

Job Description

Job title/Position: Science Teacher (IBMYP/DP)

School: Secondary School

Direct Supervisor: Secondary School Principal

Position Overview

The Secondary School Science Teacher (IBMYP/DP) is responsible for ensuring the effective learning of students in grades 6-10 in the subject area of science. The Science programme follows the International Baccalaureate Middle Years Programme (IBMYP), which is an integrated sciences programme. Experience with the International Baccalaureate Diploma Programme (IBDP) in Environmental Systems and Societies (ESS) is also preferred.

The Secondary School Science Teacher (IBMYP/DP) reports directly to the Secondary School Principal and works collaboratively with community members to ensure that the interactions and programme meet the needs of all students in line with the mission, vision and values of the school.

Qualifications, Experience, and Mindset

The Secondary School Science Teacher (IBMYP/DP) should have:

- Current teaching certification appropriate to age level and subject specialty in sciences.
- A minimum of an undergraduate degree in science required, and preferably a Master's Degree.
- A strong belief in, and commitment to delivering, the school's mission and vision.
- A positive, collaborative attitude and approach.
- A solid understanding of and desire to work with middle and high school students.

Preferred Skills and Experience

- Experience and understanding of the IBMYP and IBDP programmes, particularly in the courses listed in the position overview.
- Experience in curriculum and assessment development.
- Recent and relevant professional development, including recent IBMYP and IBDP training.
- Ability to design learning experiences that incorporate digital tools and resources to promote student learning.

Responsibilities and Expectations

The Secondary School Science Teacher (IBMYP/DP) Teacher will be responsible for the effective learning* of students. In support of this, the teacher is expected to implement the Teaching and Professional Practices that bring the school's mission and values to life and underpin the work to support the HKA Learning & Teaching framework.

**HKA definition of high quality learning: “Learning is an active process of building on prior experiences to discover new or further develop ideas, character and/or competencies, resulting in the ability to apply what’s learned in different contexts.”*

The list below provides an overview of key responsibilities and expectations.

Embody and nurture HKA’s mission, vision, and values

- Nurture a culture of belonging that characterised by mutual benefit for all community members
- Support student activities within and beyond the classroom to ensure that every student is seen, heard, valued, and feels they belong
- Demonstrate the values, competencies, and characteristics of a global citizen

Model and promote the skills, competences and attitudes of a global citizen

- Take an active role in pastoral care and behavioural management of students (including assisting in supervising student breaks)
- Provide authentic experiences in which learners might become responsible members of local, national and global communities

Skillfully, collaboratively and positively contribute to the curriculum cycle

- Utilise the frameworks of the IBMYP and IBDP
- Embed multiple entry points for a range of learners into all three components of the curriculum (written, assessed, and taught curriculum)
- Use inquiry as a pedagogical framework for teaching and learning

Use assessment and feedback to improve teaching and learning

- Determine the extent to which learning outcomes are on the way to being achieved based on the IBMYP and IBDP frameworks, and school assessment policy
- Collect and use data to draw conclusions about what will best support learning
- Maintain up-to-date records of learning and communicate with parents

Critically evaluate and effectively apply relevant research based strategies in a diverse and inclusive setting

- Differentiate instruction so as to customise and personalise learning activities to address students’ diverse learning strengths and needs
- Collect and use data to draw conclusions about what will best support learning
- Craft meaningful experiences in which learners can take ownership of their own learning and understanding, nurturing intellectual curiosity and supporting intrinsic motivation

Support the learning, social, emotional, wellbeing needs of all learners through developing self regulation

- Serve as an advisor and mentor for students through the Advisory and flex programmes
- Support students to develop and utilise self regulation strategies and utilise appropriate strategies to maintain their own wellbeing

Positively and constructively collaborate with all members of the learning community

- Collaborate and communicate with fellow team members in order to have productive dialogue and share in decision making
- Establish partnerships with parents so that they are well informed about student progress and work together to support student growth

* Please note that the Middle/High school runs a 1-1 laptop programme. Macbook laptops are used throughout.

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