



JOB OPENING

POSITION: Elementary School Learning Support Specialist
REPORTS TO: Elementary School Principal
CONTRACT TERM: 2 School Years (2023-2025)
JOB OPENING: 21 September - 09 December 2022
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. The primary role of the Learning Support Specialist is to provide a continuum of services for students requiring support so that they may develop skills and access the curriculum to the best of their ability. Additionally, JIS Learning Support Specialists work collaboratively with counselors, administrators, specialists and teachers to support the needs of a wide range of learners at JIS. The learning Specialist also works closely with parents in support of the child's learning plan.

QUALIFICATIONS, EXPERIENCES and ATTRIBUTES

1. Minimum Master's degree in Special Education or equivalent preferred
2. Certification in Learning Support/Special Education/Learning Disabilities
3. Minimum five years of experience working as a Learning Support Specialist
4. Extensive experience using a range of formal and informal diagnostic assessments
5. Understanding and ability to provide a variety of interventions, including programs, such as Orton Gillingham and/or Lindamood Bell
6. Extensive experience teaching in a collaborative model (co-teaching classes)
7. Experience working as a collaborative member of Student Support Team (SST)
8. Strong interpersonal, communication (oral and written) and collaborative skills
9. Strong organizational skills required and computer literacy skills
10. 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 profile and school curriculum
 - b. Modelling 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 understanding of development and learning to select developmentally appropriate instructional goals



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- 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. Providing specific instruction/intervention for dyslexia, dyscalculia, dysgraphia, or other needs
 - c. Designing learning experiences that are developmentally sequential, authentic and integrated to enable students to meet personal goals to achieve designated Standards and Benchmarks
 - d. Documenting and sharing planned instructional experiences
 - e. 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 student and advocating for each individual, teaching child advocacy skills
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. Implementing 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



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- 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 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 needed 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 support student learning and school initiatives
 - d. Providing in-service and workshops to faculty, parents and community as appropriate
- 17. Showing professionalism:
 - a. Interacting with colleagues and parents professionally
 - 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 ES Principal

TO APPLY

Interested qualified candidate, please send your cover letter, resume, and 3-5 list of professional references to teachingapplication@jisedu.or.id