



ST. JOSEPH'S INSTITUTION INTERNATIONAL ELEMENTARY SCHOOL

SJI International Elementary School is seeking a passionate and collaborative Learning Support Teacher to join our vibrant team starting in July 2025. The role involves working with students aged 4 to 12 years through in-class support and individualised pull-out interventions. The successful candidate will play a key role in developing and delivering differentiated learning strategies to meet diverse student needs.

Experience in a similar role is advantageous, and familiarity with inclusive education practices is highly desirable. Applicants should respect and appreciate the school's Catholic Lasallian identity, although they are not required to share the same faith.

Shortlisted candidates will be contacted the week of January 6, 2025, with interviews taking place during the week of January 20, 2025.

Job Description

Post	Learning Support Teacher
Management Points	0
Reporting to	Learning Support Lead
Teaching Hours	22 Hours

Job Purpose

- Collaborate with Homeroom and other teachers in planning for Learning Support
- Develop plans of support for a student or group of students based on learning data, curriculum expectations and homeroom or other teacher input
- Maintain records of student support through the Learning Diaries
- Observe and screen students under the direction of the Learning Support Lead
- Work alongside the Learning Support Lead to create and update IEPs
- Communicate regularly with parents, teachers and Learning Support Lead on support provided, progress made and next steps
- Model and promote the school's positive behaviour policy and the Virtues programme that underpins this

Key Responsibilities

- Enable students to feel successful and supported in learning and school
- Observe and screen students, alongside other members of the Learning Support Department, in order to identify specific needs and recommendations to address these needs
- Plan, prepare and deliver effective support programs that meet the individual needs of the students and enable them to access the curriculum and progress.
- Assess and monitor the progress of the student, using data to inform next steps in teaching and learning
- Write and review an IEP as part of the team around the child
- Provide support for students individually or in small groups, within or outside of the Homeroom
- Maintain assessment data records and engage in discussion around these with the homeroom teacher and other Student Success staff, including the Learning Support Lead

- Liaise with parents, teachers and other education professionals and specialists as appropriate, to discuss a student's needs and progress
- Engage in Professional Development opportunities and be willing to share learning with others in the department
- Support the Learning Support Lead in the preparation and delivery of workshops for teachers and parents

Specific Tasks and Duties

Strategic Leadership

- Support the Learning Support Lead in identifying student needs and the allocation of staff and resources in response to this
- Contribute to the development and coordination of the Student Success Department
- Engage with and contribute to aspects of the Elementary School Improvement Plan (ESIP) as a member of the Student Success Team
- Liaise closely with the Homeroom teacher (and specialists where appropriate) around student needs, providing support for both the teacher and student
- Know and comply with school policies and procedures relating to safeguarding, health and safety and behaviour management

Curriculum and Pedagogy

- Plan, prepare and deliver engaging and effective lessons and activities that motivate, inspire and improve student achievement
- Identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations for each student
- Work collaboratively with the homeroom and other teachers in support of the child's academic, social, emotional or physical development
- Have a sound knowledge of the school's curriculum and pedagogy in order to identify expectations and plan for differentiated instruction for students on the Learning Support register
- Ensure thorough and current knowledge of the pedagogy and strategies associated with student support and that cater for a range of different needs
- Support the transition of students from their current grade level to the next
- Ensure that school policy and guidelines such as those for planning, marking, workbook presentation and assessment and recording are followed as a model of leading by example

Assessment and Reporting

- Possess a thorough knowledge of the school's Assessment Policies and Procedures
- Maintain a regular system of assessing and monitoring of progress that can be shared with students, teachers, parents and the Learning Support Lead
- Ensure that assessment data is recorded, analysed and used to plan future teaching and learning, and to evaluate the effectiveness of the support provision
- Report on student progress as required, outlining the content covered, results of formative and summative assessments and next steps in learning

Collaboration and Relationship Management

- Organise and manage groups or individual students whilst promoting high standards of behaviour and discipline
- Meet regularly with the homeroom teacher (and other teachers where needed) in order to plan relevant, challenging and meaningful support for students

- Work collaboratively and purposefully with any assigned Teaching Assistant
- Collaborate and communicate regularly with the Learning Support Lead, Pastoral Team and teachers as part of a team around the academic, social and emotional development of each child

