



40% PT Design Teacher Job Advertisement (MYP) for August 2026

Job Type: Part-Time (40%) initial contract of one year, extendable by mutual agreement.

Position Summary:

As a Teacher at Thuringia International School, you will play a pivotal role in delivering high-quality teaching and learning that aligns with the International Baccalaureate (IB) framework, encompassing the Middle Years Program (MYP). Your job is to collaboratively design and implement engaging lessons, assess student progress, and provide timely, actionable feedback and support to students, enabling them to become active learners who promote positive change in the world.

The students in your care should be ready to leave the MYP with a critical understanding of the nature and process of design and the skills to become active learners who promote positive change in the world, in alignment with our school's Mission and Vision.

Qualifications and Previous Experience:

- Degree and/or teaching qualifications recognised by the State of Thüringia.
- Experience of teaching and a clear understanding of the responsibilities associated with the job.
- Able to speak and write fluently in English.
- Some familiarity with the IB curriculum, particularly MYP would be helpful.
- A portfolio of continuing professional development.

Personal Attributes and Characteristics:

- A passion for sharing the beauty and utility of design and its connection to the real world, as well as the other subject areas that the students are learning about.
- Strong commitment to ThIS's Mission and Vision, focusing on motivating, nurturing, and challenging students to become academically capable, globally-minded, and socially responsible.
- Open and inclusive mindset, with a focus on student growth and success within the framework of the IB programmes and our Mission and Vision.
- A positive, collaborative attitude, a continuing willingness to develop professionally, and the capacity to be reflective and coachable.
- Able to work as part of a team of teachers to promote design thinking in the community, including taking opportunities to work with our local universities and institutes.
- Empathy, compassion, and a high degree of professional integrity.
- Willingness to engage with the ThIS community, including attendance at school functions and trips that occasionally occur outside regular school hours.
- Cultural sensitivity and promotion of inclusivity in the classroom.
- Courageous, responsible and reliable. Able to respond to what is happening around you and take action.

Responsibilities:

- Develop and implement engaging and effective lessons in accordance with the IB curriculum framework, to ensure the holistic development of students in alignment with the school's Mission and Vision and our definition of High Quality Teaching and Learning.
- Provide clear and structured instruction that caters to diverse learners, promoting critical thinking, inquiry-based learning, and interdisciplinary connections, while fostering a global perspective and the capacity to affect a beneficial impact in the world.
- Assess and evaluate student performance through the administration and grading of assessments, assignments, and exams, adhering to IB assessment standards and reflecting the school's commitment to critical thinking, creativity, and self-efficacy.
- Provide timely, actionable and clear feedback from which students know what to do next to improve.
- Develop an organized and respectful classroom environment conducive to learning and wellbeing, where students are encouraged to reflect with imagination and insight, to see the real world applications of their learning and to collaborate with empathy for others.
- Provide, in collaboration with the Student Support team, individualized support to students, including those with diagnosed learning or language needs, to ensure their educational needs are met and they can think and act critically, rationally, creatively, and independently.
- Collaborate with other teachers, teacher assistants, and school staff to enhance teaching and learning to improve overall educational outcomes.
- Utilise the IT and AI available to you to work as effectively as possible and guide students to do the same, while maintaining academic integrity and acknowledging your sources.
- Participate in school meetings, professional development, and training sessions and any information and parent conferences that fall in the school year.
- Foster open and effective communication with parents using our chosen digital platform, keeping them informed about their child's progress and growth and anything that is getting in the way.
- Engage with school events and the local community as a representative of ThIS to promote the values and Mission of the school.
- Strive to be the best version of yourself in all aspects of work as a colleague and teacher. Treat others as the person you hope they will become and develop the self awareness to see your impact on others.

Benefits:

- Working in one of Germany's most beautiful small cities.
- Membership of a dynamic and innovative educational environment where students and staff are motivated, respected, and challenged to make a positive impact in the world.
- Opportunities for professional development and growth within the IB framework and in alignment with the school's Mission and Vision.

ThIS is committed to providing equal employment opportunities and fostering diversity in the workplace. We encourage qualified individuals from all backgrounds to apply for this position.

Note on IB MYP Design (from the MYP Design Course Guide 2014 onwards)

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

The objectives of any MYP subject group state the specific targets that are set for learning in that subject.

They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP design encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Schools **must** use the objectives provided in this guide for years 1, 3 and 5 of the programme.

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.

Subject groups **must** address **all** strands of **all** four objectives **at least twice in each year** of the MYP.

These objectives relate directly to the assessment criteria found in the "Assessed curriculum" section of this guide.

Together these objectives reflect the knowledge, skills and attitudes that students need in order to engage with and solve complex, real-life problems in both familiar and unfamiliar contexts; they represent essential aspects of design methodology.

A. Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem. In order to reach the aims of design, students should be able to:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief which summarizes the analysis of relevant research.

B. Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to:

- i. develop a design specification which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas which can be correctly interpreted by others
- iii. present the final chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C. Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

In order to reach the aims of design, students should be able to:

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution.

D. Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience. In order to reach the aims of design, students should be able to:

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience.