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1. Philosophy

Mission

Hiroshima International School will strive to engender in students a will to achieve academic excellence and personal integrity within an environment that fosters a love of learning, sensitivity to other cultures, and a lifelong commitment to world peace.

Vision

To ensure that our students are prepared for further education, fulfilling careers, and outstanding citizenship anywhere in the world.

Guiding Philosophy

1. To provide a world-class education through effective and innovative teaching based on the principles and objectives of the International Baccalaureate Organisation.
2. To provide our students with essential skills, knowledge and techniques and with opportunities to apply them.
3. To provide a safe, supportive and positive learning environment that meets the needs of each student.
4. To provide opportunities for students to work both independently and collaboratively with the goal of helping them to learn to solve problems, meet challenges and develop a respect for the aspirations and perspectives of others.
5. To provide a truly international education that enables children to play a full and active role as global citizens and leaders.
6. To take full advantage of the possibilities for enrichment afforded by the cultural and linguistic setting of Hiroshima, Japan.
7. To provide opportunities for students to foster a commitment to world peace based on a spirit of mutual understanding and cultural respect.
8. To provide an educational programme where English is the main language of instruction which includes an extensive programme of classes in English as a Foreign Language and English as a Second Language.
9. To recruit and retain faculty and staff of the highest quality and to encourage their continued professional development.
10. To foster a sense of community among students, parents, faculty, administration and Board based upon open communication, mutual respect, cooperation and concern.

2. Introduction

Hiroshima International School (HIS), established in 1962, is a private, nonsectarian, co-educational day school which offers an educational programme to both native and second language English speakers. It is a non-profit making foundation, officially recognized as *Gakko Hojin* by the Hiroshima Prefecture. HIS is a member of the Japan Council of International Schools (JCIS) and the Council of International Schools (CIS). The school was last accredited in 2003 by the Council of International Schools (CIS) and by the New England Association of Schools and Colleges (NEASC). It successfully completed its Five-Year review in 2008 and so the next full accreditation will take place in 2013. HIS gained authorisation to offer the Primary Years Programme (PYP) and the Diploma Programme (DP) of the International Baccalaureate Organisation in 2005, and authorisation to offer Cambridge University's IGCSE courses in Grades 9 and 10 was gained in 2007.

The school is located on the outskirts of Hiroshima at Koyo. It is a spacious two-story facility purpose-built in 1986. Additional classrooms were added in 2005 and 2007. A fleet of mid-sized buses transports students to and from school.

Students at HIS come from a wide variety of backgrounds. Approximately 35% are Japanese – though a few are 'returnees', having lived and attended school abroad. About 15% are Korean. About 30% have parents of different nationalities (usually Japanese + another) and the rest come from almost twenty countries. We pride ourselves on being truly international.

Not many of our students speak English as their first language. Indeed, some enter the school with very little English. An ESL programme is, of course, provided but all teaching staff are expected to be teachers of English.

All teachers are all fully-qualified in their own country and are either English native speakers or are bilingual Japanese. They come from Australia, Canada, Japan, New Zealand, the UK and the USA. This diversity is important to us as we endeavour (or even endeavor) not to be 'too British' or 'too American'.

English is the language of instruction throughout the school. All students are taught Japanese by qualified Japanese teachers.

3. Governance

The school is defined by, and must adhere to the contents of, its **Act of Endowment**. This exists in Japanese. An English translation is available but the Japanese version always takes precedence.

By-laws further detail the operation and practices of the school and its two Boards.

A **Board Policy Manual** exists to codify the operational policies of the school.

As a *Gakko Hojin* HIS is required to have two Boards. The **Board of Trustees** ('BoT') comprises up to 30 Members elected from or nominated by different HIS constituencies. Four Members of the BoT are elected by the staff of HIS. The BoT meets three or four times a year.

The Board of Directors ('BoD') comprises 10 Members, some elected by the BoT and some elected directly by the existing Members of the BoD. It meets monthly during the school year and is the body which most closely equates to the 'Board' in other systems.

The Chair of the BoD is the Director General. Under Japanese law, he or she is the ultimate 'Head' of the organisation.

The Principal is a full voting Member of the Board of Directors.

4. Address

Hiroshima International School
3-49-1 Kurakake
Asakita-ku
Hiroshima 739-1743
Japan

広島インターナショナルスクール
〒739-1743
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Tel. 082 843 4111
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from outside Japan : +81 82 843 4111
from outside Japan : +81 82 843 6399

e-mail : hisadmin@hiroshima-is.ac.jp

website : www.hiroshima-is.ac.jp

5. Office Staff

Steve Asada	Custodian
Yoko Hiraki	Staff Liaison & Japanese Language Programme (JLP)
Yuko Makio	School Secretary
Eisuke Tsuyama	Accountant

6. Administration

Peter MacKenzie	Principal
Mika Solvie	Operations Manager & English Language Programme (ELP)

7. Office Hours

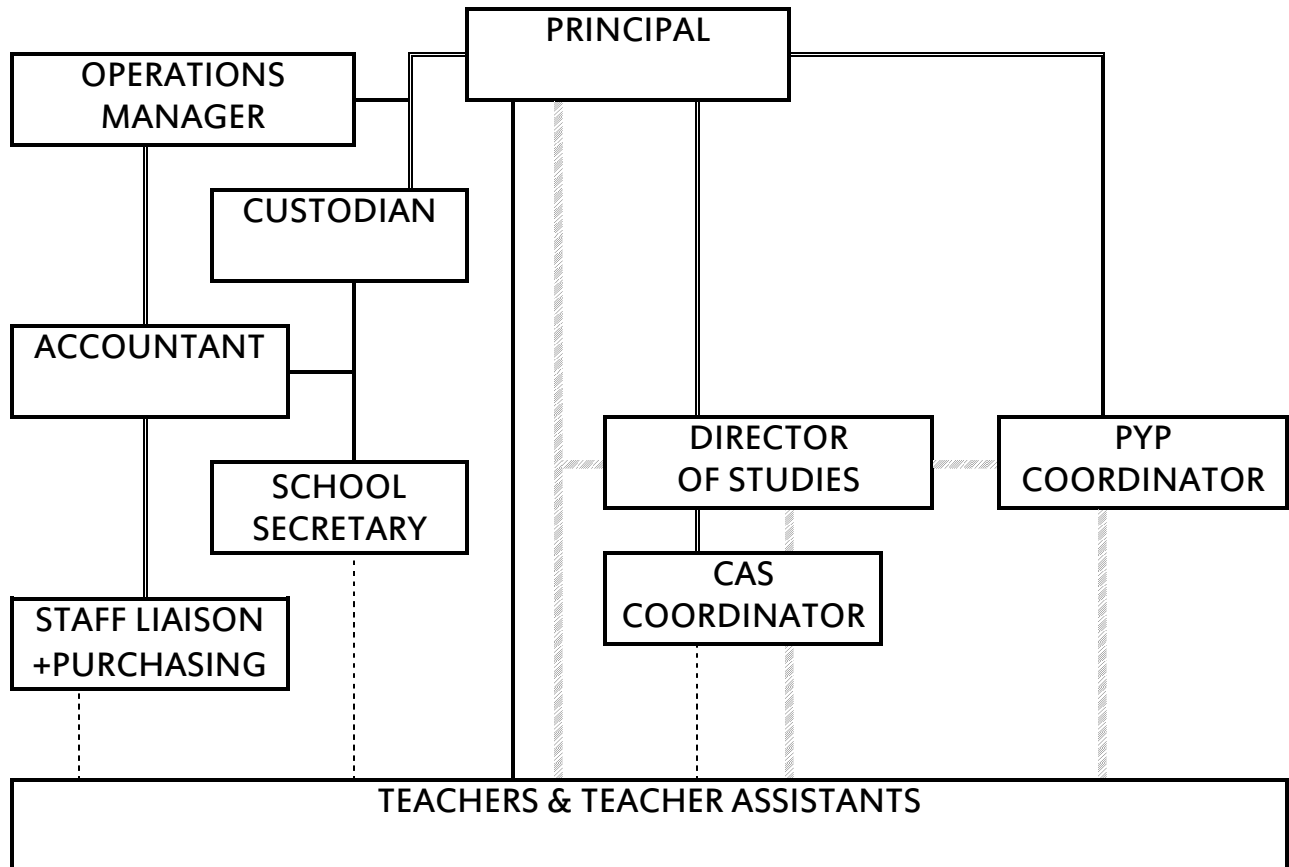
During term time the School Office is open from 8am to 6pm.

