for identified students, writing and communicating reports to parents and staff
- Monitor quantitative and qualitative data available to evaluate the impact of chosen strategies on learning

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 demanding high standards of attainment and behaviour in all lessons
- Have a secure knowledge of the relevant curriculum areas, 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, both orally and through accurate marking, and encourage students to respond to the

feedback.

- Guide students to reflect on the progress they have made and their emerging needs
- Monitor individual student achievement and respond accordingly
- Communicate effectively with parents with regard to students' achievements and well-being.
- Have high expectations of behaviour, and establish a framework for adhering to the school's code of conduct
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

Emotional and Social Development:

- Provide support for students with emotional, behavioural, and social challenges, helping to develop their social skills and self-esteem.
- Facilitate peer interactions and small group activities to promote inclusion and community engagement.

Team Management, Collaboration and Communication:

- Manage and effectively deploy Learning Support teaching and support staff as well as financial and physical resources in order to support teaching and learning
- Line manage Learning Support teachers, Educational Assistants and Learning Support Teaching Assistants, ensuring professional growth and effective resource deployment.
- Support 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.
- Collaborate with other members of the Student Support Services team to create a holistic, student-centered support network.
- Support smooth transitions for students, especially from Year 6 to Year 7, through effective communication with parents and staff.

Wider School Involvement:

- Participate in school development planning and work with senior leadership to align Learning Support with broader school priorities. Contribute to the relevant sections of the school's evaluation and improvement documentation.
- Support the admissions process so that the school is able to identify to what extent it is able to meet the needs of the individual and make informed placement decisions.
- Contribute to extracurricular activities and school-wide duties

Other responsibilities:

- 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.
- 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		
Proven leadership in a learning support team.		✓
Knowledge and experience of UK and/or international curricula, their delivery and assessment.		✓
Experience of delivering the ASDAN programmes		✓
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 AEN.	✓	
Knowledge of current safeguarding child protection procedures	✓	
Skills and Abilities		
Ability to design and deliver engaging, innovative, and challenging lessons that foster academic excellence 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 pupils in the classroom.	✓	
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.	✓	

Benefits Package for Expatriate Teachers 2024-2025

- Initial 2-year contract. Renewable thereafter if mutually agreed.
- Starting salary as indicated on the Employment Contract (Adjustments are made according to experience and qualifications).
- School-subsidised part-furnished apartment in central Tokyo. Detailed conditions and regulations set out in the BST Policy document “Provision of School Accommodation.”
- Standard U.K. term dates (181 teaching day calendar), plus non-teaching days (up to 20 days).
- Annual Travel Allowance for you, your spouse and dependent children. 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.
- 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”).
- Freight allowance for personal effects (amounts and limitations set out in the BST Policy document “School Funded Freight”).
- Annual gratuity payment made in June of each academic year.
- Additional 5% of basic salary towards personal pension.
- Medical insurance cover through the Japanese national insurance system for you, your spouse and dependent children.
- Commutation allowance covering actual costs of daily journey to and from school.
- Japanese Pension system lump sum withdrawal – up to five years’ worth of contributions into the Japanese pension scheme are usually available as a lump sum payment when you leave Japan within 10 years (subject to conditions).