

JUNIOR SCHOOL LEARNING SUPPORT TEACHER

SCOPE OF RESPONSIBILITIES

Learning Support Teachers are responsible for supporting, guiding and empowering our diverse community to be inclusive, feel successful and act as lifelong learners.

REPORTS TO: Junior School Principal

SUPERVISES: Learning Support Teaching Assistant (where applicable)

Learning Principles

Our approach to inclusion is captured within the ISU Mission Statement and Learning Principles:

We learn together to unlock the opportunities of a changing world.

1. Learning is inclusive:

- providing meaningful, challenging and relevant learning for a diverse community.
- empowering self reliance, independence, confidence and grounded in a sense of belonging.
- when we see ourselves as part of the learning process.
- taking into account different learning styles.
- it is culturally sensitive.

2. Learning is inquiry driven:

- is conceptual - developing an understanding of transferable concepts.
- is engaging and of interest to us.
- is active and hands on.
- when we make a personal connection to the topic.

3. Learning is creative and challenging:

- innovative and progressive, preparing students for the future.
- ensures that everyone meets their own potential.
- ensures a strong grounding in traditional disciplines.
- uses a variety of resources to foster creativity and challenge thinking.

4. Learning is enhanced by our environment:

- the learning environment (physical, social and emotional) is safe and inclusive of all.
- our sense of community is valued and promoted.
- all relationships within our community are respectful of individual differences and promote individual growth.
- we learn from, and share our knowledge and expertise with the local and global community.
- we value and care for the natural environment.
- learning is a partnership between the home and school.

Mission statement: We learn together to unlock the opportunities of a changing world

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5. **Learning is both social and independent:**
 - it demands collaboration, cooperation and communication while thoughtfully considering the ideas of others.
 - communication is open and respectful.
 - learners have opportunities to independently question, evaluate and reflect on their own thinking and work.
 - students learn how to choose when it is appropriate to work independently and when to collaborate with others.

6. **Learning builds moral character:**
 - helping students develop a sense of integrity and responsibility to themselves and others.
 - students are encouraged to have the courage to stand up for their convictions and their beliefs.

7. **Learning is reflective:**
 - teaching is responsive to the learners' needs.
 - learners give and receive frequent, quality and constructive feedback that leads to further learning.
 - learners are challenged to reflect on our learning experiences and take action on feedback
 - learners are responsible for their own learning.
 - we acknowledge our successes as well as our mistakes and shortcomings.

8. **Learning is Lifelong:**
 - Students are equipped with skills and strategies to access opportunities and resources in an ever-changing world.
 - Teachers foster and encourage curiosity and the love of learning.
 - Teachers provide opportunities for self-directed learning.

PERFORMANCE RESPONSIBILITIES

Beliefs into Action

The job description of a JS Learning Support Teacher includes the beliefs and actions of the ISU Inclusion Philosophy. These beliefs guide our decision-making processes, educate our community about who we are, lead to collective behaviours and shape our actions.

Beliefs	Action
Children are the bearers of important rights	<ul style="list-style-type: none">● recognize the right of all children to an education and what a holistic education entails● create a sense of belonging for the child to “to know and be known”
Everyone can and will learn	<ul style="list-style-type: none">● recognise the identities of the learners in order to cater to the learning needs and requirements of each learner

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	<ul style="list-style-type: none"> ● acknowledge that everyone learns in his/her own way and provide a range of opportunities to meet student needs ● support professional learning for the ISU community to develop effective strategies and promote best practice ● support the premise that all teachers are learning support teachers ● provide inclusive accommodations, modifications and adjustments for learning and assessment ● allow for creative, independent thinking, through reflection, differentiation and integration
Our strengths will help us overcome our challenges	<ul style="list-style-type: none"> ● seek to embody a strength-based approach to enable all learners to realise their potential ● appreciate and apply everyone's positive qualities and strengths (whether academic, physical, social, emotional or creative) ● provide multiple opportunities and choice to showcase strengths ● build resilience ● approach the design of teaching and learning creatively to enhance experiences for everyone ● use the arts a vehicle into education
The barriers to education lie not within our learners, but the structures and systems of education	<ul style="list-style-type: none"> ● remove the barriers to learning by accepting responsibility and initiating necessary changes <ul style="list-style-type: none"> ○ create enabling environments, facilities, systems and structures ○ design accessible learning experiences ○ resource inclusion (human, capital/material, social resources) ○ educate and upskill the entire learning community for inclusion ○ foster collaboration
Learning is a partnership, a shared responsibility	<ul style="list-style-type: none"> ● develop an inclusive culture and practices with all members of the school community ● create a culture of shared responsibility that involves all ISU community members in developing, understanding and contributing to inclusive practices ● maintain regular communication and transparent practices to develop reciprocal knowledge about teaching and learning ● reflect together in order to make learning more accessible for everyone ● develop opportunities for parent participation in their child's education ● encourage opportunities for dialogue, reflection, professional learning and action between colleagues ● maintain organisational knowledge for the development of effective structures, systems and strategies to increase access and participation
Agency promotes self-advocacy	<ul style="list-style-type: none"> ● honour the agency within everyone ● build self-efficacy for a better ability to advocate for self and others

