Learning Support Teacher Job Description

Position: Advancement Centre Learning Support Teacher

Reporting Relationship: Head of Advancement Centre

Working Relationships: Primary Teachers, PYP Coordinator, shadow teachers, Primary Specialist teachers, Advancement Centre teachers (EAL) Primary Principal and director of teaching and learning

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Description:

To work as part of the Advancement Centre (AC) team to support the goals of students with individual needs both within the classroom, on a 1:1 or small group basis and inclusively within the school community.

General responsibilities

- Ensure a physically and emotionally safe environment for students through positive framing, kind communication with students and adults, and predictable, consistent routines;
- Use classroom and behavioral management strategies that are positive, structured, consistent, respectful, and responsive to student needs, to build a safe, orderly, inclusive and positive classroom community;
- Use a wide array of data to make instructional choices and create specific action plans to increase student learning, including dynamic student grouping for small group instruction;
- Promote positive inclusion of students with individual needs into the ISD community;
- Develop and adapt conventional teaching methods in collaboration with homeroom and subject teachers to meet the individual needs of students in order to deliver an appropriately broad, balanced, relevant and differentiated curriculum for students;
- Demonstrate an understanding of inquiry and give students choices to show their understanding;
- Encourage students to interact and work cooperatively with others and engage all students in activities;
- Promote independence and employ strategies to recognise and reward achievement of self-reliance;
- Respect all deadlines set out by the PYP Coordinator and the IB, and keep proper documentation.
- Be involved in identifying all levels of needs, planning and reviewing appropriate and effective interventions;

Curriculum related responsibilities

- Plan Units of Inquiry and lessons by following IB curriculum framework, specifically focused on differentiated activities, collaboratively with the PYP Coordinator, Specialist teachers, and teachers;
- Provide, contribute and differentiate oral and written assessments, reports and references relating to individual students and groups of students;

- Set strategic targets for teaching and learning for students with individual needs and develop Individual Learning Plans (ILP) for those students having additional needs in conjunction with the Advancement Centre Leader;
- Support the collaborative implementation of the student's current Individual Learning Plan with teachers, teaching assistants, shadow teachers, students and parents;
- In collaboration with the Advancement Centre leader to support and advise homeroom teachers to define appropriate learning activities for the students and to maintain and update all appropriate data and reports;
- Every child is unique; therefore, the approaches and teaching methods and techniques used by te AC learning support teacher with each specific student will differ;

Other responsibilities

- Take an active role in the wider community, participating in extracurricular activities, school trips, and extension activities as necessary;
- To maintain discretion and confidentiality of private information about students, faculty members, and administration;
- Be responsible for communicating effectively with external stakeholders as parents on the individual progress of students through all means used at ISD. This includes being responsible for: ILP's, reports, Seesaw messages, parent meetings upon school's or parents' request;
- Work with the team to develop and implement the School's strategy for the Advancement Centre so that it integrates with the major objectives of the school development plan and the school's Inclusion Policy;
- Be involved in delivering guidance and professional development to shadow teachers and other teachers.
- Liaise with parents and if required other agencies outside of school, such as the medical profession, social workers, speech and language therapists and educational psychologists;
- Keep up to date with current research on neurodiversity and inclusion;
- Take on active supervision during scheduled duties;
- Coordinate appropriate and ongoing displays of student work;
- Read and properly use the IB guidelines for PYP.

Collegiate Responsibilities & Expectations:

- Understand and live the school's mission.
- Contribute positively to staff morale.
- Work as a team player.
- Be a role model for inclusion practices.
- Create and maintain a safe and positive working environment and relationship with the shadow teacher. Making sure shadow teachers are involved, challenged, and valued, and that the shadow teacher is given suitable responsibilities;
- Maintain professional working relationships with colleagues, line managers, and administrators.
- Maintain professional relationships with students, parents, and staff.
- Take part in all training provided by the school, both internal and external.

- Be prepared to report back about training and/or provide in-service to colleagues.
- Actively participate in Appraisal Procedures.
- Represent the school by being a good role model.
- Model the qualities of the IB learner profile and attitudes and be an active member of the learning community.