

Middle School Learning Support Teacher - Job Description

Position: Middle School LEARNING SUPPORT TEACHER

Starting date: **August 2022 (This is initially a 1-year appointment)**

Responsible to: Head of Student Support Services and Middle School Principal

School section: To provide Learning Support to Middle School students **across Grade 6 to 8**, as timetabled.

Main Working Relationships: This teacher will work as part of the Middle School Learning Support team, under the leadership of the Head of Student Support Services and the Middle School Principal.

Minimum Requirements: Bachelor's degree required in relevant field (Master's degree preferred), with additional certification to teach students with learning needs. The suitable candidate will have a minimum three years of recent Learning Support teaching experience, preferably in an international school setting. Knowledge and experience of IB programmes is an advantage. A strong working knowledge and experience of current pedagogy and research, knowledge of and experience with Response to Intervention (RTI) is preferred

Core Purpose:

The core purpose of this position is to teach within the Middle School Learning Support Programme, so as to support the learning needs of our Middle School students, to ensure they can fully access and participate in the MYP curriculum. The Middle School Learning Support team works within a tiered program to support students who are identified as requiring additional learning support. The role includes both withdrawal classes as well as working collaboratively with mainstream teachers to facilitate both co-teaching and in-class support models as per our philosophy of inclusion.

ISB Philosophy and Objectives:

It is expected that all teachers will become familiar with the school's mission and guiding statements, working to promote these in all aspects of their role.

**“We all want to learn more;
We all do it in different ways;
We all have fun learning;
We all help.”**

Responsibilities

In addition to the [*Expectations of a Teacher*](#) at ISB (outlined below), a Middle School Learning Support Teacher has the following specific responsibilities:

- Effectively teach and support Middle School students with additional mild to moderate learning needs using a variety of strategies including co-teaching, in-class and pull out support
- To ensure the implementation of Learning Support best practices, processes, and structures throughout the Middle School Learning Support programme
- Use an asset-based approach to support and assess students with learning needs and make recommendations for the most appropriate level of learning support
- Assess, progress monitor and report on students' progress in the areas of support, in accordance with ISB's assessment and reporting practices
- Collaborate with subject teachers in the development of differentiated unit and lesson planning, as well as plan effective instruction and assessment for students receiving Learning Support
- Collaborate with other members of the Student Support Services team to ensure each individual student's needs are accommodated
- Effectively use technology to enhance student learning and access to the curriculum
- Assist in the Admissions process by reading files, assessing Learning Support needs, and making program/support recommendations (if required)

General Expectations of All Teachers at ISB

Learning@ISB

Learning@ISB provides our community an overview of the key principles about learning that we value as a school in line with our mission and guiding statements.

ISB believes learning is a journey that happens when learners are engaged, motivated and academically challenged, generating an appetite for continuous learning and a compassionate attitude towards others and the betterment of the society and environment around them.

Using the key principles as outlined by **Learning@ISB**, teachers at ISB strive to provide enjoyable learning that:



Based on the key principles of **Learning@ISB**, the following are the [*Expectations of a Teacher*](#) at ISB:

A. **Teaching and Learning**

A teacher at ISB demonstrates subject and curriculum knowledge by:

1. Understanding the Content and Concepts
2. Creating a Supportive Environment
3. Maximising the Opportunity to Learn
4. Activating Hard (Deep) Thinking by planning, structuring, explaining, questioning, interacting, embedding and activating, including but not limited to, opportunities for students to engage with the dimensions of [**GlobalCitizenship@ISB**](#).

B. **Assessment and Reporting:** monitors, assesses and reports on learners' work and progress, in accordance with ISB's policy and procedures.

C. **Curriculum Development:** contributes to the development of curriculum (the production and ongoing review of units and/or schemes of work - including Interdisciplinary Units), ensuring both diversity and inclusivity are incorporated to student learning experiences

D. **Student Well-Being:** all teachers are required to complete safeguarding training and to follow the ISB guidance on Child Protection and Safeguarding. ISB teachers play an active role in all aspects of the pastoral care of students, focusing on their social and emotional development. Almost all teachers in the Junior, Middle and Senior School are also homeroom tutors.

E. **IB specific Responsibilities:** all teachers are expected to promote and embed key dimensions of the IB learner profile and service learning. Teachers also supervise the PYP Exhibition, MYP Personal Projects and/or DP Extended Essays, as appropriate.

F. **Wider professional responsibilities:** contributes to the holistic life of the school through involvement in our Activity Programme and by participating in other school-related activities, such as concerts, sports events, graduation, etc. (some of which may take place outside of the school day).

G. **Skills and attributes**

A teacher at ISB:

- Creates a stimulating learning environment which engages all students, drawing from a wide range of cultural and educational backgrounds/perspectives
- Works collaboratively with EAL and Learning Support teachers in a co-teaching learning model, as required
- Works collaboratively with colleagues within and across subject disciplines
- Demonstrates IT competence and experience
- Is passionate about keeping up with developments in the field of education, through reading and participating in in-service courses and workshops
- Shows willingness to be a 'risk-taker' - trialing and sharing new ideas
- Has excellent communication skills in English, both oral and written
- Has excellent interpersonal and organisational skills
- Exercises tact and discretion and maintains appropriate confidentiality
- Has a strong work ethic and an excellent attendance record
- Demonstrates reliability and initiative both individually and as a team member in support of school activities both within and outside of the classroom
- Is adaptable, flexible and positive

Updated: June 2022