During holidays it is open 9am to 4pm.

The School Office is normally closed at weekends and on public holidays.

8. Organisational Chart

HIROSHIMA INTERNATIONAL SCHOOL DAY SCHOOL ADMINISTRATIVE STRUCTURE AUGUST 2010



key	—	management & administration	- - -	lines of communication	+	educational dialogue
	+		+		+	

9. Teaching Staff

NAME	PRINCIPAL TEACHING RESPONSIBILITY	ALSO TEACHES	COORDINATES
MacKENZIE, Peter	Principal	ToK	
BARKER, Nigel	IT	Chemistry	IT
BARNFATHER, Clare	Pre-1 & Grade 1		
BARTELINK, Wayne	Grades 2 & 3		
BAXENDALE, Jemma	PE	Humanities	Health Library
DANIEL, Ryoko	Teacher Assistant (Pre-1 & G1)		
DU PUY, Noelle	English & Humanities		
FOSTER, Michèle	Grades 2 & 3		
GREENSMITH, Jennifer	English		
HARADA, Hitomi	Teacher Assistant (EC)		
HEARSUM, Charles	History		Director of Studies
KIRIAKE, Mika	Japanese		
MIYAGI, Tamako	Japanese		
QUATTLEBAUM, Lisa	Art		
SASAHARA, Shinobu	ESL		
SIDES, Julia	Grades 4 & 5		
SIDES, Matt	Mathematics & Science		PYP & CAS
SMYTH, Steve	Mathematics		
TOKUNAGA, Takako	Music		
TRIVINO, Stuart	Biology & Science		
YANAGI, Yoko	Japanese		
YOSHITAKE, Masayo	Early Childhood		

PRIMARY SCHOOL CLASS TEACHERS

Early Childhood (EC)	Masayo Yoshitake
Pre-1 & Grade 1	Clare Barnfather
Grades 2 & 3	Wayne Bartelink & Michèle Foster
Grades 4 & 5	Julia Sides

SECONDARY SCHOOL HOMEROOM TEACHERS

Grade 6	Noelle Du Puy
Grade 7	Shinobu Sasahara
Grade 8	Jemma Baxendale
Grades 9 & 10	Stuart Trivino
Grade 11	Steve Smyth
Grade 12	Jennifer Greensmith

10. The School Calendar 2010-2011

*Note that this calendar is correct at the time of going to print but that changes may occur.
Please check the school website for the most current version.*

	M	T	W	T	F	S	S		
August	9	10	11	12	13	14	15		
2010	16	17	18	19	20	21	22	17 th August	Orientation for all teachers
	23	24	25	26	27	28	29	24 th August	Start of School Year
	30	31							
September			1	2	3	4	5		
2010	6	7	8	9	10	11	12	7 th September	Open Evening
	13	14	15	16	17	18	19		
	20	21	22	23	24	25	26		(20 th - National holiday)
	27	28	29	30				23 rd September	Professional Development Day #1 (National holiday)
October					1	2	3		
2010	4	5	6	7	8	9	10	8 th October	Interim Reports
	11	12	13	14	15	16	17	11 th October	PYP Sports Day (National holiday)
	18	19	20	21	22	23	24	15 th October	Break after 36 teaching days
	25	26	27	28	29	30	31		
November	1	2	3	4	5	6	7	3 rd November	Peace Marathon (National holiday)
2010	8	9	10	11	12	13	14		
	15	16	17	18	19	20	21		
	22	23	24	25	26	27	28	23 rd November	Parent-Teacher Conferences (National holiday)
	29	30							
December			1	2	3	4	5		
2010	6	7	8	9	10	11	12		
	13	14	15	16	17	18	19	16 th December	Festive Eve
	20	21	22	23	24	25	26	17 th December	Break after 38 teaching days
January	27	28	29	30	31	1	2		
2011	3	4	5	6	7	8	9		
	10	11	12	13	14	15	16		(10 th - National holiday)
	17	18	19	20	21	22	23	20 th - 26 th January	Exam Week Grades 6-12
	24	25	26	27	28	29	30	28 th January	1 st Semester Reports (PYP)
	31								
February		1	2	3	4	5	6	7 th February	1 st Semester Reports (G6-12)
2011	7	8	9	10	11	12	13	11 th February	Professional Development Day #2 (National holiday)
	14	15	16	17	18	19	20		
	21	22	23	24	25	26	27	25 th February	Break after 33 teaching days
	28								
March		1	2	3	4	5	6		
2011	7	8	9	10	11	12	13		
	14	15	16	17	18	19	20		
	21	22	23	24	25	26	27		(2 ^{1st} - National holiday)
	28	29	30	31					
April					1	2	3	1 st April	Interim Reports
2011	4	5	6	7	8	9	10	6 th April	Parent-Teacher Conferences (G6-12)
	11	12	13	14	15	16	17		
	18	19	20	21	22	23	24	22 nd April	Earth Day
	25	26	27	28	29	30		28 th April	Break after 38 teaching days
May						1		29 th April - 6 th May	Golden Week
2011	2	3	4	5	6	7	8	3 rd May - 19 th May	IB Diploma Exams
	9	10	11	12	13	14	15		
	16	17	18	19	20	21	22	21 st May	IB Diploma Graduation
	23	24	25	26	27	28	29		Spring Concert
	30	31							
June			1	2	3	4	5	7 th June	PYP Student-led Portfolio Conferences
2011	6	7	8	9	10	11	12	10 th June	Grade 5 PYP Graduation
	13	14	15	16	17	18	19	14 th - 17 th June	Exam Week Grades 6-12
	20	21	22	23	24	25	26	24 th June	2 nd Semester Reports
	27	28	29	30				24 th June	Break after 35 teaching days

11. Employee Expectations

The following is taken from the HIS Board Policy Manual Section 5.11.2

Employee Expectations

Employees shall embrace the school's Mission/Vision Statement and enthusiastically work toward achieving the school's guiding philosophy, one year development plan and three year strategic plan.

Employees shall understand their role in the school and carry out duties as stated in their contract, job description and the HIS policies.

Employees shall guide children in the pursuit of knowledge, skills, appreciation, understanding and attitudes that will help them become well-adjusted individuals in accordance with the school's guiding philosophy.

Employees shall be responsible for the understanding and execution of all policies of the Board of Directors relative to employees and students.

Employees shall, insofar as possible, assume responsibility for the safeguarding and protection of all school and personal property within the school.

Employees shall strive to be fair and impartial in all relations with students regardless of race, colour, creed, gender or sexual orientation, economic situation, or social characteristics.

Employees shall hold confidential information regarding the student/school in the strictest confidence, utilizing it only in consultation with persons or agencies authorized by the Principal.

Employees shall require and assume the responsibility for the decent and dignified behaviour of all students without resorting to use of overt actions, except where necessary for the safety and welfare of the students and teacher.

Employees shall assume the responsibility for the guidance of children in their neatness, personal appearance, cleanliness and mode of dress within the school or during school events.

Employees shall guide the students in keeping the classroom and school grounds neat, clean and orderly in appearance, and shall ensure that required standards of health and hygiene within the school are met.

Employees shall be responsible for the supervision of adequate fire drills and emergency evacuation drills of the children within the classroom.

Employees shall conduct employee-to-employee and employee-to-community communication in a precise, honest, fair and positive manner. (Condescending/destructive communication about other staff members, administration, parents, students or the school will not be tolerated – every effort will be made to resolve issues first with the individual in question and then, if the issue is still not resolved, with the Principal).

Employees will report to the office/Principal when leaving the HIS campus during school hours.

Section B : The Day School (*)

(*) HIS offers both Japanese- and English-Language Programmes (JLP & ELP) to fee-paying customers from the Hiroshima community. These operate both within the premises at Koyo and in customers' own homes.

However, the reason HIS exists is the 'Day School' – the "K-12" (3-18 years old) school for expatriate and local children. So, reference to 'the school' hereafter is to the Day School.

