



MYP Science Teacher Job Description

Department: Instruction

Term of Employment: 2 years

Band: Teacher

Reporting Accountability: Secondary Principal

Scope of Responsibility:

The IB MYP Science Teacher is responsible for delivering a challenging and engaging science curriculum to students in the Middle Years Programme (MYP), aligned with the International Baccalaureate (IB) standards and practices. The teacher will foster scientific inquiry, critical thinking, and a deep understanding of scientific concepts through hands-on, interdisciplinary, and inquiry-based learning experiences. This role encourages students to explore the natural world, develop ethical and responsible approaches to science, and cultivate international-mindedness and global awareness.

Major Duties and Responsibilities:

1. Curriculum Planning & Delivery:

- o Develop course objectives, lesson plans, and Subject Group Overviews (SGOs) in alignment with the IB MYP framework and the NGSS.
- o Design and deliver engaging, inquiry-based lessons that meet IB subject group objectives and encourage scientific thinking.
- o Prepare and distribute learning materials such as class notes, assignments, quizzes, and other resources.
- o Source necessary instructional materials, lab equipment, etc., to support lessons.

2. Assessment & Evaluation:

- o Design, administer, and grade assessments to evaluate student understanding and track academic progress using IB assessment criteria.
- o Maintain accurate records of student achievement and learning outcomes.
- o Use assessment data to inform and adjust instruction, ensuring all students make meaningful progress.

3. Classroom Management and Learning Environment:

- o Establish clear expectations for student behavior and apply appropriate classroom management strategies to create a positive learning environment.
- o Promote a respectful, inclusive, and safe science classroom culture that encourages scientific exploration, hands-on experimentation, and collaborative problem-solving.
- o Integrate technology effectively to enhance instruction and student engagement.

4. Collaboration and Professional Development:

- o Stay current with subject area developments, teaching strategies, and educational research to inform instructional practice.



- o Engage in professional development opportunities and contribute to curriculum review and improvement plans.
- o Collaborate with colleagues across disciplines to support interdisciplinary learning and curriculum development.

5. Student Support and Mentorship:

- o Attend school functions to connect with students outside the classroom and support their holistic development.
- o Maintain regular communication with parents and legal guardians regarding student performance, behavior, and overall well-being.
- o Participate in parent-teacher conferences and contribute to the school's academic reporting processes.

6. School-wide Contributions:

- o Participate in school-wide activities, events, and initiatives as required.
- o Contribute to the school community through extracurricular activities, clubs, or committees.
- o Uphold the school's mission, vision, and values, promoting a culture of international-mindedness and respect.

7. Other Duties:

- o Perform other campus duties not explicitly outlined in this document as assigned by the Principal, Deputy Head of School or Head of School.

Qualifications & Skills:

- **Education:** Bachelor's degree in Biology or Life Sciences (preferred), Sciences, or a related field. A Master's degree is preferred.
- **Certification:** Valid teaching certification or equivalent (IB MYP Science training or certification is a plus).
- **Experience:** Minimum of 2-3 years of teaching experience, preferably within an IB MYP framework or in an international school setting.
- **Skills:**
 - o Strong knowledge of the IB MYP Science curriculum and inquiry-based learning methodologies.
 - o Excellent communication, collaboration, and interpersonal skills.
 - o Ability to design and implement differentiated instruction to support diverse learners.
 - o Ability to foster a growth mindset in students and provide constructive feedback.
 - o Strong understanding of global scientific issues and their integration into the curriculum.

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IBDP Biology Teacher

Job Description

Department: Instruction

Term of Employment: 2 years

Band: Teacher

Reporting Accountability: Secondary Principal

Scope of Responsibility:

The IBDP Biology Teacher is responsible for delivering a comprehensive biology curriculum that emphasizes scientific inquiry and experimental skills. This role requires designing engaging lessons that develop students' conceptual understanding while fostering a dynamic, inquiry-driven learning environment where students master essential laboratory techniques, strengthen critical and analytical thinking skills, and learn to evaluate scientific claims through evidence-based reasoning—preparing them to excel in university-level science and to engage thoughtfully with global biological and environmental challenges.

Major Duties and Responsibilities:

1. Curriculum Delivery & Conceptual Mastery

- Design and deliver engaging lessons that cover the IBDP Biology syllabus (SL/HL), ensuring the mastery of core biological topics.
- Foster a holistic understanding that allows students to make connections between different areas of biology and to other DP sciences subjects.
- Seamlessly integrate the Theory of Knowledge (TOK) to challenge students to reflect on the construction, validity, and ethical implications of scientific knowledge.

2. Scientific Investigation Skills:

- Design and facilitate engaging, inquiry-based laboratory investigations that cultivate students' understanding of the tools and methods of biological inquiry, emphasizing experimental design, data collection, analysis, and evaluation in alignment with IBDP internal assessment criteria.
- Expertly guide students through the Internal Assessment (IA) process, from formulating a research question to evaluating their investigation, cultivating genuine open-ended scientific exploration.
- Ensure students achieve high levels of competency in data processing, graphical analysis, and the sophisticated evaluation of measurement uncertainties.

3. Cultivation of Higher-Order Thinking

- Move beyond algorithmic problem-solving to develop analytical and critical thinking skills, challenge students to model complex scenarios, synthesize knowledge across topics, and construct logical arguments.
- Design assessments and learning activities that require evaluation, synthesis, and creative application of life science principles.

4. Assessment and Feedback:



- Provide timely, targeted feedback on student progress to support their academic growth and readiness for IB assessments.
- Implement a balanced assessment model that utilizes both formative (e.g., quizzes, draft reports, concept maps) and summative (e.g., unit tests, mock exams) strategies to monitor and drive student progress.
- Analyze assessment data to identify class-wide and individual learning gaps and subsequently adapt teaching strategies to address these needs.
- Generate predicted grades for university applications through rigorous and evidence-based evaluation of student performance against IB standards.

5. Student Support and Mentorship:

- Act as a mentor for the Extended Essay in Biology (or other IBDP projects as required), guiding students through a self-directed, in-depth interdisciplinary research project.
- Embody and promote the IB Learner Profile, nurturing students to become knowledgeable, inquiring, and principled scientists.

6. Professional Development, Collaboration, and Community Engagement:

- Contribute actively to the science department and school community through curriculum development, resource sharing, and collaborative planning.
- Maintain the highest standards of academic integrity in all student work, particularly concerning the IA and Extended Essay.
- Communicate regularly with students, parents, and guardians about progress, upcoming projects, and opportunities for further learning.
- Engage in extracurricular activities related to sciences (e.g., science clubs, competitions).

7. Other Duties:

- Perform other campus duties not explicitly outlined in this document, such as assisting with school ceremonies, as assigned by the Principal, Deputy Head of School, or Head of School.

Qualifications Required:

- Bachelor's degree in sciences, **Biology, Life Sciences, or a closely related field** (master's degree preferred).
- Teaching certification and qualification to teach Biology at the secondary level.
- Experience teaching in the IB Diploma Programme or familiarity with IB Biology curriculum and standards (including the syllabus, IA, and TOK connections).
- Proven expertise in a range of biological laboratory and fieldwork techniques, with a commitment to maintaining high standards of laboratory safety.
- Strong communication and instructional skills, with the ability to foster students' analytical and problem-solving abilities.
- Preferred Qualifications:
 - IB Biology Category 1 or 2 training.
 - Knowledge of current developments and emerging trends in life sciences and scientific research.



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- Experience teaching in an international or multicultural school setting.

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