



# Australian International School

## JOB DESCRIPTION

<b>Position Title</b>	<b>Learning Enrichment Teacher – Secondary School</b>	<b>Date:</b> January 2024
<b>Function/Department</b>	<b>Learning Enrichment Department - Secondary</b>	<b>Location:</b> AIS
<b>Manager Name &amp; Title</b>	<b>Head of Learning Enrichment – Secondary School</b>	
<b>Position Type</b>	<b>Permanent</b>	
<b>Position Status</b>	<b>Full Time</b>	

### Position Objective

The Learning Enrichment Teacher partners with parents, class teachers, specialist staff and members of the administration to enable students to realise their potential through exceptional opportunities. This occurs within the context of a nurturing community that operates from an acceptance and appreciation of differences. AIS is an inclusive community and the Learning Enrichment Department assists in the provision of a differentiated learning program that aims to meet the needs of the individual and reflect students' abilities and learning style.

### Responsibilities

The Learning Enrichment Teacher participates through a range of professional roles in the effective development of educational programs based on:

- the diverse needs of students
- the centrality of the classroom teacher as the coordinator of students' teaching and learning needs
- a knowledge of teaching and learning principles and practices that enable students to access the curriculum
- genuine consultation with the student, carer or other about the impact of the student's ability to access the curriculum and achieve learning outcomes
- an understanding of the organisational structures and processes required to engage students in learning

Duties undertaken within the role include, but are not limited to:

- Demonstrated knowledge of current practice, trends and research within the area of Inclusive Education
- Effective communication and follow up with Parents/Care-givers/Teacher/Student
- Plan and assist with the design, implementation, monitoring and evaluation of appropriate programs and learning plans to meet identified needs of students in collaboration with staff, parents/care-givers and students
- Offer individual, small group and/or in class support for support for students requiring educational adjustments
- Participation and/or leadership of professional development within the area of Inclusive Education
- Consultation with classroom teachers concerning curriculum implementation and differentiated instruction
- Diagnostic and prescriptive teaching for students experiencing difficulties in learning
- On-Monitoring and assessing identified students (norm-referenced, curriculum-based, work samples, observations and task analysis)
- Maintenance of records and student support data which contribute to placement and programming decisions
- Interpretation of formal and informal assessments for classroom teachers, parents/care-givers and students, including confidential reports and psychological assessments.
- Scheduling and programing for small group interventions
- Communicate and cooperate effectively with colleagues, other professionals, students and parents
- Referral, liaison and consultation with colleagues, parents and outside providers
- Provision of alternative or modified materials and instructional strategies, including liaising with staff to support the modification of assessment tasks
- Modelling and teaching of organisational skills and effective work habits
- Establish and maintain rapport with students, promoting self-advocacy and personal ownership of learning
- Assist with the organisation of examination accommodations/curriculum adjustments
- Ability to work within the curriculum framework at AIS



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- Specific knowledge in a subject area (particularly maths or English) would be of benefit (Australian Curriculum/Cambridge Curriculum/IB Curriculum an advantage)
- Assist with and support the organisation & implementation of disability provisions/access arrangements for formalised examinations and assessment tasks for students across the Australian/Cambridge and IB curricula.

## Key Criteria

- A minimum four year recognised teaching qualification including a Bachelor's Degree and Teaching Diploma or a Bachelor of Education
- Appropriate post graduate qualifications in Special Education or Inclusive Education
- A minimum of 5 years FT teaching experience in a similar role in a recognised educational institution
- Experience in working with students with additional learning needs and diagnosed disabilities
- Experience in differentiating curriculum and modifying tasks/outcomes to meet student needs.
- Excellent communication skills, multi-tasking and time management
- Ability to work as a part of a team and an interest in participating in the wider school community

## Contacts

- Students, parents, teachers, Heads of Year, Heads of Department, Head of Inclusion, Collaborative Service Partners, Examinations Officer and Invigilation Team.

## Working Conditions

- 8.00am to 4.00pm, 5 days per week
- Meetings as required
- Teachers are required to be involved in school functions, meetings, events and professional development days as necessary, both within and outside of school hours

## Terms of Employment

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed. Appointment is subject to an enhanced Disclosure and Barring Service (DBS) check for regulated activity (if the candidate has lived in the UK) and/or criminal/police or equivalent background checks for all other countries inhabited (irrespective of whether you worked in those countries).

- Full Time role
- Paid Annual Leave during prescribed school holidays
- Paid sick and hospitalisation leave
- Other benefits including relocation and housing depending on terms of employment