B 1. 'Primary' & 'Secondary'

There are two divisions: the Primary (Elementary) School for students up to Grade 5 and the Secondary School for students in Grade 6 and above. Although the terms 'Middle School' (Grades 6 to 8) and 'High School' (Grades 9 to 12) are sometimes used, HIS is too small for there to be any significant differences between them.

B 2. The Primary Years Programme

The curriculum throughout the Primary School is based on the International Baccalaureate Organisation (IBO) Primary Years Programme (PYP). Although its roots go back to the early 1990s, the PYP was formally launched by the IBO in 1997. In August 2010 HIS was one of 704 schools worldwide and one of 9 in Japan authorised to offer the PYP. The number of PYP schools worldwide is growing by more than 30% a year.

Like all of the programmes of the IBO, the PYP is not rooted in any one national educational tradition or culture. It aims to offer an international education for international students. The taught curriculum of course places emphasis on the core skills of literacy, numeracy, creativity, and social and physical development but students take a more active role in their own learning than is sometimes the case elsewhere.

Parents unfamiliar with the PYP are invited to information sessions during the year and are welcome to observe classes at any time (though we do ask them to make an appointment first).

The school actively recruits teachers with previous PYP experience and invests in their continuing professional development through attendance at PYP workshops and conferences where they can meet and interact with PYP teachers from other schools.

HIS was authorised to offer the PYP in 2005 and was most recently evaluated in June 2008.

B 3. IGCSE – the International General Certificate of Secondary Education

In Grades 9 and 10 students are preparing for IGCSE examinations. These are taken at the end of Grade 10. HIS gained authorisation to offer IGCSEs in 2007.

B 4. IBDP – the International Baccalaureate Diploma

The curriculum in Grades 11 and 12 is based on the International Baccalaureate Organisation (IBO) Diploma Programme (DP). This programme is forty years old and HIS is one of 2,180 schools worldwide and one of 14 in Japan authorised to offer it.

The IB Diploma is recognised as a university entrance qualification in more than 150 countries.

The school actively recruits teachers with previous IB experience and invests in their continuing professional development through attendance at appropriate workshops and conferences where they can meet and interact with Diploma teachers from other schools.

The school was authorised to offer the IB Diploma in 2005 and was last formally evaluated in 2010.

Four current HIS teachers are examiners for the IBO.

B 5. Grades

The Early Childhood class ('EC3 & EC4') is for children aged 3 to 5.

'Pre-1' (formerly 'Kindergarten') is for children aged 5 to 6.

Thereafter, we use the US Grade system from Grade 1 to Grade 12.

B 6. Admission

Students entering EC3 must have reached their third birthday by 1st September.

Students entering EC4 must have reached their fourth birthday by 1st September.

Students entering Pre-1 must have reached their fifth birthday by 1st September.

Students entering Grade 1 must have reached their sixth birthday by 1st September.

Admission to subsequent Grades is dependent on the satisfactory completion of the previous one.

B 7. Multi-Age Classes

HIS has a policy of multi-age classes in the Primary School. For an explanation of this, please see the document "Multi-Age Classes" which is available on the school website or in the School Office.

B 8. PYP Class Teachers and Assistants

Each PYP class has a Class Teacher. In the EC and Pre-1 / Grade 1 classes there are also bilingual teacher assistants.

B 9. Class Size

The maximum class size for EC is 15.

For all other Primary School classes the maximum is 20.

The maximum class size in Grades 6 to 10 is 20.

Subject class sizes in Grades 11 and 12 will not exceed 15.

B 10. The School Day

Classes start at 9am and finish at 3.20pm.

Primary School children have a morning break from 10.45 till 11.00 and their lunch break is 12.15 to 1.05. Snacks and other breaks are taken at the Class Teacher's discretion. All breaks and recess times are supervised by teachers.

Secondary School students have a morning break from 10.30 till 10.45 and their lunch break is 1.00 to 1.50. All breaks and recess times are supervised by teachers.

B 11. Teaching Periods

The school day is mostly divided into units of 45 minutes. Obviously, there is greater flexibility within Primary classes but single-subject teachers and teachers in the Secondary School follow a pattern of 7 x 45 minute periods a day. There are no bells between classes and no 'passing time'.

B 12. Lunch & Snacks

The school does not provide lunches. Students need to bring a packed lunch each day. In the Primary School, these are eaten in the classroom under the supervision of the Class Teacher. The school encourages healthy eating and discourages foods high in fats, sugars or artificial ingredients.

B 13. Lateness

Students are expected to be in school by 8.50am. Students who arrive after 9am must report to the School Office and fill in a Late Arrival form which must be signed by the Principal.

B 14. Leaving School Premises

Between 9am and 3.30pm Secondary students only may leave school premises with the prior approval of the Principal.

B 15. Books and Supplies

The school provides all text books, teaching materials and educational resources. These are included in school fees. In many cases, however, these books are on loan to students. In other words, they must be returned at the end of the year (or end of unit) and must be paid for if they are lost or damaged.

Additional charges, however, may be made for exceptional events such as visits to exhibitions or sporting or cultural events.

B 16. English as a Second Language

The school employs a full-time, qualified and experienced teacher of English as a Second Language (ESL). Some students are withdrawn from regular classes for specific ESL support while others are assisted through in-class support.

B 17. PYP Single-subject ('Specialist') Teachers

In the Primary School Japanese, Music, Information Technology and Physical Education are taught by specialists. Other subjects are taught by the Class Teacher.

B 18. Reports

The school reports to parents on average every seven weeks. There are two full, formal written reports issued at the end of each semester. Briefer 'interim' reports are also issued twice a year and are intended to flag concerns. There are two parent-teacher conference days, one in November (for all Grades), one in April (for Grades 6 to 12), and one in June (for PYP Grades) which is a student-led PYP Portfolio conference. There is also an Open Evening in September and numerous other occasions throughout the year when parents are invited and encouraged to visit the school and see what their children are doing. At other times parents are welcome to arrange individual meetings with their child's teachers by prior appointment.

B 19. Homework

In the Primary School homework is set as appropriate in order to:

- develop motivation;
- develop children's initiative and sense of responsibility;
- help children understand that formal learning can take place outside the school;
- reinforce skills, concepts, knowledge and attitudes taught in the classroom.

From Grade 2 (and for some children earlier) the class teacher will assign homework to students on most evenings, according to the child's level. In addition, all PYP students are expected to read regularly at home.

Homework is an essential part of the academic programme in the Secondary School and it is required of all students. In addition to reinforcing the skills the student has been taught in the classroom, homework provides the student with time for consolidation and reflection on classroom work. The following chart should give some broad guidelines for the amount of time students are expected to be engaged in homework.

Grade	Hours per Day
6	1-2
7	1-2
8	2
9	2-3
10	2-3
11	3-5
12	3-5

It is the responsibility of all students to maintain a homework diary, in which they write down homework assignments, and to complete assignments by the deadlines set by the teacher. Students may be required to re-do homework if it is not done to the required standard. For all students the meeting of deadlines is a vital skill they have to learn.

Parents are discouraged from taking their children on vacation during term-time. The school is under no obligation to give additional homework to students in the case of private/personal trips.

B 20. Field Trips

Field Trips are an integral part of the school's PYP programme and it is important that all students participate. Much classroom work will be devoted to preparing for a trip and then following it up. Information about Field Trips must always be sent home in advance.

The school policy is that such trips must be staffed on the basis of one adult per ten students. In the case of the Early Childhood class we require one adult per five children. Consequently, parents are often asked to accompany some trips. In all cases parent chaperones must:

- Remain with the assigned group at all times;
- Not bring other children without first clearing it with the teacher in charge;
- Be sure they know what the teacher requires of them on the day.

All Field Trips – in both the Primary and Secondary Schools – must be approved in writing by the Principal or Vice Principal at least one week prior to the event.

B 21. Honor Roll

Twice a year – when Semester Reports are issued – Secondary School students whose work has been consistently impressive are rewarded by appearing on the Honor Roll.

To earn a place on the Honor Roll students must gain at least five grades of 6 or better and no grade below a 5. Students who achieve a grade of 6 or 7 in every subject earn a Distinction.

B 22. Grading in the Secondary School

In the Secondary School the IB grading system of 1 – 7 is used on reports and elsewhere. The grades should be interpreted as follows.

