



Job Title: Learning Support / OLP Teacher

Our School:

Founded in 1996, the Shanghai Singapore International School (SSIS) aims to develop each student into a responsible global citizen, with a strong sense of character preparing them for success in any life or career path they may choose. Our philosophy, vision, and mission are to educate students in an environment that will not only equip them with a high level of content skills and information, but also help them to learn the behaviors associated with global citizenry and the concept of being humanitarians and caring individuals.

Purpose:

All staff at SSIS are considered to be part of a “Learning Community.” At SSIS, it is expected that nurturing a healthy professional learning community requires that every faculty and staff arrive at these three conclusions:

- a) I am a professional. My mission is to ensure learning at high levels for every student, measurable objective evidence.
- b) I learn and I help others learn. My students learn more when I collaborate and learn with other faculty and staff sharing strategies and comparing evidence.
- c) My school is a community, greater than the sum of its parts. It is built out of collaborative teams and disciplined professionals that share and learn from their failures and successes.

Reports to:

Director of Student Services

Organizational relationships:

Works Collaboratively with:

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| 1. Head of Counselling | 4. Divisional Coordinators |
| 2. Divisional Principals | 5. Instructional Faculty |
| 3. Divisional Heads of Department | 6. Counsellors and ELA Specialists |

Key Accountabilities:

1. Position Overview

The Learning Support / OLP Teacher embraces SSIS's belief that every student has unique learning needs and provides opportunities to cater for students' distinctive learning needs so they can reach their full potential as learners. The Learning Support / OLP Teacher works in collaboration with Student Services specialists, teachers, students, parents, leadership, and the community to deliver services in four main domains: 1) individual student planning, 2) responsive services, 3) system support, and 4) SEN / Extension curriculum.



2. General Responsibilities

2.1 Individual Student Planning

- a. Collaborate with teachers to identify student's needs and provide early intervention support, especially in sensory, psycho-motor, and communication (language) areas;
- b. Support teachers in differentiating plans for students based on their unique learning profiles so that all students are engaged and challenged;
- c. Embrace inclusive teaching practices daily to assist students in becoming successful learners;
- d. Advise and collaborate with teachers and principals on the Referral Process to plan and implement appropriately tiered interventions for each identified student referred.
- e. Determine the process of the tiers and create Accommodation Plans (AP) or Individual Learning Plans (ILP) for the identified student.
- f. Communicate and collaborate frequently and consistently with parents in a timely manner.
- g. Share AP/ILP with teachers and parents, mindful of keeping the confidentiality of the individual student information.
- h. Record and update ILP with a written Progress Report for any Learning Support services provided.
- i. Create and facilitate an extension programme to cater for each student's individual strengths.
- j. Assist teachers and principals with tracking data to determine the effectiveness of interventions and monitor relevant pupil data to help identify areas of need, concern and progress;
- k. Advise and collaborate with teachers and principals on modification processes for curriculum and assessment criteria as needed;
- l. Support students transitioning from Preschool to Primary, Primary to Senior School.
- m. Provide academic support to students, demonstrating best practice working with a student (one-to-one) or a small group of students through "push-in" or "pull-out" methods;
- n. Review and support behaviour intervention plans.
- o. Promote inclusion, equity, and access for all students.

2.2 Responsive Services

- a. Ensure teachers understand the Student Support referral process.
- b. Consult with parents, teachers, administrators, and community agencies regarding strategies to help students and families.
- c. Manage documents and files related to students' plans and progress and help maintain the recording and monitoring systems related to additional educational needs.
- d. Act as a case manager during the Referral Process: Provide learning plans (AP/ILP), accommodations and recommendations; Carry out observations and monitor student performance; Communicate with teachers, parents and/or external agencies throughout the referral process.
- e. Participate positively in departmental meetings and committees; follow policies and contribute to effectively and efficiently running the Student Services and school.
- f. Refer: (a) maintain a current list of community resources and providers outside of school for referral purposes; (b) refer faculty, students, and families whose needs cannot be addressed in the school setting to outside providers and specialists; and (c) advocate for community and mental health services on behalf of faculty, students, and families.
- g. Provide transition support to families and students moving in and out of the school/community.
- h. Attend and be active in Student Services Team meetings.
- i. Attend Student Services meetings with Principals and /or Assistant Principals.
- j. Work with HODs and Counsellors to make sure students have the necessary support.
- k. Plan/execute school wide activities, events, with relevant HODs, Divisions, or external parties (e.g. parent or teacher workshops)
- l. Assume other responsibilities as assigned by the Director of Student Services.

2.3 System Support

- a. Work in partnership with the Admissions Office to review files of new applicants, conduct student screening assessments to determine eligibility, and make recommendations regarding each student's capacity to demonstrate success at SSIS.



- b. Remain current with education reform and challenges facing today's students.
- c. Improve, update, and maintain materials and resources as needed.
- d. Be up to date with knowledge and understanding of learning methods and strategies to be able to act as a resource in the community;
- e. Advocate for every student.
- f. Attend and constructively contribute to staff meetings.
- g. Consult with teachers, administrators, and parents to provide information and resources that support students and the school community.
- h. Provide workshops for parents (i.e. executive functions, learning disabilities, SEN needs, etc.)
- i. Actively participate in other school programs (i.e. parent-teacher associations, committees, etc.)
- j. Fulfil program management and operations (i.e. plan and manage tasks needed to support the school student services and those duties that need to be fulfilled as a member of the school staff)
- k. Collaborate to support the management of the student services (i.e. budget responsibilities, order and develop resources, maintain facilities, write policies and procedures, research development).

2.4 SEN / Extension Curriculum

- a. Provide co-planning and teaching of the school curriculum to ensure differentiated content, process, and product, to ensure that learners at different starting points can receive the instruction they need to grow and succeed.
- b. Collaborate with subject area and grade level teams to enrich differentiation practices and components of their content curriculum and instruction.
- c. Provide co-planning and teaching of the modified curriculum for students with identified needs.
- d. Conduct small group learning activities outside and inside the classroom to respond to students' identified needs and interests (e.g. running Study Skills support sessions during our After School Programs).
- e. Facilitate workshops and informational sessions for parents, staff, and faculty to address the needs of the school community and to reflect the SEN / Extension pathways and curriculum.
- f. Promote awareness of the unique nature of life within the international community and seek opportunities to address internationalism across the curriculum.

Miscellaneous

- a. The roles and responsibilities of Learning Support Teacher are not constrained by the job descriptions above mentioned. This document serves as a guide for Learning Support Teachers.
- b. Undertake other duties as requested by the Director of Student Services (PN-12).

3. Qualifications and experience required:

- a. Degree or valid certification in Special Education (or the substantial equivalent).
- b. K-12 license or certification in Teaching (procured in country of origin).
- c. Experience as a Learning Support Teacher in international schools. At least 5 years of experience in a teaching role serving students.
- d. Excellent written and verbal communication skills. Ability to communicate effectively with students, parents, teachers and others.
- e. Demonstrated commitment to the safeguarding and welfare of children and young people.
- f. Demonstrated ability to serve as a leader engaged in system-wide change.
- g. Demonstrated advocacy for students' personal and educational needs.
- h. Demonstrated ability to build effective teams to work toward the common goals of equity, access, academic, and social success for every student.
- i. Possess the skills to assess the school for systemic barriers to academic and social success.
- j. Ability to work in a dynamic and fast paced environment.
- k. Skilled in the use of technology for student planning and documentation.
- l. Proven ability to bring about and support change. Positive attitude. Proven ability to build programs.
- m. Willingness to reinforce our School Mission, Philosophy, and Values.