

SECONDARY SCHOOL LEARNING SUPPORT TEACHER

POSITION SUMMARY

Division: Secondary School

Category: Overseas and/or Local Faculty

Start Date: August 2024

Contract Length: Two years, full time

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

- Masters Degree in the field of education or a related field (preferred)
- Teacher certification in Special Education, Dyslexia or a related field from an accredited university/ college
- At least 3 years of teaching experience as a Learning Support teacher
- Experience interpreting results of psychological educational reports
- Experience implementing Response to Intervention within a Multi-Tiered System of Support
- Ability to write comprehensive Individualized Learning Plans (ILP) for a variety of neurodiverse students
- Skill and experience identifying & removing barriers to learning, in-class support, co-teaching, and evidenced-based interventions
- Experience facilitating & leading a team in strength-based, student-centered, and inclusive approaches
- Excellent interpersonal skills; the ability to work in a highly collaborative environment
- Ability to use and support others in data-based decision making
- Previous co-teaching experience
- Experience with the IB or similar curricular frameworks
- Previous experience working within an international school or multi-cultural setting
- Proficiency with educational technology

KEY ATTRIBUTES

- Your philosophy aligns closely with our [Learning Support Beliefs](#);
- You are passionate about providing a safe, inclusive learning environment where children thrive;
- Building relationships is important to you and student learning is at the heart of what you do;
- You understand how to establish and maintain strong partnerships between school and home ;
- You have a positive disposition and are solution focused;
- Your teaching fosters students' capacity to become independent, thoughtful learners in all grade levels;
- You are flexible, and adapt easily to collaborating with different teams;
- A child advocate who believes in student centered, strength based decision making
- You have flexible and responsive classroom management strategies to maintain high levels of student engagement;
- An effective communicator who is able to navigate courageous conversations
- Flexible in how support services are delivered
- A life-long learner committed to improving their practice
- Comfort in sharing best practice with colleagues and presenting to peers
- Able to maintain confidentiality
- Able to maintain own well being

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ESSENTIAL RESPONSIBILITIES

- Build relationships with students on your caseload to best understand and meet the needs of their learning profiles
- Deliver differentiated instruction and implement research based interventions for effective learning
- Monitor student learning progress using a variety of student data to make informed decisions
- Facilitate student centered Student Support Meetings (SST) with parents and colleagues
- Collaboratively develop measurable Individual Learning Plans (ILPs) with both educators, parents and the student, and communicate progress regularly with the team.
- Facilitate the gathering of student data to implement our RtI (responses to intervention) support program
- Make recommendations for students referred to and exiting from the Learning Support program
- Work collaboratively to co-plan and co-teach lessons with mainstream teachers across a variety of content areas to promote inclusive practices
- Attend and participate actively in departmental and divisional professional meetings
- Assume responsibility for meaningful professional growth, including remaining current and informed regarding educational research and best practice
- Integrate technology within lessons to enhance instructional delivery
- Be available to assist students and teachers outside of class time, including the supervision of one co-curricular activity in the academic year
- Perform other duties as may be reasonably assigned by the Principal or Support Services Coordinator