1	Very Poor	Minimal achievement in terms of the objectives.
2	Poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
3	Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	Satisfactory	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	Very Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
7	Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

B 23. High School Graduation Requirements

Students completing Grade 12 should normally be eligible for a High School Diploma. Students who did not attend HIS for all of Grades 9 to 10 will ordinarily gain credit for courses taken in their previous schools.

A minimum of 22 credits is necessary to graduate. These must include:

- 4 x English;
- 3 x Science, Humanities (Social Studies), Mathematics, Foreign Language;
- 1 x PE, IT;
- 1 x Art or Music;
- 3 x Electives.

B 24. Guidance and University Entrance

College Counselling is currently done by subject staff. HIS is a Centre for PSAT and SAT tests.

B 25. Uniform

Students are not required to wear uniform. However, blue HIS T-shirts must be worn for PE lessons and may be worn at other times.

B 26. PTA

There is an active PTA which raises funds for the school, assists at school events, and helps to promote HIS within the community. PTA meetings are held every two months at school.

B 27. Weekly Newsletter & Blogs

Each Friday we issue a newsletter ("The Crane") with important news for the upcoming weeks. Newsletters are also posted on the school's website. Class and subject teachers also write regular blogs on the school website.

B 28. PA System

There is a PA system in the main building. The microphone is in the School Office. The system should be used sparingly to avoid disruption to classes. All use of the PA system (except in emergencies) must be cleared with the Principal or Vice Principal.

B 29. Varieties of English

HIS is an international school, not an 'American' school or a 'British' school. Any recognised variety of English is acceptable but use must be consistent.

B 30. Smoking, Alcohol and other Drugs

Students caught possessing, using or distributing cigarettes, alcohol or other drugs on school premises, while travelling to or from school, at school events off campus, or on school fieldtrips will suffer disciplinary consequences which may include the withdrawal of privileges, suspension or permanent exclusion from the school.

B 31. Fire & Earthquake Drills

All students and school employees regularly practise the emergency procedures to be followed in the event of a fire or an earthquake.

B 32. Lost & Found

The School Office will keep items of clothing and other lost articles. If items are not claimed within a reasonable time they will be disposed of.

B 33. Mobile Phones

Students may bring mobile phones to school. However, they must be switched off during classes and in the library. Failure to do this will result in the phone being confiscated.

Section C : Teaching at HIS

C 1. Teaching Days & PD Days

The school aims to deliver 180 days of instruction to students between late August and late June. This includes the two Parent-Teacher Conference days. Three more days are scheduled throughout the year for staff professional development. Students have no classes on these days but all teaching staff are expected to attend. Lastly, there is an induction and orientation week each year prior to the opening of school which, again, all staff are expected to attend.

The school does try to observe Japanese public holidays when possible. However, it can happen that what is officially a public holiday is a normal school day at HIS or that the opportunity is taken to schedule a PD Day. During the year numerous events are staged at the school in the evenings or at weekends. Staff attendance is not compulsory but volunteers are always welcome.

C 2. The Working Day

Contractual hours for full-time teachers are 8.20am to 4pm, Monday to Friday. Full-time teaching staff are expected to be in school between these times even if they have no class to teach. If you do need to leave school for whatever reason please inform the Principal in advance.

Office Staff work for 40 hours per week according to their duties and contracts.

C 3. Staff Illness

If you are ill and unable to come to work please inform the Principal as soon as possible and, if at all possible, send by any appropriate means cover work for your classes.

C 4. Daily Bulletin

A Daily Bulletin is posted in the Staff Room each day to advise or remind staff of events. Please check it as soon as you arrive at school.

C 5. Staff Trays ("Pigeon Holes")

There is a tray for each member of the staff in the Staff Room. Please check it regularly. (And please EMPTY it regularly!)

C 6. E-mail

The school administration and many of your colleagues use e-mail to disseminate information and solicit input. If you are not already in the habit of doing so, please get used to checking your e-mails frequently. Note that the school administration will only use your HIS address: xxxxxxxx@hiroshima-is.ac.jp.

C 7. Staff Dress Code

It is expected that teaching staff will dress in a manner which reflects the dignity of their profession. Men should not wear shorts (other than when teaching PE). All staff should wear clothes which are smart, clean and conservative. Men who are not bearded should shave daily.

C 8. Personal Days

Full-time teaching staff are entitled to two Personal Days per school year. These must be requested in writing as far in advance of the absence as possible. Personal Days exist to allow staff to attend to important matters (such as visiting your consulate or attending to legal or financial affairs). It is not appropriate or professional to use them for social or entertainment purposes.

C 9. Staff Meetings

The usual day for Staff Meetings is Tuesday. Other meetings may be called by the administration as and when necessary. The Tuesday meetings rotate between PYP meetings, Secondary School meetings and Whole School meetings according to a published schedule. Note that PYP meetings are for all staff who work within the PYP and not just for PYP class teachers.

C 10. Substitution (“Cover”)

The school maintains a (short) list of suitable substitute teachers and calls them in when possible. But it can happen that no substitute is available and that HIS teachers are required to cover a class for an absent colleague.

Cover/substitution is arranged by the Principal. An attempt is made to recognise those who have particularly heavy teaching obligations and to distribute such duties accordingly.

C 11. Private Tutoring of Students

Ordinarily, current HIS teaching staff are not permitted to tutor (privately and for pay) any HIS student.

C 12. Examination Invigilation (“Proctoring”)

Secondary School teachers are expected to invigilate (proctor) both internal and external examinations in strict accordance with published regulations. Invigilation will be assigned by the Principal and/or the Director of Studies.

C 13. Smoking

Smoking is not permitted within the school premises at any time.

C 14. Duties

All teachers are required to share in the supervision of students according to a schedule prepared and published by the Principal. Note that teachers must be outdoors with the students in order to supervise them properly.

C 15. Mobile Phones

Staff should not make or receive calls while teaching.

C 16. Appraisal

All teaching staff are entitled and should expect to be formally appraised by the Principal annually. A separate document exists which outlines the Appraisal process at HIS.

C 17. School Keys

All staff have a school key which will open the main school door and most internal doors. The school key does not give access to the School Office or the office of the Principal.

The two annexes have different keys. Copies of these are kept in the Main Office.

C 18. School Vehicles

The school owns a saloon car and a small minibus. Staff may use these on approved school business. They must be booked through the School Office and the keys must be signed out and back in. Every attempt must be made to keep the vehicles clean and in good working order. Please do not return a vehicle with an almost empty tank. Buy fuel as necessary and get reimbursed from the Accountant by submitting a receipt.

Please note that traffic violations (such as speeding or parking tickets) are the responsibility of the driver even when on school business.

C 19. Disputes and Grievances

The school is usually a pretty collegial place and disputes between staff are uncommon. But, as in any school, they are inevitable from time to time.

In the event of a disagreement with a colleague – be it professional or personal – please observe the following.

- * Please make every effort to settle the dispute directly with the other colleague.
- * If, after talking to the other party, you are still dissatisfied then please take your complaint to the Principal.
- * Please do not grumble or complain to other colleagues instead of bringing your grievance to the attention of the co-worker(s) in question or, if necessary, the Principal.
- * Please do not take your grievance to an individual Board Member. He or she will only refer it back to the Principal.
- * Under no circumstances attempt to enlist the sympathy or support of parents or students. Such action is likely to damage the school and you may be exposing yourself to disciplinary action.
- * If your dispute is with the Principal then you have every right to take your complaint to the Chair of the Board of Directors.

As a general rule, when differences of opinion occur, try to take actions which will make the situation 'better', not 'worse'. Thank you!

Section D : FAQs

If you have a query about...	...please see:
* Your pay slip	Eisuke
* Tax	Eisuke
* Your visa	Yoko
* Getting a Japanese driving license	Yoko
* Your contract	Peter
* Your accommodation (maintenance)	Yoko
* Your accommodation (bills)	Yoko
* Your accommodation (other)	Yoko
* Home leave / flights	Peter
* Shipping allowance	Peter
* Health insurance	Peter
* Japanese lessons	Yoko
* School maintenance	Mika
* Purchasing (educational materials)	Yoko
* Class/subject budgets	Peter
* Transport (school)	Mika
* Transport (CMC)	Makkie
* Furniture (school & housing)	Mika
* Field Trips	Peter

Section E : Job Descriptions

SECTION E: JOB DESCRIPTIONS

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E1**TEACHER**

Teacher (Day School)

Job Description (revised October 2008)

1. OVERVIEW

- 1.1** Teachers for the Day School are appointed by the Principal.
- 1.2** 'Teacher' here includes full- and part-time teachers, local and overseas hired teachers, class teachers, and subject specialists; in short, all those charged with delivering the school's formal curriculum.
- 1.3** All teachers employed by the school have professional responsibilities to their students, to themselves, to the institution, to their colleagues and to the wider school community.

