



JOB OPENING

POSITION:	Elementary School Speech and Language Specialist (Tentative)
REPORTS TO:	Elementary School Principal
CONTRACT TERM:	2 School Years (2022-2024)
JOB OPENING:	22 November - 10 December 2021
	External: we reserve the right to end the recruitment process once a suitable candidate is found

PURPOSE

Jakarta Intercultural School (JIS) educators provide memorable experiences for JIS students. JIS educators work in a professional learning community to continuously improve teaching practice for the benefit of the students at JIS in pursuit of our *Mission, Vision, Values and Dispositions*.

The Speech and Language Specialist assumes the responsibility to screen, assess, diagnose, refer, provide intervention for and counsel students in grades K-5 with communication disorders. The specialist provides support for students with articulation, fluency, voice, and language impairments. This position is also responsible for reducing the functional consequences of communication impairments and lessening the social consequences of these disabilities. Finally, the Speech and Language Specialist also engages in best practice using effective teaching and clinical methods in a collaborative environment.

QUALIFICATIONS, EXPERIENCES, and ATTRIBUTES

1. Minimum Bachelor's degree; MA/MSc/MEd preferred in Speech and Language Pathology/Communication Disorders
2. Maintain Certificate of Clinical Competence (CCC) in Speech and Language Pathology from the American Speech Language Hearing Association or a comparable professional licensing organization
3. Minimum five years of experience working with children in a school-based setting as a Speech and Language Pathologist preferred
4. Experience in a school with a well-defined elementary school philosophy – international setting preferred
5. Experience with, and commitment to, a Professional Learning Community (PLC) and departmental work
6. Experience working as part of a multidisciplinary team
7. Strong assessment and therapy skills required
8. Versed in documenting student learning via innovative approaches
9. Knowledgeable in working with differentiated instruction, in an inclusive environment
10. Experience using age-appropriate technological tools to enhance teaching and learning
11. Background in associating with students outside the classroom environment – this could include experiences in extracurricular activities, overnight camps, field trips, drama, sports, clubs, music, or other non-academic endeavors



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12. A clear commitment to child protection, safety, service learning, and environmental stewardship

DUTIES and RESPONSIBILITIES

1. Demonstrating knowledge of content and pedagogy:
 - a. Aligning student goals and objectives to student's individual profiles and school curriculum
 - b. Modeling and supporting best practices in teaching and learning
2. Demonstrating knowledge of students:
 - a. Using formal and informal assessments and observations to determine students' learning profiles, strengths, challenges, and interests
3. Selecting instructional goals:
 - a. Using an understanding of the development and learning to select developmentally appropriate instructional goals
 - b. Identifying objectives that support goal achievement
 - c. Documenting goals using agreed school proformas
4. Demonstrating knowledge of resources:
 - a. Demonstrating familiarity with a range of resources, including technological, to enhance student learning
5. Designing coherent instruction:
 - a. Implementing methodology supportive of a student's individual learning profile
 - b. Scheduling of students
 - c. Providing specific instruction/intervention for communication disorders
 - d. Providing support for students with articulation, fluency, voice, and language impairments.
 - e. Designing learning experiences that are developmentally sequential, authentic, and integrated to enable students to meet personal goals to achieve designated Standards and Benchmarks
 - f. Documenting and sharing planned instructional experiences
 - g. Ability to document using anecdotal notes, amongst other data collection systems
6. Assessing student learning:
 - a. Conducting ongoing formative assessments to plan learning experiences
 - b. Conducting formal summative assessments to provide feedback to students, teachers, and parents to inform further learning experience
 - c. Sharing assessment results/information with teachers and parents
 - d. Documenting assessment information
7. Creating an environment of respect and rapport:
 - a. Be supportive and respectful of students' needs
 - b. Supporting students and advocating for each individual, teaching child advocacy skills



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8. Establishing a culture for learning:
 - a. Teaching students to understand their learning strengths and challenges and supportive strategies to become self-directed learners
 - b. Developing a purpose for learning
 - c. Teaching meta-cognition of skills
9. Managing classroom procedures:
 - a. Maintaining transparent schedules and routines
 - b. Notifying students and colleagues of planned changes to schedules and routines
10. Managing student behavior:
 - a. Be aware of students' needs
 - b. Modeling and reinforcing appropriate behavior
 - c. Support appropriate approaches and interventions for social/emotional and behavioral needs
11. Organizing physical space in support of individuals with neuro-diversities
12. Communicating clearly and accurately:
 - a. Clearly articulating purposes of learning experiences
 - b. Providing explicit instructions/directions
13. Maintaining accurate records:
 - a. Using school systems to maintain student and school records
 - b. Maintaining records with a professional tone
 - c. Creating Individual Learning Plans and/or Accommodation Plans within the time frame
 - d. Updating learning plans and communication tools/files on individual students
14. Communicating with families and colleagues:
 - a. Establishing and maintaining communication with families
 - b. Collaborating with colleagues
 - c. Involving parents and teachers (and students) in the development of Individual Learning Plans
 - d. Providing parents and teachers with appropriate documents
 - e. Holding regular meetings with parents and external professionals as required for each child
 - f. Communicating with all specialist teachers and other adults in support of individual student needs
15. Contributing to the school:
 - a. Sharing expertise with colleagues and community
16. Growing and developing professionally:
 - a. Striving to improve expertise
 - b. Continuing to maintain an understanding of best practices and research
 - c. Attending professional development that supports student learning and school initiatives



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- d. Providing in-service and workshops to faculty, parents, and community as appropriate
- 17. Showing professionalism:
 - a. Interacting with colleagues and parents in a professional manner
 - b. Maintaining confidentiality
 - c. Building relationships with parents and other adults in the community
 - d. Making connections with external professionals
- 18. Embracing the JIS Learning Dispositions of Resilience, Resourcefulness, Relating, and Reflectiveness
- 19. Performing other related duties and assuming other responsibilities as assigned by the Elementary School Principal

TO APPLY

Interested qualified candidate, please send your cover letter, resume, and 3-5 list of professional references to the Human Resources Manager, Megumi Runturambi, at application@jisedu.or.id