



ISB LEARNING/LANGUAGE SUPPORT TEACHER

(Whole School - PYP/MYP/DP)

ISB Guiding Statements

Vision

ISB develops students who are *'compassionate and open-minded global citizens equipped with skills for lifelong learning that enable them to take action to create a just and sustainable world'*

Mission

We strive to foster academic excellence in a challenging, inclusive and supportive environment where students feel able to reach their potential while preparing for higher education and beyond.

High Quality Learning

We believe high quality learning is empowering, impacting every students' development: a personal journey from individual starting points, providing opportunities for discovery and growth in a social and global context, leading to increasingly autonomous and independent learning.

An IB PYP/MYP/DP Teacher at ISB will:

- Openly embrace the ideals, principles and philosophy of the IBO
- Actively keep abreast with current developments of the PYP/MYP/DP
- Embrace the concept of internationalism
- Be sensitive to the needs of different cultures
- Be respectful of the opinion of others
- Embrace the concept of being a lifelong learner
- Be committed to the concepts and beliefs of a holistic education and actively care for the wellbeing of all learners
- Be a positive role model who seeks at all times to contribute to a harmonious school and school community.

Code of Conduct

Aligned with the accrediting bodies of the school, ISB has adopted the same code of ethics as CIS (Council of International Schools) for itself and for any employee or contracted member of the school.

All ISB members are expected to derive their conduct and professional practice from the principles of:

- fulfilling the promises stated in the guiding statements and the school's contract documents
- striving for excellence that positively impact students
- nurturing a culture of care in which the education, safety and well-being of the students and others are paramount
- complying with applicable laws and regulations
- respecting the dignity and ensuring equity for all stakeholders
- promoting global citizenship and international mindedness

Additionally, ISB expects of itself, as well as of all members of staff to adhere to the [IB Learner Profile](#) attributes, which encapsulates the essence of the features we strive to instill in our students and model as adults in order to meet the school's guiding statements.

JOB DESCRIPTION

Report and Evaluation by: Student Services Coordinator

Role Overview

To provide a supportive, caring, risk free environment that ensures that students, whether they have language challenges, neurodivergence and/or learning challenges, are able to enjoy and maximize their learning through an inquiry and concept driven programme of instruction delivered in English.

This might include one to one and/or small group support/English language lessons (push-in/pull-out) as well as in class support/co-teaching during elementary language, mathematics and Unit of Inquiry lessons, and secondary subjects.

ELL Teaching & Learning

- Assessing children's skills and learning requirements based on the WIDA framework, or other relevant criterion
- To deliver the ISB Beginner Programme for students new to the English language within the agreed framework and philosophy of the school
- To deliver small group lessons in order to support students in their English language development
- To support ELL students in the mainstream classroom, in particular during heavy language based subjects
- To promote inclusive language learning by being a point of consultation for teachers and promoting self-advocacy with individual students
- To collaborate with class and subject teachers to promote differentiation strategies within the curriculum (e.g. simplify resources and materials, produce vocabulary lists, sentence frames, graphic organizers, etc.)
- To plan lessons in accordance with the school's planning procedures and based on individual student portraits and the ELL maps
- Observe children's individual learning progress and outcomes, assess individual learning needs and use outcomes to inform planning for further learning
- Maintain accurate records of children's learning progress and monitor their safety and well-being at all times
- To assess and report upon student progress in a consistent manner based on the WIDA framework

Support for Learning

- Contribute to discussions about Inclusive Access Arrangements (IAARs)
- Plan together with and work effectively in partnership with homeroom/subject teachers to effectively deliver learning support including an emphasis on inquiry based learning
- Observe children's individual learning progress and outcomes, assess individual learning needs and use outcomes to inform planning for further learning
- Maintain accurate records of children's learning progress and monitor their safety and well-being at all times
- Deploy high-quality learning, teaching and interaction strategies when working with students, including the application of high-level questioning strategies for sustained, shared thinking to move students' learning forward
- Develop individualized resources to support the Unit of Inquiry/subject area curriculum in line with the requirements of the PYP/MYP/DP
- To assess and report upon student progress in a consistent manner in accordance with the PYP/MYP/DP Programme guidelines

General Areas of Responsibility

- To promote the IB Learner Profile through teaching and learning

- To uphold utmost confidentiality about students and any sensitive matters relating to individuals, learning and the school
- To share in the overall responsibility for the academic progress, personal development, health and safety, discipline and well-being of all learners
- To be proactive with reporting learners' progress to parents outside the normal reporting process
- To support IB core projects, such as the PYP Exhibition, Personal Project, Service Learning, CAS projects across the school, as well as participate in school's community based activities
- To participate in school wide strategic planning (internal & external) at all levels
- To support all school initiatives with achieving accreditation or authorization with the IBO, CIS, NEASC
- To actively participate in regular school assemblies
- Participate in regular staff meetings and be a member of any ad hoc committees established
- To share professional expertise with colleagues and parents
- To liaise effectively with other teachers
- Undertake any continuing professional development as requested
- To take part in the school's performance management appraisal process

NB: Other duties/responsibilities deemed necessary by the school leadership may be added. ISB job descriptions may be reviewed based on the development and needs of the school.

Position Requirements:

- Fluency in English – mother tongue equivalent
- Relevant professional teaching qualification at degree level (BA minimum), preferably specializing in language learning and/or special education
- Minimum two years relevant professional experience in international education
- Have a mature, responsible, and positive disposition and be able to collaborate and work flexibly as member of the whole school team
- Be open-minded and interested in conducting action-research to gain further knowledge about impactful strategies for learning

Preferred skills:

- Previous IB experience or experience with an inquiry and concept driven approach to learning and teaching (minimum two years)
- WIDA framework training
- Previous experience providing push-in/pull-out support to students in a diverse environment
- Fluency with Google Suite for education

Safeguarding

The school follows safer recruitment procedures and candidates will be subject to associated background checks.

ISB employees are responsible for safeguarding and promoting the welfare of our learners. Our employees agree to abide by all child protection policies and procedures and agree to participate in all child protection/safeguarding checks and continuous training as mandated by the school as a condition of employment.