2. EXPECTATIONS

As an educational professional working in a K-12 international school, it is expected that a teacher will:

- 2.1** demonstrate an explicit commitment to the philosophy and vision of the school as determined by the Board of Directors;
- 2.2** be familiar with the operational practices and expectations of the school;
- 2.3** adhere to the school policies and guidelines published in the Staff Handbook and elsewhere;
- 2.4** respect and treat all students equally;
- 2.5** work collaboratively and constructively with colleagues;
- 2.6** conduct themselves with decorum;
- 2.7** respect confidentiality;
- 2.8** have a thorough and age-appropriate knowledge and understanding of skills and subjects taught;
- 2.9** keep abreast of relevant educational developments and research;
- 2.10** take full advantage of professional development opportunities;
- 2.11** use an appropriate variety of instructional and assessment practices and techniques;
- 2.12** establish and maintain an appropriate social, emotional, physical, and intellectual learning environment in which all students may succeed;
- 2.13** communicate effectively;
- 2.14** contribute to school life beyond classroom teaching;
- 2.15** exhibit and model a respect for the culture, language and beliefs of the school's host country, Japan.

3. DUTIES AND RESPONSIBILITIES

The duties and responsibilities of a teacher include:

- 3.1** ensuring the safety and wellbeing of students;
 - 3.2** attending school as required by contract and being punctual to classes;
 - 3.3** meeting internal and external deadlines;
 - 3.4** writing, compiling and producing both routine and extraordinary reports on students as required;
 - 3.5** meeting students' parents and guardians in person as required;
 - 3.6** bringing to the attention of the administration students with specific educational, behavioural or emotional needs;
 - 3.7** maintaining the appropriate appearance of teaching rooms for which they are responsible;
 - 3.8** accepting the collective responsibility of all school staff to maintain order and enforce school expectations regarding student behaviour;
 - 3.9** participating in the annual professional appraisal process;
 - 3.10** active participation in the creation, development and revision of the school's written curriculum;
 - 3.11** discharging effectively such supervisory duties as may be assigned by the school administration.
-

Principal

Job Description (revised April 2008)

1. OVERVIEW

- 1.1 The Principal is appointed by the Board of Directors.
- 1.2 The Principal is the Chief Executive Officer of Hiroshima International School.
- 1.3 The Principal bears the ultimate responsibility for the operational management of the school.

2. EXPECTATIONS

As the educational leader and operational head of the school, it is expected that the Principal will:

- 2.1 demonstrate an explicit commitment to the philosophy and vision of the school as determined by the Board of Directors;
- 2.2 exhibit a broad and deep understanding of school administration and management in an international context;
- 2.3 keep abreast of educational developments and research;
- 2.4 communicate effectively with all school constituencies;
- 2.5 serve as an effective ambassador for the school both locally and internationally;
- 2.6 ensure that the school's operations are based on ethical and professional standards;
- 2.7 maintain an effective working relationship with the Director General and Board of Directors based on mutual respect, trust, confidentiality and an understanding of the distinction between management and governance;
- 2.8 exhibit and model a respect for the culture, language and beliefs of the school's host country, Japan.

3. DUTIES AND RESPONSIBILITIES

The duties and responsibilities of the Principal include:

- 3.1 ensuring the safety and wellbeing of students and school employees;
- 3.2 ensuring that the curriculum and programmes used throughout the school meet the educational and developmental needs of the school's students;
- 3.3 reporting to the Board of Directors and Board of Trustees in writing and in person as required;
- 3.4 being a member of and participating in required Board committees;

- 3.5** advising the Director General and the Board of Directors as appropriate of significant developments, opportunities or challenges which may have an impact on the school;
 - 3.6** achieving the short- and long-term strategic goals as determined by the Board of Directors;
 - 3.7** the recruiting, managing and evaluating of all teaching and non-teaching staff;
 - 3.8** recommending to the Board the dismissal of teaching and non-teaching staff;
 - 3.9** appointing to required positions of responsibility within the school staff of appropriate skill and experience;
 - 3.10** the direction and deployment of teaching and non-teaching staff to best meet the needs of the school's operations;
 - 3.11** ensuring that the school operates and functions efficiently and effectively at all levels;
 - 3.12** ensuring that the school operates and functions in strict accordance with all pertinent Japanese laws;
 - 3.13** in close cooperation with the Business Manager, the preparation, management and monitoring of the annual financial budget;
 - 3.14** the preparation and publication of an annual academic calendar to ensure the effective delivery of the required number of instructional days;
 - 3.15** representing the school at educational and other appropriate events;
 - 3.16** maintaining the school's status as an institution accredited and authorised by recognised professional organisations.
-

Operations Manager

Job Description (effective: January 2009)

OVERVIEW

1. The Operations Manager is appointed by and reports to the Principal.
2. The Operations Manager manages and monitors the non-educational aspects of the school's operations and is a member of the senior management of the school.
3. The Operations Manager is the school's principal link to the community at local, city and prefectural levels.
4. The Operations Manager must be fluent in Japanese and have excellent spoken and written English skills.

SPECIFIC DUTIES AND RESPONSIBILITIES

5. SCHOOL REPRESENTATION

- 5.1 As directed by the Principal, attend on behalf of the school administration such events and functions as may be necessary where the working language is Japanese.
- 5.2 Establish and maintain appropriate contacts with such official bodies (including but not limited to Hiroshima City and Prefecture) with whom HIS has dealings.
- 5.3 Inform the Principal as appropriate of legislation, initiatives, opportunities or queries arising from such contacts.
- 5.4 Ensure that the school and its two Boards comply with all city and prefectural regulations.

6. FACILITY

- 6.1 Develop and oversee an effective system of property and grounds maintenance and security.
- 6.2 Ensure that school premises are cleaned regularly and efficiently.
- 6.3 Manage the school's fleet of vehicles.
- 6.4 Manage such redecoration, renovation and reconstruction of the school premises as may be required.

7. GENERAL ADMINISTRATION

- 7.1 Advise and instruct the Principal as necessary regarding Japanese employment legislation and business practices.
- 7.2 Receive, open, forward or reply to all official mail written in Japanese as appropriate.

8. CONTRACT ADMINISTRATION

- 8.1 Negotiate, monitor and administer all business contracts entered into by the school including – but not limited to – transportation, housing for staff, facility maintenance and repair.
- 8.2 Identify and administer the most cost effective means of sourcing and, where necessary, importing supplies – educational and otherwise.
- 8.3 Ensure that the school and all its properties and assets are fully and appropriately insured.

9. FINANCIAL ADMINISTRATION

- 9.1 Check and approve all invoices for tuition.
- 9.2 Share with the Principal and Vice Principal the approval of petty cash reimbursements.
- 9.3 Assist the Principal and Accountant with the creation of the annual school budget.

10. TRANSLATION & INTERPRETATION

- 10.1 Serve as interpreter for the Principal and Vice Principal as necessary both at HIS and, when necessary, off campus.
- 10.2 Serve as translator of correspondence for the Principal and Vice Principal as necessary.

11. LEGAL AFFAIRS

- 11.1 Ensure that the school maintains compliance with all relevant corporate and labour legislation.
-

School Secretary

Job Description

(effective: January 2009)

OVERVIEW

1. The School Secretary is appointed by and reports to the Principal.
2. The School Secretary is a member of the HIS Office Staff and works alongside and in close cooperation with the School Accountant, the Staff Liaison Officer, the Purchasing Officer, the Operations Manager and the Managers of the ELP and JLP programmes.
3. The School Secretary must speak, read and write fluently both English and Japanese.
4. As a member of the administrative staff in a small school, the School Secretary is expected to support and, if necessary, substitute for his/her colleagues in the day-to-day operation of the School Office.

