

## **CIS LEARNING SUPPORT TEACHER - FRAMING the ROLE**

*Most recent update October 2022*

### **Particulars**

- This position's focus is Elementary School. Likely to be Kindergarten - Grade 2.

### **The CIS Mission**

Our mission is to Connect / Inspire / Serve. (CIS) We are a positive community with passionate learners.

### **The CIS Community Principles**

- **Kindness** - We value kindness. Our kindness is illustrated in all of our interactions: with our own children, with others' children, with families, with staff, and with administrators. How we communicate with each other is emblematic of our collective kind and caring spirit.
- **Partnership** - We are strongest when we work together, when we share ideas and resources, and when we partner with the greater Cayman community. A spirit of collaboration not only makes our community stronger, it makes students learning richer by connecting stakeholders in exciting and innovative ways.
- **Sustainability** - We take into consideration long-term impacts when making decisions. This applies to decisions about programming as well as to our personal and collective behavior. We live on an island with limited resources and our environmental stewardship is essential in keeping it viable and healthy for generations to come.
- **Good Intent** - We assume good intent. We trust that members of our community have what is best for one another at heart. We engage diverse perspectives with empathy and open-mindedness. We aim to be our best selves in all that we do.

### **The CIS Learning Principles**

- **Language of Learning** - We understand that to make learning happen effectively and collectively we need a shared language that describes what learning is and how we do it.
- **Ownership of Learning** - We understand that we are all able to learn and ultimately responsible for our own learning.
- **Nature of Learning** - We understand that learning is emotional as well as cognitive and is both an individual and social experience.
- **Contexts of Learning** - We understand that learning transfer happens best in rich, relevant contexts.

### **Title / Role**

- Learning Support Teacher

### **Position Requirements**

- Bachelor's degree in Education (Master's preferred) from an accredited university
- Valid teaching certificate/license from a country whose program is recognized by the Caymanian Government
- Minimum of two years of relevant successful teaching experience in an accredited school or school system with a US-based or International Baccalaureate Programme
- Successful experience with pastoral care / advisory / social emotional programming
- Proven track record of excellence at current and previous place(s) of service
- Specific experience and training with the following;
  - Bachelor's degree (Master's preferred) in Education and Specialized technical qualifications in the area of Special Education
  - Experience with reading or math intervention and supporting tier 1 and 2 interventions
  - Demonstrated practical experience with a variety of service delivery models such as push in, pull out and co-teaching.
  - Experience with Seeing Stars Reading program preferable.
  - Experience writing and managing Individualized Education Plans (IEPs)

- Specialization or experience with ABA in a practical school setting.
- Demonstrated ability to work collaboratively with the learning support team and teachers
- High level of capacity building positive relationships with parents
- Desired attributes include: Positive communicator, collaborative, growth mindset, shows initiative, responsible, strong work ethic, child-centred
- Training from an education program with a US-based and/or international curricular focus
- Minimum of two years experience teaching exclusively in a Special Education setting including, but not limited to, writing and managing IEP caseloads, push-in and pull-out support in a US-based school or international school with US-based or International Baccalaureate curriculum

### **Demonstrated Experience**

- Prior experience as a teacher in a Pre-K 2 to Grade-12 educational setting
- Ability to collaborate and empower classroom teachers to feel capable of meeting the needs of all students within their class
- Strong organizational ability and initiative
- Ability to interpret educational psychological assessments and academic assessments
- Recent professional development in various areas of special education
- Experience with using various co-teaching models
- Experience with a range of developmentally appropriate assessments and intervention programs pertaining to Special Education

### **Desired Attributes**

- Flexible, Adaptable, and Open-Minded
- Approachable, Listener, and a Sense of Humour
- Dedicated and Energetic
- Display a generosity of spirit and commitment to personal, professional and organizational growth
- Effective communicator
- Contributor to afterschool programming
- Embodies CIS Community Principles

### **Reports to**

- Elementary School Principal and Elementary Assistant Principal

### **Overview**

The Learning Support Teacher will be responsible for supporting the academic and social and emotional needs of students. They will predominantly work with students with reading/writing differentiation. The Learning Support Teacher will work with classroom teachers to assess students by both pushing in and pulling out in an effort to meet the varying needs of students. They have a pivotal role in developing collaborative relationships with administrators, teachers and parents to create individual learning plans with clearly articulated goals and strategies. Work with an individual student and after hours learning support is often required.

### **Sample of Duties and Responsibilities**

- Identify and monitor students with learning differences
- Provide high quality learning support that caters to the individual needs of students
- Collaborate with students, parents, teachers, and other staff members to develop and implement Individualized Education Plans (IEP)
- Liaise with teachers and staff to ensure appropriate and accurate accommodations, IEP dates and deadlines, and accurate assessment and reporting of student progress and achievement.
- Liaise with parents, administrators, and other stakeholders
- Liaise with counselors to support students social and emotional needs
- Maintain confidential reports of student evaluations and Individualized Education Plans (IEP)
- Implement individual instruction, small group instruction, in-classroom support or co-teaching as required.

- Develop adaptive programs and specialized instructional plans to meet unique needs of students
- Meet with teachers regularly to review student needs and accommodations
- Provide staff development on appropriate accommodation and instructional strategies
- Organize intervention support so teachers understand individual student needs
- Meet with all students on caseload on a scheduled basis to review courses, IEP, accommodations, and to promote self-advocacy
- Meet with the SST regularly to review student and staff needs/concerns and learning support program
- Review school admission packets and IEPs when appropriate
- Attend meetings as requested
- Promote the school and members of the school community and ISS in a professional and positive manner
- Promote a positive school culture amongst the staff, students, parents, the school community and beyond
- Identify areas for self-growth and take part in in-service programs in the school
- Represent and promote the school's guiding statements and mission
- Perform other duties and responsibilities as determined, and reasonably assigned
- Abide by all CIS policies and administrative decisions
- Above all else, demonstrate professionalism and fulfill responsibilities at CIS with honesty and integrity

### **Equity and Inclusion**

It is CIS policy that decisions about staff assignments, promotion, demotion, and selection for training shall be taken without regard to race, colour, ethnicity, gender, disability or sexual orientation.

### **Evaluation / Reflection / Professional Growth**

- Performance will be evaluated within the framework of our appraisal and professional development protocol

### **Compensation and Work Year**

- Compensation as per contract in relation to CIS Remuneration Scale
- Work year as per the school calendar
- As with most all roles in education, be ready to serve above and beyond the call of duty

### **Our Culture**

Our team recognizes that school years for children of all ages are periods of tremendous growth, curiosity and transition in the lives of students and parents. Through good teaching practice and modeling we facilitate the students' intellectual, social, emotional and physical growth through school and beyond. Indeed, students' well being is at the centre of our teaching practice and as such, teachers must be committed to working collegially, collaboratively, energetically and enthusiastically to enhance the learning environment for students, staff and community. Our school and its community value staff who demonstrate excellence, collaborate, communicate in an effective and timely fashion, have a sense of humour, are flexible, demonstrate cultural awareness, celebrate diversity, appreciate and engage in Caymanian culture, accommodate different learning styles and sponsor after school activities.

**NB:** Cayman citizens, status holders and residents are encouraged to apply.