



JOB DESCRIPTION - Learning Intervention Focus Tutor (ES LIFT)

REPORTS TO / SUPERVISED BY: SEN Coordinator

SUMMARY OF THE JOB:

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.

QUALIFICATIONS:

Education / Certification:

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

Knowledge and Skills:

LIFTs must have a strong desire to work with children and be fluent in the English language. They should have a warm, nurturing and friendly personality, be sensitive to the feelings and needs of others, be able to relate well with children, and willing to fulfill their responsibilities in accordance with the school's philosophy. They must be willing to be a working member of the educational team to ensure that the student to whom they are assigned is cared for in a warm, safe, and nurturing environment.

DUTIES OF THE POSITION:

I. What Do We Want To Learn? - Planning

The LIFT is required to:

- 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.

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

The LIFT is required to:

- 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 required to:

- Be in the classroom from 8:00am-3:00pm (full-day with 30 minutes lunch time included) or 8:00-11:40am (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 required to:

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.

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.

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)
- No additional benefits granted

APPLICATION

All applicants should submit a letter of application addressed to the Director, Dr. Robert Brindley, a current resumé and at least two confidential referees on our school [online job application form](#).

The school reserves the right to appoint an applicant at any stage if a highly qualified person applies.

The school is committed to safeguarding children and young people. All post holders are subject to rigorous background checks with regard to previous employment and are mandated to supply a police report to this effect.



The School

AISB was founded in 1962 by the US Embassy to serve the educational needs of the American and international expatriate community. As the school has grown, many local Romanian families have become part of the school community together with expatriate families from government, business, and social welfare organizations. AISB is governed by a Board of Trustees, most of whom are parents or have been parents of the school. We are known for our impressive facility, great student results, supportive parents, motivated students and professional faculty. AISB maintains a comprehensive website, containing numerous documents and reports, which potential applicants will find useful at <http://www.aisb.ro/>.

Campus and Facilities

Our campus covers ten hectares (about 27 acres), and offers state of the art facilities to our students, including a performing arts theater/auditorium, library & media center, three computer labs, cafeteria, gymnasiums and extensive sports facilities. The campus is located in the Baneasa forest area, approximately 10 km from the center of Bucharest and 13 km from the Henri Coanda International Airport.

Curriculum and Accreditation

AISB is accredited by the *New England Association of Schools and Colleges (NEASC)* and the *Council of International Schools (CIS)* for grades EC2-12, and is authorized by the *International Baccalaureate (IB)* organization to offer the IB Primary Years, Middle Years and Diploma Programmes. AISB is a member of *Central and Eastern European Schools Association (CEESA)*, based in Warsaw, Poland; *College Board*, the *Educational Records Bureau (ERB)*; and *Council of Support and Advancement of Education (CASE)*. AISB is affiliated with and receives grant support from the U.S. Department of State's Office of Overseas Schools (A/SO), Washington, D.C. AISB is also recognized by the Romanian Ministry of Education.

Faculty

AISB is committed to high standards of achievement, as exemplified by a highly qualified faculty who have continuous access to current instructional materials and teaching strategies. AISB faculty and staff come

from a multitude of countries including USA, Canada, New Zealand, Australia, UK, France, Spain, Romania and Ireland; the school actively supports and encourages the professional growth of its faculty and staff. Teachers enjoy an excellent benefits package and savings potential. Bucharest is a safe and interesting place to live with a fascinating history and cultural heritage. Most faculty tend to stay for multiple contracts.

The Student Body

AISB has a richly diversified population of approximately 830 students, with 56 nationalities attending the school from Early Childhood 2 through Grade 12. Romanians comprise approximately 30% of the student population, North Americans 16%, Israelis 11%, Germans and Koreans 6% each, British 4% and the remainder from Europe, Asia, Africa, Middle East, Australia, and South and Central America. The average class size is twenty students.

Active Parental Support

The AISB community enjoys the support of a very enthusiastic and hands-on Parent and Teacher Organization that supports the education of AISB students by fostering relationships among the school, parents, and teachers, activities and communication between different parts of our community. The PTO organizes and participates in numerous events during the year, such as the Harvest Festival, Festival of Lights, International Festival, Auction Gala, and Terry Fox Run, among others, as well as creating links between the parent community and the school.

The School Board of Trustees

The Board of Trustees is the governing body of the school. It exists to ensure that our students receive the best education, that our teachers have all the resources to teach and benefit from a constructive working environment, and that the school budget is well funded to support our Mission, Vision and Values. The AISB Board of Trustees has ten voting members. The Chair is appointed by the American Ambassador from among the senior officers of the US Embassy. The Board generally meets once a month to oversee and ensure school governance, school policy and to set strategic direction.

The Country and City

Location: (Southeastern) Central Europe

Time Zone: Seven hours ahead of U.S. Eastern Standard Time (GMT + 2)

Area: 92,043 sq. miles (238,391 sq. km) - a little larger than the state of Minnesota

Population: 19,942,000 (March 2014)

Largest cities: Bucharest (1,883,400), Cluj Napoca (324,600), Timisoara (319,300), Iasi (290,400), Constanta (283,900), Craiova (269,500), Brasov (253,200), Galati (249,400), Ploiesti (2209,900), Oradea (196,400). Romania's population lives in 320 cities and towns and 12,956 villages.

Main Ethnic Groups: Romanian 84%, Hungarian 6.1%, Roma 3.1%, German 0.2%, Ukrainian 0.2%

Religions: Christian Orthodox 81%, Roman Catholic 4.3%,

Official Language: Romanian

Currency: Leu (RON) (plural *Lei*)

Capital: Bucharest (*București*)

Romania is situated in the southeastern part of Central Europe and shares borders with Hungary to the northwest, Serbia to the southwest, Bulgaria to the south, the Black Sea to the southeast, Ukraine to the east and to the north, and the Republic of Moldova to the east. Roughly the size of Oregon, Romania is the second largest country in the area, after Poland. **Bucharest** — the capital city of Romania — is located at the same latitude with the cities of Portland - Oregon; Montreal - Canada; Venice - Italy; and Bordeaux - France. Romania's territory features splendid mountains, beautiful rolling hills, fertile plains and numerous rivers and lakes. The Carpathian Mountains traverse the center of the country bordered on both sides by foothills and finally the great plains of the outer rim. Forests cover over one quarter of the country and the fauna is one of the richest in Europe including bears, deer, lynx, chamois and wolves. The legendary Danube River ends its eight-country journey at the Black Sea, after forming one of the largest and most bio-diverse wetlands in the world, the Danube Delta. About a third of the country consists of the Carpathian Mountains (also known as the Transylvanian Alps). Another third is hills and plateaus, rich with orchards and vineyards. The final third is a fertile plain, largely devoted to agriculture.

Climate

Because of its position on the southeastern portion of the European continent, [Romania](#) has a climate which ranges from temperate to continental. The average annual temperature is 11 °C (51.8 °F) in the south and middle-south and 8 °C (46.4 °F) in northeast. In [Bucharest](#), the temperature ranges from



average low -5°C (23°F) in January to average high 29°C (84.2°F) in July and August, with average temperatures of -3°C (26.6°F) in January and 23°C (73.4°F) in July and August. Spring is pleasant with cool mornings and nights and warm days. Summer is quite warm, with extended sunny days. The hottest areas in summer are the lowlands in southern and eastern Romania where 37.7°C (100°F) is often reached in July and August. Temperatures are always cooler in the mountains. Autumn is dry and cool, with fields and trees producing colorful foliage, much like New England. Winters can be cold, especially in the mountains. While not the rule, abundant snowfalls may occur throughout the country, from December to mid-March.