SPECIFIC DUTIES AND RESPONSIBILITIES

5. Records & Data Management

- 5.1 Process student admissions and withdrawals.
- 5.2 Maintain the school student electronic database.
- 5.3 Maintain student files.

6. Reception & Hospitality

- 6.1 Receive and welcome visitors to the school, escorting them to the appropriate staff member.
- 6.2 Make appointments for visitors, parents, contractors and all those with business to conduct at HIS.
- 6.3 Provide refreshments for visitors.
- 6.4 Attend to minor student injuries.
- 6.5 Order and maintain First Aid supplies including kits.

7. Communication

- 7.1 Receive, forward, distribute and reply to enquires and communications received by the school by telephone, e-mail, fax and any other electronic means.
- 7.2 Address, copy, file, mail and distribute letters, memos, incoming mail and other messages as necessary.
- 7.3 Distribute and deliver messages to staff throughout the school.

- 7.4 Make such bookings and reservations as the administrative and teaching staff of the school may require including (but not limited to) accommodation and travel (on legitimate and sanctioned school business), board & committee meetings, conferences and workshops.
- 7.5 Make such enquiries and bookings as may be requested and required by teaching staff in support of class outings, field trips, excursions and attendance at events.
- 7.6 Copy, distribute and mail school newsletters, brochures and other communications to parents.
- 7.7 Receive and send such parcels and packages as need to be sent by courier services.
- 7.8 Translate for the benefit of HIS staff between Japanese and English as necessary.

8. General Administration

- 8.1 Undertake such clerical and administrative tasks as may be assigned by the Principal or Vice Principal.
 - 8.2 Liaise and communicate with companies providing services to the school including (but not limited to) transport, heating and air-conditioning, off-campus services and photocopying services.
 - 8.3 Maintain, order and store office supplies.
-

E5**ACCOUNTANT**

Accountant

Job Description

(effective: January 2009)

1. OVERVIEW

- 1.1** The Accountant is appointed by and reports to the Principal.
- 1.2** The Accountant has overall responsibility for the day-to-day financial management of the school including (but not limited to) invoices, school fees, receipts, financial transfers, cash transactions and accounts.
- 1.3.** As a member of the administrative staff in a small school, the Accountant is expected to support and, if necessary, substitute for his/her colleagues in the day-to-day operation of the School Office.

2. SPECIFIC DUTIES AND RESPONSIBILITIES

- 2.1** Manage all HIS accounts, including bookkeeping.
- 2.2** Administer payroll for all school employees including all appropriate deductions. Present the monthly payroll to the Principal for checking and signing.
- 2.3** As a representative of HIS, liaise as appropriate with external agencies and authorities such as auditors, the prefecture, the labour bureau and the social security office to ensure that they are informed as necessary and the school is aware of all current financial regulations, obligations and opportunities.
- 2.4** Prepare regular reports for the Principal to include profit/loss, cash flow and current balance.
- 2.5** Attend Board meetings, Finance Committee meetings or school management meetings as required.
- 2.6** Bring to the attention of the Principal or Operations Manager any financial matters of interest or concern.
- 2.7** Advise the Principal on all financial matters including the preparation of financial reports and presentations.
- 2.7** Assist the Principal and Operations Manager with the production of the annual budget and with strategic financial planning.
- 2.8** Liaise with, advise and inform the Treasurer of the Board of Directors as appropriate.
- 2.9** Administer the bookkeeping of the English Language Programme (ELP), Japanese Language Programme (JLP) and HIS Summer School.
- 2.10** Administer and record all approved payments.
- 2.11** Administer and record all revenue invoicing. Submit tuition invoices to the Operations Manager for checking and signing.
- 2.12** Administer, maintain and reconcile all HIS banking and petty cash accounts.

- 2.13** Maintain an accurate record of debtors and report arrears to the Principal without delay.
 - 2.14** Ad hoc financial reporting as requested by the Principal.
-

E6**PURCHASING OFFICER**

Purchasing Officer

Job Description

(effective: January 2009)

OVERVIEW

1. The Purchasing Officer is responsible for all overseas and most local purchasing for Hiroshima International School. The incumbent reports to the Vice Principal.
2. The Purchasing Officer supports the work of the teachers by facilitating the purchase of educational supplies and equipment for the school.
3. As a member of the administrative staff in a small school, the Purchasing Officer is expected to support and, if necessary, substitute for his/her colleagues in the day-to-day operation of the School Office.

SPECIFIC DUTIES AND RESPONSIBILITIES

3. Overseas purchasing

- 3.1 Co-ordinate overseas order requests supplied by the teaching staff. Once approved by the Vice Principal orders are submitted to the school's approved consolidator.
- 3.2 Oversee the status of orders and advise teachers of any expected delays, out of stock items or errors in orders.
- 3.3 On receipt of orders, check off and distribute to teachers.
- 3.4 Report any missing or damaged items to the consolidator.

4. Local Orders

- 4.1 Apart for small or specialised purchases, the Purchasing Officer will be responsible for collating all local purchases. Once approved by the Vice Principal the Purchasing Officer will source the most appropriate items at the best price.
 - 4.2 On receipt of items purchased the Purchasing Officer will be responsible for checking the quality and quantity and if up to the desired standard disbursing to the teacher.
 - 4.3 The Purchasing Officer will be responsible for recommending payment to the supplier.
 - 4.4 The Purchasing Officer will maintain good relationships with suppliers of products to the School.
-

Staff Liaison Officer

Job Description (effective: January 2009)

OVERVIEW

1. The Staff Liaison Officer is appointed by and reports to the Principal.
2. On a day-to-day basis, the Staff Liaison Officer supports the expatriate teaching and administrative staff at HIS with particular reference to Japanese language, cultural and personal administrative issues.
3. As a member of the administrative staff in a small school, the Staff Liaison Officer is expected to support and, if necessary, substitute for his/her colleagues in the day-to-day operation of the School Office.

SPECIFIC DUTIES AND RESPONSIBILITIES

4. EXTERNAL LIAISONS

- 4.1 Liaise with the Hiroshima Immigration Office to gain and maintain a comprehensive understanding of all relevant aspects of the immigration process.
- 4.2 Advise the Principal if and when changes are made to immigration legislation or procedure.
- 4.3 Liaise with appropriate shipping agents to gain and maintain a comprehensive understanding of shipping arrangements and customs procedures.
- 4.4 Liaise with airlines and/or travel agents to keep abreast of transportation options into and out of Hiroshima.

5. RELOCATION & ORIENTATION

- 5.1 Liaise with incoming staff before their arrival in Japan.
- 5.2 Inform incoming staff of their obligations and responsibilities regarding visa requirements, immigration controls and similar matters.
- 5.3 Liaise between incoming staff and the school's preferred shipping agent to arrange shipping, customs clearance and delivery.
- 5.4 Assist incoming staff to obtain all appropriate visas and immigration papers.
- 5.5 Working with the Principal, discuss housing options with incoming staff and locate, inspect, and acquire appropriate accommodation within the assigned budget.
- 5.6 Working with the Principal, recommend and, where appropriate, book flights and arrange ground transportation for arriving staff.
- 5.7 Ensure that accommodation provided by HIS for incoming staff is clean, in full working order, and is appropriately equipped and furnished within current HIS guidelines.
- 5.8 Whenever possible, assist in meeting arriving staff and accompany them to their accommodation.

- 5.9 Assist new staff to complete immigration and registration processes.
- 5.10 Assist new staff to open a bank account, buy a car, acquire Internet and other similar tasks necessary for their smooth introduction to the country.
- 5.11 Give all appropriate assistance to departing staff with regard to shipping, transportation, vacating accommodation and informing the immigration authorities.
- 5.12 Inspect accommodation as soon as outgoing staff have departed to ensure that it is returned to its lessor in appropriate condition.
- 5.13 Make necessary arrangements to reclaim HIS property and arrangements for the appropriate storage of such property.

6. SCHOOL ASSETS

- 6.1 Create and maintain an accurate inventory of school assets including – but not limited to – furniture, electrical goods, air conditioning units, utensils and other items provided at the school’s expense for the use of HIS staff.
- 6.2 Advise the Principal as and when such items need to be replaced, added to or repaired.

