

POSITION DESCRIPTION

Position: Learning Support Coordinator (LSC)

Department: Lower School

Direct Reports: N/A

Salary scale: Teacher Salary Scale, plus stipend

Report to: Head of Lower School

Position summary

ISA's Mission is 'to educate for international understanding' and its Vision is 'to create a community of lifelong learners who value inquiry, critical and creative thinking, take informed risks, and act with integrity and compassion'.

The Learning Support Coordinator (LSC) for the Lower School has a 50% teaching duty, as well as a 50% leadership role. The LSC will be passionate about and experienced in reducing barriers for our neurodiverse learners to ensure they are growing and performing to their full potential. The pedagogical leader in this role will establish and coordinate a collaborative approach that organises learning support around what best meets the needs of our students in their classroom settings. A key part of the role is to foster vertical alignment with the Learning Support teachers in Upper School to ensure a cohesive progression for students. The LSC will contribute to school-wide learning support system improvements, and ensure a smooth transition for students between grade levels and divisions. Strong experience in the use of data to inform instruction, as well as best-practices such as Universal Design for Learning are strongly preferred.

Leadership and Curriculum Development

- Improve and manage the transition of learning support services from division to division, as well as the enrollment process, with a focus on the use of data
- Facilitate the ongoing professional development in the areas of social-emotional learning, DEIJ, language acquisition, immersion education, inclusive practices, differentiated instruction and best instructional practices that meet the needs of a wide range of learners.
- Support student support teams in proactively identifying and understanding student strengths and needs, removing barriers to success in the classroom setting, and seeking to implement interventions that support both individual kids and all kids in the classroom

- Provide leadership for the PYP program as set out in school documentation and in accordance with the IB guidelines for inclusion having due regard for the differing ways in which students learn.
- Monitor and record student progress to ensure that all teachers can make informed, data driven decisions related to student learning and success

Teaching and Learning (Instructional Support)

- Model best practices in inclusion pedagogy in daily classroom practice by always putting the needs of students first.
- Support and provide coaching to classroom teachers towards implementation of best practice strategies related to inclusion and be a champion of such strategies.

Professional Development

- Stay informed and current on research and developments in the field of inclusion through attendance at conferences and building and maintaining a robust network of like-minded educators.
- Share best practices and strategies with teachers during professional development, planning, and collaboration time.

Communication and Collaboration

- Partner with members of the Leadership Team to build capacity in others, think creatively about how to maximize resources, and remove barriers to inclusion.
- Partner with school specialists such as curriculum coordinators and counselors in aligning the schoolwide approach to ensuring a truly inclusive learning environment at ISA.
- Supervise the planning, development, and implementation of a comprehensive parent education program on topics related to inclusion.
- Communicate with faculty, parents, and other constituents about the educational, social, and emotional benefits of programs which support a wide range of learners.
- Develop and establish positive relationships with staff and maintain constructive interactions with teams.
- Seek community resources and serve as a liaison between ISA and outside community resources.
- Model the school Mission, Vision and Values.
- Represent ISA at conferences or other professional gatherings.

Perform other duties as may be assigned.

Minimum Requirements and Qualifications

- Proficiency in collecting, analyzing, and interpreting data to assess the effectiveness of student services programs.
- Familiarity with educational technology platforms and tools that facilitate student support, communication, and information sharing.
- Familiarity with psychological and academic assessment tools to evaluate student needs and guide interventions.
- Familiarity with online educational resources, databases, and research platforms to stay informed about current trends and best practices in student services.
- A masters degree in education or related fields from an accredited institution (in-progress is acceptable).
- A minimum of 5 years teaching experience at a PYP school.
- Demonstrate creativity, problem-solving, and a commitment to excellent work.
- Demonstrated ability to develop community and generate trust while working with others.
- Outstanding written and verbal communication skills.
- Highly energetic, enthusiastic, visible, approachable and open minded.
- Experience with co-teaching and co-planning models.
- Experience/understanding of the WIDA framework.
- Experience with the development of inclusion, advisory, social-emotional and/or wellbeing programs.
- Curriculum and/or program development experience.