

### **Summary**

The primary role of the Learning Support teacher is to provide services that address the additional learning needs of students and to advise teachers on those who require an advanced program to reach their full educational potential. Learning Support teachers assess individual learning needs and are responsible for creating a safe, stimulating, and supportive learning environment.

### **TIS Learning Principles**

- Learning involves individual choice, autonomy and agency.
- Learning is a process of inquiry, feedback and reflection in authentic contexts.
- Learning is enhanced through individual and community relationships.
- Learning is enhanced in a physical environment that is safe, welcoming, adaptable and inspiring.
- Learning transcends disciplines.
- Learning is essential to the creation of a better world.

### **Essential Duties And Responsibilities**

- Ensure that LS students are identified effectively through appropriate diagnostic, formative assessment and observation procedures, discussions with teachers and are referred for support according to the TIS referral procedures
- Interpret assessment data and make written recommendations for teaching.
- Coordinate and develop IEPs and/or ISPs for students in conjunction with class/subject/LS teachers and parents and students as appropriate
- Establish links with external specialists (e.g. educational psychologists) who are available for consultation by parents
- Maintain open communication channels with parents of LS students via the usual reporting methods, and at other times as necessary
- Keep teachers informed of the students being followed in their class/grade/department.
- Plan and follow appropriate programmes of intervention for individual and groups of students within the Elem/Sec as determined by their learning needs and differences
- Establish coherent partnerships with class teachers and specialists, acting in an advisory capacity or co-teaching as appropriate so that they feel supported when implementing the programme of support
- Use data to plan lessons and learning materials to motivate and support all students to make progress.
- Promote and develop ATL skills through setting high expectations for students behaviour, learning, motivation and presentation of work by establishing a purposeful working atmosphere
- Promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning
- Maintain high quality records to promote tracking and monitoring of student progress using data and assessment records in accordance with SST procedures
- Liaise regularly with teachers concerning student progress
- Maintain and update the LS register and SST files
- Keep up-to-date with current research and developments in the field of LS
- Liaise with Coordinators, College Counselor and Principal concerning students requiring special exam arrangements (MYP, DP, College Board, etc.), to assist with required documentation, and advise students on using special exam arrangements appropriately.
- Maintain confidentiality at all times

### **QUALIFICATIONS**

- A Master's Degree or equivalent in Special Education
- Experience in testing and identifying special educational needs, writing and managing IEPs
- An awareness of the challenges faced by English Language Learners with extra learning needs
- A minimum of five years teaching experience, with previous experience in Learning Support in an IB World school.
- Familiarity with the principles of IB PYP, MYP and DP.
- Excellent interpersonal skills with the ability and desire to collaborate with the school community.
- Experience in developing and implementing professional development.
- Highly organized with excellent writing, technical and communication skills.
- An ability to work independently and to be an effective member of a team.