Resource Management

- Ensure that classroom resources are organised and managed to provide an efficient, effective and safe learning environment
- Monitor, evaluate and review the available teaching and learning resources and communicate suggested improvements or changes to the Learning Support Lead
- Look for and recommend resources that may be available beyond the school that support teaching and learning or provide professional development opportunities for the team

Communication

- Communicate with the Learning Support Lead, School Leadership Team and colleagues effectively, respectfully and in a timely manner
- Ensure positive and effective partnerships with parents through regular and clear communication about the student
- Share assessment data with parents as appropriate e.g. reports, PTC, as related to Learning Support
- Report to the Safeguarding Lead or relevant member of the SLT, any matters related to child safeguarding, Health and Safety, discipline or personal concerns

Self-Evaluation and Quality Assurance

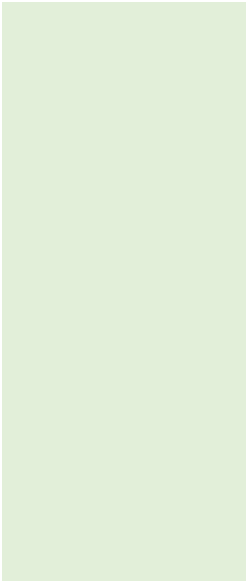
- Reflect and evaluate own teaching and assessment practices through the school's Professional Reflection and Development structure and in discussions with school leadership in order to ensure continuous improvement
- Participate in the school's PRD process as a reflective practitioner and providing a role model to others in this process
- Engage in professional dialogue and opportunities, such as classroom observations, to share best teaching practices and strategies with others
- Seek opportunities for professional development through a range of opportunities such as professional reading, work with a mentor or critical friend, network groups, in-school or external workshops

General Areas of Responsibility

- Be an advocate of the school and its decisions during interactions with students, staff and the community.
- Lead in nurturing a Lasallian Catholic ethos by building upon the legacy and tradition of the school firmly anchored in Faith, Service and Community
- Maintain good working relationships with colleagues and students
- Be a role model within the school in terms of professional expertise and conduct and lead by example
- Treat others fairly and with respect in order to create and maintain a positive school culture
- Build a collaborative learning culture within the school and manage innovation and change
- Inform and support the SLT as needed
- Take on specific tasks related to the day-to-day administration and organisation of the school as requested by the Principal or SLT
- Support the PRD and performance management process as required to help staff develop goals and improve professional effectiveness

- Support staff in meeting personal and professional goals

Person Specification			
Criteria	Essential	Desirable	Evidence
Education	Bachelor Degree	Certificate or Diploma in Learning Support, Special Needs or Inclusion, Master's Degree in Education or a relevant Field	e.g. CV, Documentation
Experience	3 or more years	5 years or more	CV
Knowledge and Skills	Significant experience in supporting students with Learning Support needs as a homeroom teacher or experience as a Learning Support teacher	Experience in Learning Support	CV, References, Interview
Personal Characteristics	Demonstrates compassion, flexibility and excellence	Demonstrates compassion, flexibility and excellence	References, Interview
Other	Knowledge of: <ul style="list-style-type: none"> • Working with students with academic, social, emotional or physical needs • Teaching strategies that are stimulating, well organised and encourage students to be independent thinkers and learners • Recent research and thinking around teaching, learning and strategies that can be applied to students with additional needs • Best practice in assessment and differentiation • Ability to work collaboratively with a team in support of the 	Knowledge of: <ul style="list-style-type: none"> • Working with students with academic, social emotional or physical needs • Teaching strategies that are stimulating, well organised and encourage students to be independent thinkers and learners • Recent research and thinking around teaching, learning and strategies that can be applied to students with additional needs • Best practice in assessment and differentiation Specialist knowledge of a particular area of need such as Dyslexia, Dyspraxia, ADHD, ASD etc. 	CV, Interview, Portfolio, References

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- students, including the creation of IEPs
- Ability to communicate effectively and build strong relationships with parents
 - Ability to work with outside agencies and practitioners in support of student needs
 - Experience of working collaboratively with a team in support of the students and take a lead in developing and reviewing IEPs
 - Ability to communicate effectively and build strong relationships with parents and experience of leading parent workshops
 - Experience of working with outside agencies and practitioners in support of student needs