7. GENERAL ADMINISTRATION

- 7.1 Undertake such additional administrative tasks as may be assigned by the Principal or Vice Principal.
-

IB PYP Coordinator

Job Description *(revised August 2009)*

1. OVERVIEW

- 1.1** The IB PYP Coordinator is appointed by the Principal.
- 1.2** The IB PYP Coordinator reports to and works collaboratively with the Teaching Vice Principal.
- 1.3** The IB PYP Coordinator is a crucial link between the school and the International Baccalaureate Organisation. He or she is expected to maintain a thorough understanding of all aspects of the PYP and actively to endorse and promote the principles which underpin it.

2. SPECIFIC DUTIES AND RESPONSIBILITIES

The IB PYP Coordinator is responsible for:

- 2.1** informing and advising the school administration regarding all aspects of the IB PYP programme;
- 2.2** maintaining regular contact with the IBO and assuming overall responsibility for administering, distributing, completing and returning all relevant documentation pertaining to the IB PYP programme;
- 2.3** leading the review, development and promotion of the PYP curriculum throughout the school;
- 2.4** leading the process of collaborative planning within the PYP;
- 2.5** ensuring that all internal PYP documentation is accurate, current and available to PYP teachers;
- 2.6** liaising with PYP Coordinators in Japan and throughout the IBAP region;
- 2.7** attending, as appropriate, meetings of the AIBSJK(*);
- 2.8** liaising with the school's webmaster to ensure that curriculum documents on the school's website are accurate, current and complete;
- 2.9** preparing PYP information booklets for parents;
- 2.10** organising, attending and leading such PYP information meetings for parents as are required;
- 2.11** organising and administering PYP staff attendance at appropriate workshops and conferences;
- 2.12** managing the annual PYP budget;
- 2.13** advising, informing, directing and assisting PYP teachers new to the programme or to the school;

- 2.14** attending appropriate IB Co-ordinators' Conferences and subsequently reporting back to the Principal and other relevant colleagues as necessary.

*Note that the **PYP Coordinator's Handbook** (published annually) contains valuable and often essential information about the role of the PYP Coordinator.*

(*) AIBSJK = Association of IB Schools in Japan and Korea

Director of Studies (Secondary)

Job Description (revised November 2007)

1. OVERVIEW

- 1.1 The Director of Studies is appointed by and reports to the Principal.
- 1.2 The Director of Studies is the school's **IB Diploma Coordinator** and **IGCSE Coordinator**. He or she is also expected to take the lead in developing an appropriate curriculum across Grades 6 to 8.

2. DUTIES AND RESPONSIBILITIES (IB DIPLOMA)

- 2.1 See the IB Diploma Coordinator Job Description.

3. DUTIES AND RESPONSIBILITIES (IGCSE)

- 3.1 See the IGCSE Coordinator Job Description.

4. OTHER DUTIES AND RESPONSIBILITIES

The Director of Studies is responsible for:

- 4.1 liaising with the PYP Coordinator regarding the articulation between the PYP and the curriculum in the Secondary School;
 - 4.2 informing the Principal of concerns or problems regarding the curriculum in Grades 6 to 12;
 - 4.3 liaising with the school's webmaster to ensure that curriculum documents on the school's website are accurate, current and complete;
 - 4.4 producing curriculum guides for parents;
 - 4.5 developing with subject specialists an appropriate and effective curriculum in Grades 6 to 8.
-

E10**IB DIPLOMA PROGRAMME COORDINATOR**

IB Diploma Coordinator

Job Description

(revised November 2007)

1. OVERVIEW

- 1.1** The IB Diploma Coordinator is appointed by and reports to the Principal.
- 1.2** The IB Diploma Coordinator is a crucial link between the school and the International Baccalaureate Organisation. He or she is expected to maintain a thorough understanding of all aspects of the IB Diploma programme and actively to endorse and promote the principles which underpin it.

2. SPECIFIC DUTIES AND RESPONSIBILITIES

The IB Diploma Coordinator is responsible for:

- 2.1** informing and advising the school administration regarding all aspects of the IB Diploma programme;
- 2.2** planning the IB Diploma programme in co-operation with the Principal;
- 2.3** administering and monitoring students' IB option choices;
- 2.4** maintaining accurate records of students' subject choices and academic programmes;
- 2.5** counselling students individually with regard to their academic, emotional and social development;
- 2.6** maintaining regular contact with the IBO and assuming overall responsibility for administering, distributing, completing and returning all relevant documentation pertaining to the IB Diploma programme;
- 2.7** supporting and advising teaching staff regarding the administration of the IB Diploma programme and ensuring that all coursework and examination requirements are met by the stipulated deadlines;
- 2.8** administering the IB Extended Essay component and ensuring that students have appropriate supervisors;
- 2.9** liaising with the CAS Co-ordinator to ensure that an appropriate programme is in place and is effectively implemented;
- 2.10** liaising, as appropriate, with the PYP and IGCSE Coordinators;
- 2.11** liaising with IBDP Coordinators in Japan and throughout the IBAP region;
- 2.12** attending, as appropriate, meetings of the AIBSJK(*);
- 2.13** drafting, issuing and administering the exam and invigilation timetables for the IB Diploma exams (including, when necessary, resits examinations);
- 2.14** drafting, issuing and administering the exam and invigilation timetables for 'mock' IB Diploma exams as required;

- 2.15** preparing IB Diploma information booklets for students and parents;
- 2.16** organising, attending and leading such IB information evenings as are required;
- 2.17** being available during the summer holiday to receive, distribute and, if necessary, query and challenge the IB Diploma results;
- 2.18** preparing an annual report for the administration and Board following each examination session;
- 2.19** attending at the school's expense the annual IB Co-ordinators' Conference and subsequently reporting back to the Principal and other relevant colleagues as necessary.

(*) AIBSJK = Association of IB Schools in Japan and Korea

E11**IGCSE COORDINATOR**

IGCSE Coordinator

Job Description (revised November 2007)

1. OVERVIEW

- 1.1** The IGCSE Coordinator is appointed by and reports to the Principal.
- 1.2** The IGCSE Coordinator is an essential link between the school and CIE. He or she is expected to maintain a thorough understanding of all aspects of the IGCSE programme.
- 1.3** The IGCSE programme is a crucial element in the preparation of students for the IB Diploma Programme in Grades 11 and 12. The IGCSE Coordinator is expected to be familiar with the demands and requirements of the IBDP.

2. SPECIFIC DUTIES AND RESPONSIBILITIES

The IGCSE Coordinator is responsible for:

- 2.1** informing and advising the school administration regarding all aspects of the IGCSE programme;
 - 2.2** planning the IGCSE programme in co-operation with the Principal;
 - 2.3** preparing IGCSE information booklets for students and parents;
 - 2.4** administering and monitoring students' IGCSE option choices (where applicable);
 - 2.5** maintaining accurate records of students' subject choices and academic programmes;
 - 2.6** maintaining regular contact with CIE and assuming overall responsibility for administering, distributing, completing and returning all relevant documentation pertaining to the IGCSE programme;
 - 2.7** supporting and advising teaching staff regarding the administration of the IGCSE programme and ensuring that all coursework and examination requirements are met by the stipulated deadlines;
 - 2.8** liaising, as appropriate, with the IBDP Coordinator;
 - 2.9** drafting, issuing and administering the exam and invigilation timetables for the IGCSE exams;
 - 2.10** drafting, issuing and administering the exam and invigilation timetables for 'mock' IGCSE exams as required;
 - 2.11** organising, attending and leading such IGCSE information evenings as are required;
 - 2.12** preparing an annual report for the administration and Board following each IGCSE examination session.
-

E12**PRINCIPAL ESL TEACHER**

ESL Teacher

Job Description *(revised April 2010)*

1. OVERVIEW

- 1.1** The ESL Teacher is appointed by and reports to the Principal.
- 1.2** The majority of students at HIS are not native speakers of English. Some arrive with very little English, either written or spoken. In this context, all teachers at HIS are teachers of ESL but there is a need for a specialist whose primary role is to deliver a structured programme of English instruction to those students with the greatest need.

