



International Community School of Abidjan

Learning and Leading in a Collaborative Culture

PYP Learning Support and EAL Teacher (Primary Years Programme)

Location: International Community School of Abidjan (ICSA), Côte d'Ivoire

Reports to: Lower School Principal

Job Type: Full-time

The School

The International Community School of Abidjan (ICSA) is a nonprofit, internationally accredited school offering the International Baccalaureate (IB) curriculum in Abidjan, Côte d'Ivoire. Founded in 1972 by the U.S. Embassy, ICSA has been a cornerstone of international education in West Africa for over 50 years.

With a diverse student body representing more than 80 nationalities, ICSA provides a multicultural, multilingual learning environment that fosters curiosity, compassion, and courage. As a dynamic institution that has grown alongside Abidjan, ICSA remains committed to academic excellence, international-mindedness, and leadership development.

At its core, ICSA values collaborative learning, cultural appreciation, and a strong sense of community, ensuring that every student is prepared to navigate an interconnected world with confidence and integrity.

Our mission at ICSA is “Learning and Leading in a Collaborative Culture.” We believe that the foundation of a healthy community of learners is based on relationships, with a child-centered, inquiry-based curriculum and a strong focus on service. By providing opportunities to lead in various situations, our goal is to raise international minded members of society, who have a sense of responsibility towards others and the environment.

The Position

The Lower School Learning Support and EAL Teacher provides inclusive, student-centered academic support for learners in PreK–Grade 5 with identified learning needs and/or English language learning needs. In alignment with the philosophy of the IB Primary Years Programme (PYP), this role supports all students in accessing the curriculum equitably and meaningfully.

The teacher collaborates closely with classroom teachers, support staff, school leaders, and families to ensure appropriate differentiation, accommodations, and interventions are in place. The Learning Support and EAL Teacher is a key member of the Lower School Student Support Team and works in partnership with counselors and other professionals to support the academic, behavioral, and social-emotional success of all students.

This is a full-time role as part of the Lower School team. School hours are 7:30 AM–3:30 PM, Monday through Friday. All faculty are expected to offer one after-school activity per week (3:15–4:15 PM) for two out of the three trimesters. Staff also attend regular Tuesday meetings (until 4:30 PM) and participate in community events, parent conferences, and professional learning.

Key Responsibilities

Curriculum Design & Delivery

- Plan, deliver, and assess the IB PYP curriculum, ensuring alignment with IB standards and the school's mission.
- Design and facilitate inquiry-based, transdisciplinary units of inquiry that encourage critical thinking, creativity, and problem-solving.
- Co-plan and co-teach with the grade level teachers, differentiating instruction to meet diverse learning needs.
- Incorporate technology and innovative teaching practices to enhance student engagement.
- Lead classroom-based activities with opportunities for outdoor learning, community engagement and service learning activities.

Instructional Support

- Provide direct and indirect support to students with learning differences and English language learning needs, through push-in, pull-out, and co-teaching models.
- Modify and adapt classroom instruction and materials to meet individual learning needs.
- Support students in developing literacy, numeracy, communication, and executive functioning skills.
- Provide targeted instruction for EAL students at varying levels of English proficiency.

Collaboration and Consultation

- Collaborate with teachers to plan differentiated instruction and assessment strategies.
- Guide classroom teachers in developing and implementing inclusive practices.
- Participate in grade-level planning meetings to advocate for student learning needs.
- Serve as a member of the Student Support Team and contribute to ongoing student progress monitoring and data analysis.
- Collaborate with school counselors and the Child Protection Team when needed.

Student Support and Case Management

- Lead Student Study Team (SST) meetings and follow up on action plans and interventions.
- Develop and maintain Individual Learning Plans (ILPs) for students receiving additional support.
- Support teachers in implementing appropriate classroom accommodations.
- Track student progress through data collection, documentation, and regular review cycles.

Family Engagement

- Communicate regularly with parents regarding student progress, support strategies, and learning goals.

- Lead or co-facilitate parent workshops related to learning differences, inclusion, and language development.

Collaboration and Professional Growth

- Engage in reflective practices to continuously enhance teaching and learning experiences.
- Lead or contribute to professional development for faculty on best practices in inclusion, differentiation, and EAL strategies.
- Stay current on research and best practices in UDL, special education, language acquisition.
- Collaborate with lower school team to design and continually improve transdisciplinary units of inquiry.
- Actively participate in school wide initiatives, professional development opportunities, and IB centered professional learning.

Communication and Community Engagement

- Build strong relationships with parents and guardians through open, regular communication.
- Collaborate with the Lower School Principal and Lower School Vice Principal / PYP Coordinator to align practices with the school's vision and goals.
- Actively participate in school events, committees, and community-building activities, reflecting the spirit of ICSA's collaborative culture.

Duties & Supervision

- Support management of student behavior in the classroom and throughout the school day.
- Supervise students during non-classroom activities, such as arrival, recess, lunch, and transitions, ensuring their safety and well-being.
- Participate in and support school events, assemblies, and other lower school initiatives/activities.
- Offer a co-curricular activity 2 out of the 3 trimesters, after school from 3:15-4:15pm.
- Maintain accurate records of student attendance, behavior, and performance, adhering to school policies and procedures.

Qualifications and Experience

Competitive salary and benefits package, aligned with qualifications and experience.

Education

- Bachelor's degree in Special Education, Learning Support, TESOL, or a related field (Master's preferred)
- Valid teaching qualification recognized by relevant educational authorities.
- Certification or training in special education, inclusive practices, or English language learning is an asset
- IB PYP training or certification preferred; a willingness to undertake IB training is essential.

Experience:

- Teaching experience in an elementary school setting, preferably within an IB PYP or international school environment.

- Proven experience with inquiry-based learning and differentiated instruction.
- Proven experience working with children who have diverse academic needs and/or are developing English proficiency
- Experience collaborating with teachers, families, and multidisciplinary teams

Skills and Knowledge

- Strong understanding of child development, inclusive education, and differentiated instruction
- Knowledge of intervention strategies, learning assessments, and progress monitoring tools
- Familiarity with the PYP framework and inquiry-based learning
- Excellent interpersonal, organizational, and communication skills
- Strong collaboration skills and the ability to build trusting relationships across cultures

Personal Attributes:

- A passion for fostering curiosity and a commitment to student-centered, inclusive education.
- Strong interpersonal skills and the ability to build positive relationships within a diverse school community.
- Demonstrated commitment to professional growth and lifelong learning.
- An appreciation for diversity and an understanding that it is a community's strength, and an asset.
- Intercultural competence and evidence of a commitment to challenging one's own biases in order to meet all members of the community with compassion.

Child Protection

ICSA's mission statement, "Learning and Leading in a Collaborative Culture," inherently reflects the shared understanding of our staff and community on the rights of children to be free from abuse. ICSA is a proud supporter of the International Task Force for Child Protection (ITFCP) standards. As an employee of ICSA, you agree to uphold the following principles on Child Protection and Safeguarding:

- All children have equal rights to be protected from harm and abuse.
- Everybody has a responsibility to support the protection of children.
- All schools have a duty of care to children enrolled in the school and those affected by school operations.
- All actions taken with regard to child protection are in the best interests of the child.

At ICSA, we believe that the student is at the center of all we do. The relationship a teacher forms with each of his/her students is the most important aspect of all learning as without a good solid relationship built on a foundation of respect and trust, learning can never be as powerful.
