



American School of Brasilia

Learners Inspiring Learners

POSITION: Temporary Upper School Learning Support Teacher

WORKING HOURS:

- Mondays, Tuesdays, and Thursdays: 8:00 am–4:00 pm
- Wednesdays: 8:00 am–4:30 pm
- Fridays: 8:00 am–3:30 pm
- Includes a one-hour lunch break daily

REPORTS TO: Upper School Principals

TERMS OF EMPLOYMENT: This is a full-time, temporary position to provide coverage during an employee's medical leave. The position is available for immediate start, with the short-term contract initially expected to end on December 11, 2026. The duration of the assignment may be adjusted based on the employee's return from medical leave and the School's staffing needs.

POSITION OVERVIEW:

The Temporary Upper School Learning Support Teacher at the American School of Brasília (EAB) plays an essential role in ensuring continuity of support for students with diverse learning needs during an employee's medical leave.

The primary focus of this position is to help students access the curriculum, develop effective learning strategies, strengthen executive functioning and self-advocacy skills, and make progress toward their individual learning goals.

This is a learning support position rather than a subject-specific teaching assignment. The Learning Support Teacher works with students across academic disciplines through individual, small-group, and classroom-based support. The position collaborates closely with classroom teachers, counselors, families, and school leadership to implement Student Success Plans, accommodations, interventions, and other appropriate support strategies.

The Learning Support Teacher also serves as a case manager for assigned students, monitoring progress, maintaining appropriate documentation, and coordinating communication among the professionals and families involved in supporting each student.

Because this is a temporary assignment, the successful candidate must be able to quickly understand existing Student Success Plans and support structures, maintain continuity of services, and document student progress to facilitate an effective transition upon the regular employee's return.

JOB REQUIREMENTS:

- Bachelor's degree or higher in Pedagogy, Psychology, Psicopedagogy, or a closely related field.
- Minimum of two (2) years of relevant professional experience in education, student support, learning support, or a related area.
- Experience supporting students with a range of academic and learning needs.
- Professional proficiency in English required; fluency preferred.
- Knowledge of intervention strategies, differentiated instruction, accommodations, and tiered levels of student support.
- Ability to support students across different academic subjects and learning environments.



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- Understanding of inclusive educational practices and strategies for supporting diverse learners.
- Ability to manage a caseload of students, monitor their academic progress, and update Student Success Plans as needed.
- Ability to analyze student data, classroom performance, and assessment results to identify needs and determine appropriate interventions.
- Strong collaboration skills and the ability to work effectively with teachers, counselors, administrators, and other members of a multidisciplinary team.
- Ability to communicate effectively and professionally with families regarding student progress and individual support plans.
- Ability to work within collaborative structures such as Professional Learning Communities (PLCs).
- Understanding of concept-based and inquiry-based approaches to teaching and learning.
- Ability to be a reflective practitioner who can both provide and receive constructive feedback.

PERFORMANCE RESPONSIBILITIES:

- Personify and promote the school's mission, vision, and character/learner traits.
- Cultivate collaborative and culturally respectful relationships with students, families, faculty, staff, and the broader school community.
- Provide direct academic and learning support to students individually, in small groups, and within classroom settings.
- Collaborate with classroom teachers to identify barriers to learning and develop appropriate strategies, accommodations, and interventions.
- Support students in developing effective organizational, study, executive functioning, and self-advocacy skills.
- Manage an assigned caseload of students and maintain accurate and current Student Success Plans.
- Monitor student progress and adjust interventions and support strategies based on student needs and available data.
- Analyze formative and summative classroom data, standardized assessment results, teacher observations, and other relevant information to inform student support.
- Participate in meetings with teachers, families, counselors, administrators, and other professionals regarding student progress and support needs.
- Collaborate within teams to promote high-functioning learning structures and inclusive instructional practices.
- Engage in a growth model of instructional practice that supports students in reaching their potential.
- Support the development of classroom environments rooted in positive reinforcement and responsive to students' academic, social, and emotional needs.
- Cultivate effective partnerships with parents and guardians that affirm and embrace cultural responsiveness.

Learning Support Responsibilities

Working under the supervision of the Upper School Principals, the Learning Support Teacher



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supports students with Student Success Plans and collaborates with teachers to strengthen instructional practices:

- **Priority 1 – Student Support:** Deliver appropriate learning support services within each student's least restrictive environment, as outlined in the Student Success Plan. Provide individual, small-group, classroom-based, and other forms of support according to student needs.
- **Priority 2 – Teacher Collaboration:** Plan collaboratively with teachers to develop differentiated instructional strategies, accommodations, interventions, and co-teaching structures that support students with diverse learning needs. Develop strategies that classroom teachers can implement with or without direct Learning Support involvement.
- **Priority 3 – Professional Collaboration:** Support and facilitate professional learning related to learning support, inclusive education, differentiated instruction, accommodations, and strategies for supporting diverse learners within the Upper School.

Builds Positive Interpersonal Relationships:

- Promote positive interactions among students, parents, faculty, and staff from diverse cultural, linguistic, and national backgrounds.
- Foster a sense of identity, belonging, and pride in EAB among students, families, faculty, and colleagues.
- Maintain an open and collaborative attitude toward new ideas and approaches.
- Collaborate effectively with a wide range of divisional and school-wide teams.
- Maintain confidentiality and exercise appropriate professional judgment when working with sensitive student information.

Ongoing Professional Growth:

- Continue to acquire new knowledge and incorporate relevant learning into professional practice.
- Participate in professional development, in-service training, workshops, and other learning opportunities.
- Share knowledge, resources, and effective practices with colleagues.
- Establish professional development goals and actively pursue opportunities for continued growth.
- Maintain current knowledge of effective practices in learning support, inclusive education, differentiation, and student intervention.

Responsibilities mentioned in this Job Description are not limited to the above, and the employee may be required to perform other related activities as assigned that contribute to the success of their Area/Division and ensure continuity of student support during the temporary assignment.