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	<ul style="list-style-type: none"> ● cultivate agency (<i>the power to take meaningful and intentional action</i>) by providing opportunities for voice, choice and ownership in the learning process ● enable learners to understand and advocate for their rights ● focus on learning “how to learn” to best equip learners for the future ● acknowledge and protect the right to privacy (people have a right to tell their own story when they feel ready)
Inclusion transcends diversity	<ul style="list-style-type: none"> ● embrace and celebrate diversity and everyone’s unique differences to enrich the learning environments and culture of ISU ● address human commonality, diversity, equality and multiple perspectives in learning experiences ● create affirmative, responsive environments that promote a sense of belonging, safety and self-worth for every member of the ISU community through daily interactions
A culture of inclusion is a community commitment	<ul style="list-style-type: none"> ● intentionally foster positive emotional and social attributes ● develop and support pastoral systems of care to contribute to the feeling of belonging ● model high expectations of social behaviour for the individual and for the group ● ensure children are socially included ● support learning and community as a social endeavour
Inclusion is a continuous journey	<ul style="list-style-type: none"> ● acknowledge that learning is lifelong and education is dynamic ● regularly review and refine systems and structures to best support the needs of the learners ● continue to expand our understanding of inclusion ● be open, flexible and adapt to change and growth ● be willing to learn, unlearn and relearn ● embrace new challenges and understandings as an opportunity to grow ● develop a pedagogy of participation, research and action

Specific Responsibilities of Learning Support Teachers:

- 1. Collaborate with Homeroom teachers to co-plan, co-teach and co-assess learning ensuring that the varying needs in each class are supported including English as an Additional Language.
- 2. Support student learning through implementation of learning plans, monitoring student progress and contributing to the reporting process.
- 3. Support the admissions and referral process of students to learning support services ensuring that students, parents, administrators and teachers are appropriately involved in the process.

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Responsibilities of all staff members at ISU:

Health and Safety of Students

- Constantly monitor and be alert to potential health or safety hazards; taking swift corrective action as necessary.
- Ensure awareness of best practice in first aid; participating in refresher training as requested.
- Ensure that students adhere to the Student Code of Conduct.
- Ensure that students behave safely at all times; taking swift corrective action if necessary.
- Report to the Counsellor/Principal/Head of School any instances where the teacher has Child Protection concerns about a student.

Fulfilling other Professional Responsibilities

- Keep abreast of recent learning developments in the field of education through reading and participating in in-service courses and workshops.
- Proactively contribute to the success and community spirit of The International School of Uganda.
- Actively engage in staff meetings, working parties and self studies as requested by the Principal.
- Lead at least two seasons of extra-curricular activities which may including service activities.
- Carry out the duties as a Homeroom teacher - where assigned to this role.
- Adhere to the Faculty & Staff Standards of Behaviour as detailed in the Faculty Handbook.

Carry out other duties as requested by the Principal or Head of School.

RECRUITMENT CRITERIA

Education and Training:

- Teaching certification and experience
- Degree and/or expertise in teaching students with varying learning needs

Relevant experience, skills and attributes:

- Teaching certification and experience
- An understanding of the IB approach to teaching and learning
- Degree and/or expertise in teaching students with varying learning needs
- Collaboration and communication skills
- Organisation and management skills
- Self-directed lifelong learner
- Creative and innovative
- Technologically adept

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