2. EXPECTATIONS

It is expected that the ESL Teacher will:

- 2.1** be an appropriately qualified teacher of ESL with substantial experience of teaching children in an international context;
- 2.2** be familiar with current research and practice in the field of ESL teaching and second-language acquisition;
- 2.3** actively support mother-tongue maintenance for non-English speaking HIS students;
- 2.4** be prepared to plan, prepare and lead appropriate ESL professional development for HIS staff and information sessions for parents;
- 2.5** attend such ESL professional development opportunities as are available and within the school's budget;
- 2.6** liaise, as appropriate, with curriculum Coordinators and subject teachers;
- 2.7** promote and raise awareness of ESL issues throughout the School.

3. SPECIFIC DUTIES AND RESPONSIBILITIES

The ESL Teacher is responsible for:

- 3.1** establishing and developing a coherent ESL programme throughout the School;
- 3.2** producing appropriate documentation for both internal and external distribution to describe and explain the ESL programme at HIS;
- 3.3** the purchasing, organisation and storage of ESL resources;
- 3.4** management of the annual ESL budget;
- 3.5** the testing of students prior to admission to HIS;
- 3.6** preparing and updating a teaching schedule to meet the ESL needs of HIS students;

- 3.7** the maintenance of accurate and appropriate records to record individual student progress;
 - 3.8** reporting individual student progress to parents;
 - 3.9** advising the school administration of ESL needs, opportunities and developments.
-

E13**CAS COORDINATOR**

CAS Coordinator

Job Description

(revised November 2007)

1. OVERVIEW

- 1.1** The CAS Coordinator is appointed by and reports to the Principal but will work on a routine basis with the IB Diploma Coordinator.
- 1.2** The CAS Coordinator is expected to maintain a clear understanding of how CAS fits into the overall IB Diploma programme and actively to endorse and promote the principles which underpin it. CAS is a required element of the IB programme and a graduation requirement for all HIS students. It is therefore a central and essential part of the educational experience of all Grade 11 and Grade 12 students. The CAS Coordinator should embrace and model the concept of experiential learning and have a demonstrable commitment to Community Service.

2. SPECIFIC DUTIES AND RESPONSIBILITIES

The CAS Coordinator is responsible for:

- 2.1** informing and advising the school administration regarding all aspects of the IB Diploma programme;
- 2.2** ensuring that all Grade 11 and 12 students understand the CAS requirements for the IB Diploma and for graduation from HIS;
- 2.3** ensuring that all IB Diploma candidates fulfil their CAS requirements;
- 2.4** ensuring that all other Grade 11 and 12 students meet the school's graduation requirements regarding CAS;
- 2.5** ensuring that the school fulfils the IBO's requirements for offering an approved CAS programme;
- 2.6** producing and updating transcripts of student CAS performance for university applications and as a record of student accomplishments in CAS at HIS;
- 2.7** keeping the school administration informed of developments within the CAS programme at HIS and of changes to the CAS programme as instructed by the IBO;
- 2.8** maintaining thorough and accurate records of all students' CAS activities;
- 2.9** producing and updating school publications pertaining to the CAS programme;
- 2.10** attending and leading information sessions as may be appropriate for students, parents and staff;
- 2.11** acting as an advocate for CAS and its underlying values;
- 2.12** advising and monitoring staff who supervise CAS activities;
- 2.13** informing the Principal and IB Coordinator in good time of any students who are in danger of failing their CAS commitments;

- 2.14** preparing an annual CAS budget for submission to the Principal;
- 2.15** evaluating and monitoring the school's CAS programme and recommending changes to the IB Coordinator and Principal.

3. EXPECTATIONS

The CAS Coordinator is expected to:

- 3.1** have a thorough understanding of the nature and philosophy of CAS and its underlying aims and objectives;
 - 3.2** establish and maintain links with the local community in order to gain access for our students to community service projects;
 - 3.3** liaise cooperatively with the IB Coordinator;
 - 3.4** meet each CAS student regularly to monitor their progress;
 - 3.5** make occasional visits to off-site CAS projects to monitor student progress;
 - 3.6** attend at the school's expense such CAS workshops and conferences as are appropriate.
-

E14**LANGUAGE A1 (ST) COORDINATOR**

Language A1 (ST) Coordinator

Job Description

(revised September 2007)

OVERVIEW

1. The Language A1 (ST) Coordinator is appointed by and reports to the Principal but will on a daily basis work in cooperation with the IB Coordinator.
2. The position exists in order to assist IB Diploma students who wish to study a language at A1 level which is not taught within the school. A central element of the IB philosophy is the maintenance of mother-tongue skills and the studying of literature rooted in the student's own culture. The Language A1 (ST) Coordinator is responsible for making this possible.

SPECIFIC DUTIES AND RESPONSIBILITIES

3. Supervising and monitoring all language A1 self-taught students in Grades 11 and 12.
 4. Maintaining current knowledge of IBO regulations regarding A1 self-taught courses.
 5. Ensuring that all IB documentation pertaining to Language A1 self-taught courses is completed accurately, correctly and within deadlines.
 6. Finding, communicating with, supervising, informing, advising and monitoring all supervisors, teachers and tutors for language A1 self-taught courses.
 7. Liaising with other language A1 teachers in the school.
 8. Advising the IB Coordinator concerning the suitability of students' language A1 choices.
 9. Informing and advising the IB Coordinator regarding the progress of A1 self-taught students.
 10. Ensuring that parents of language A1 self-taught students receive adequate reports on their progress.
 11. Exploring and utilising innovations in Information Technology to assist language A1 self-taught students.
-

E15**LIBRARY ASSISTANT**

Library Assistant

Job Description (revised August 2009)

1. OVERVIEW

- 1.1** The Library Assistant is appointed by and reports to the Vice Principal.
- 1.2** The Library Assistant ensures that the Library meets the needs of students and staff throughout the school.

2. EXPECTATIONS

It is expected that the Library Assistant will:

- 2.1** understand school Library practices, operations and administration;
- 2.2** liaise with the Library Committee, curriculum coordinators and individual teachers to ensure that programme and subject needs are met.

3. SPECIFIC DUTIES AND RESPONSIBILITIES

The Library Assistant is responsible for:

- 3.1** the effective administration of the school Library;
 - 3.2** cataloguing, storing, presenting and maintaining the Library's collection of books and other materials;
 - 3.3** the physical arrangement and appearance of Library fixtures and fittings;
 - 3.4** the maintenance and operation of an appropriate and secure system of issuing and tracking Library books and other materials;
 - 3.5** the appropriate segregation of age-specific resources;
 - 3.6** the training and management of parent volunteers;
 - 3.7** maintaining an effective booking system for the Library and associated facilities;
-

APPENDIX

F1

Fixtures & Furnishings provided for Overseas Hired Teachers.

(revised : January 2007)

On arrival in Hiroshima the school will provide, in cash, a settling-in allowance. This allowance is provided to assist new teachers to purchase items not provided by the school such as crockery, cutlery, etc. In addition, the school will provide the following for each household:

Kitchen

- 1 two-ring gas stove (*)
- 1 refrigerator (with a minimum capacity of 200 litres for a single teacher or 300 litres for a couple or family)
- 1 microwave
- 1 kettle or water boiler

Bedroom

- 1 western double bed with mattress and bedding (new)
- 1 nightstand
- 1 desk and chair
- 1 wall mirror
- 1 wardrobe or hanging clothes rack (*)
- 1 shelf set (*)
- 1 chest of drawers (*)
- An additional single bed, wardrobe, nightstand, chest of drawers per dependent child

Living room

- 1 couch
- 2 chairs
- 1 coffee table or kotatsu
- 2 small book shelves or 1 large one

Dining room

- 1 western table with 4 chairs

Miscellaneous

- 1 washing machine (cold water)
 - Light fixtures for ceiling lights (*)
 - 1 shoe cupboard (*)
 - 1 coat rack (*)
 - 2 fixed ac/heater units in wall (*)
 - 1 kerosene or electric space heater
- (*) *If not already provided or built in*

The above items may be second-hand (unless indicated). However, only items in good condition will be reissued. In addition, the school will supply a small starter pack of crockery and cutlery. This starter pack is provided to assist teachers while they purchase their own supplies and must be returned to the school, in good condition, within four weeks of issue.

Note:

- *While the teacher remains employed by HIS the school will replace items that wear out but breakages, losses and items needing replacement because of negligence on the part of the teacher must be replaced at the teacher's expense.*
- *The school reserves the right to withhold money from the teacher's final salary to pay for such breakages or losses.*

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