

## Learning Intervention Focus Tutor (ES LIFT)

### POSITION SUMMARY

Division: Elementary  
Category: Local Contract  
Start Date: As soon as possible

Learning Intervention Focus Tutor (LIFT) is hired to work directly with a student in the Special Educational Needs Program that needs one-to-one support in order to meet the academic and/or behavioral expectations of the grade level. LIFTs work under the direction and training of the Special Educational Needs Coordinator as well as the classroom teacher and case manager to which their student is assigned. LIFTs are a member of the teaching staff and as such attendance at professional development sessions, faculty meetings, and School special events is required.

### CREATIVE COURAGEOUS COMPASSIONATE

**VISION:** We aspire to be a creative, courageous and compassionate learning community dedicated to a better world for all.

**MISSION:** AISB engages learners with a rigorous and balanced international education that inspires students to get the best from themselves and others and to be ethical and open-minded in their thinking about our world.

**INCLUSION STATEMENT:** AISB is committed and continues to strengthen our practices in creating a safe, inclusive and equitable school community where everyone feels a sense of belonging.

### ESSENTIAL QUALIFICATIONS & SKILLS

A background in elementary education or experience in working with children is preferred.

LIFTS must have a strong desire to work with children. They should have a warm, nurturing and friendly personality, sensitive to the feelings and needs of others, able to relate well with children, and willing to fulfill his/her responsibilities in accordance with the school's philosophy. He/she must be willing to be a working member of the team to ensure that the children are cared for in a warm, safe, and nurturing environment.

### DUTIES OF THE POSITION:

#### I. What Do We Want To Learn? – Planning

The LIFT is accountable for:

- Meet with the classroom teacher every morning from 8:00-8:15 (or previous afternoon) to review the day's lessons and co-plan for supporting their student's needs.
- Meet with the classroom teacher and case manager every week to check in regarding the student's progress and what specific needs he/she might have in the coming days.
- Plan collaboratively on Wednesdays after school with grade level teachers and single subject teachers from 2:20pm to 3:45pm.
- Support an inquiry philosophy and practice when working with the student.
- Plan in a collegial and professional manner with peers, showing respect, being prepared and on time, and adhering to the school wide meeting norms and team's essential agreements at all times.
- Write annual goals which are linked to the role of the LIFT as well as the school's yearlong focuses and philosophies. This includes a focus on student learning, gathering evidence and analysis of data.
- Plan in advance according to the school's schedules, calendar and timelines, doing one's best to complete work on time and arranging one's personal schedule around school responsibilities.

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### II. How Will We Know What WE Have Learned? – Assessing

The LIFT is accountable for:

- Assist teachers and case managers with record keeping and documenting the student's progress toward meeting IEP goals, filing, and assessment as trained and needed.
- Offer feedback and observations of student progress to the classroom teacher and case manager on a weekly basis using documentation provided.
- Provide teachers, case manager and SEN Coordinator with a weekly report outlining student successes and challenges during the week.
- Evaluate the student's individualized program collaboratively with teachers, parents, and students as appropriate, as agreed upon with the classroom teacher and case manager.
- Work one-on-one with students under the direction of the classroom teacher and case manager.

### III. How Best Will We Learn? – Teaching

The LIFT is accountable for:

- Be in the classroom from 8:00am-3:00pm (full-day with 30 minutes lunch time included) or 8:00- -11:40 am (half-day, with 30 minutes lunch time) minimum each day, or as agreed upon with the supervising principal and SEN coordinator.
- Be on time and dependable in all matters related to the job.
- Be a facilitator in the classroom and take an active role by participating and joining in with the whole class.
- Support the classroom teacher in supporting the LIFT student.
- View students as intelligent, capable thinkers with their own emerging theories and strengths.
- Build on what students know and differentiate to meet the student's needs.
- Address the needs of a student with different levels and types of ability, plan for student success and involvement, and allow for unique learning styles and intelligences.
- Foster an environment where the student can continue to develop his/her own independence in the learning and social environments; avoiding the creation of dependence on others or "learned helplessness".

### IV. How Can We Continue To Learn? – Professional Appraisal and Development

The LIFT is accountable for:

- Actively seek professional development to support competence and expertise. This includes; attending all school sponsored PDs and meetings, first aid training, and personal initiatives to improve oneself professionally.
- Engage in collegial learning, dialogue, team building, and knowledge sharing as important components of the PD program.
- Fully participate in the school's Professional Growth and Evaluation program. This includes written goals, mid/year written reflection, and a year-end conference with the Principal.
- Demonstrate a positive attitude toward the students, teachers, and school in all conversations with colleagues, parents, and students.
- Maintain confidentiality about student progress or other confidential or sensitive matters related to the school from parents or the community, and report important information to the Principal when student welfare is at risk or the school's reputation is involved.

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### V. How Can We Contribute To Whole School Development? – Professional Learning Community

The LIFT is accountable for:

- Personal modeling and display of the Learner Profiles in your life.
- Contributing to a positive and collegial environment on the faculty.
- Commitment to open and effective communication with all constituents in the school; parents, peers, students, administration.
- Attending all called or scheduled faculty meetings for administrative and curriculum purposes to facilitate information sharing and collaborative planning.
- Attending special faculty events as required to contribute to the sense of collegiality and to mark celebrations or special events.
- Attending meetings regarding the student's needs including planning, curriculum design, IEP, and other matters as requested or needed. This could also include after school events or evening programs.
- Providing supervision of students at recess and in the cafeteria as assigned.

Additional Duties that are within the Employee's areas of expertise and qualifications, and that are in furtherance of AISB's Mission, may be assigned by the School Director.

#### KEY TASKS / ACTIVITIES:

- Supervise and Assist an SEN Student
- Monitor Student's Progress
- Collaborate with Student's Teachers and Case Manager

#### PERSONAL REQUIREMENTS:

- English Speaker
- Shows good personal initiative
- Team player
- Open minded

#### TERMS OF EMPLOYMENT & CONTRACT

- • Determined labor contract on a 100% load
- • Daily schedule for full day: 7:30– 16:00 pm (8 hours)

Visit our website to learn more about: [Careers at AISB](#) | [Our School](#) | [Our Learning Beliefs & Practices](#)

Please feel welcome to contact our HR Manager, [Roxana Lungu](#), for further queries.

