

## **JOB DESCRIPTION: LEARNING SUPPORT INTEGRATOR**

### **Nexus International School (Singapore)**

Purchased by Taylor's Education Group in July 2011, NISS meets the educational needs of students from approximately 50 different countries. The school's main constituency is expat families in Singapore, but it also accepts Singaporean students (subject to government approval) and Student Pass holders from a range of countries. Staff are recruited from Singapore, other national systems and international schools from around the world. Almost 20 different nationalities are represented.

The spacious 470,000 sq ft campus at 201 Ulu Pandan Road, just 2km from Holland Village, has excellent facilities to support all academic and co-curricular programmes for up to 1,200 students. These include swimming pools, gymnasiums, sports fields and recently renovated academic areas. NISS is committed to the integration of innovative learning technologies in the classroom and implemented a 1:1 Apple laptop scheme in the Secondary School in 2013. This was extended to Year 6 in 2014. The Primary School has a 1:2 ratio of MacBooks to learners and other technologies are integrated across the curriculum, including iPads and a range of the latest tools to aid learning.

NISS is an authorised International Baccalaureate (IB) World School for the Primary Years Programme (PYP) and Diploma Programme (DP). It is a member of the Council of International Schools (CIS), and an approved Cambridge International Examinations (CIE) Centre. NISS is EduTrust certified and is currently a candidate school for CIS/WASC accreditation.

NISS is a member of Taylor's Education Group and the second Nexus International School (NIS) campus in the region. The first NIS is located in Putrajaya, Malaysia.

### **Purpose/Vision Statement**

To educate the youth of the world to take their productive place as leaders in the global community.

### **Mission**

Nexus International School (Singapore) will be an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens. We will accomplish this by celebrating diversity and challenging minds.

### **Core Values**

- Respecting and caring for each other
- Being dedicated to a culture of Excellence
- Openness in Communication
- Acting with Integrity
- Being Passionate in what we do
- Creating Enjoyable environments

### Desired Culture/Our Promise

- Treat everyone as gifted and talented individuals and foster those talents and gifts through careful mentorship and guidance that is based on respect for all.
- Provide an environment that allows these talents to flourish; one that is innovative, progressive and grounded in trust, compassion and respect.

### Key Objectives Of The Position

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Principal. A Learning Support Integrator is an informed, reflective practitioner who uses inquiry based strategies to create positive learning environments, which motivate and challenge all learners to become self-regulated, life-long learners and leaders.

Nexus International School is an inclusive environment and aims to support all learners within regular classroom settings, alongside their age peers, regardless of year level or key stage.

The role of the learning support function is to help classroom teachers and subject specialists to identify, understand and address the learning needs of all of the young people in their classes, ensuring that each learner is engaged, confident and challenged to achieve.

A Learning Support Integrator has a commitment to inclusion and demonstrates the knowledge, skills and attributes necessary to support learners, teachers and parents in the assessment and review of learning across the school. This involves working directly with teachers and learners, and offering support and guidance to curriculum planning meetings and whole staff professional learning and development meetings. A learning support teacher will spend the majority of their time collaborating with teachers in the classroom, focused on ways to enhance learning for all. This collaboration may involve: observing, coaching, modelling for, team-teaching with, and offering "just in time" guidance to teachers.

The Learning Support Integrator has a thorough knowledge and understanding of current theory and practice in learning support, is conversant with a range of assessment tools and strategies and is able to help teachers to differentiate their lessons according to the individual needs of the learners.

The Learning Support Integrator has a thorough understanding of Autistic Spectrum and other disorders that may affect learning and works with a network of local support agencies in order to provide holistic and consistent support to the learner and her/his family and teacher. He or she keeps good records and manages a process of individualised learning programmes (IEPs) for those learners who experience extreme or on-going difficulties.

### Role

Consistent with Nexus International School policies, teachers are responsible for:

Pedagogy
<ul style="list-style-type: none"> <li>• Employing effective pedagogy that enables learners to become successful and self regulated by:               <ul style="list-style-type: none"> <li>○ Identifying learners who are having difficulties and finding ways to assist their learning</li> <li>○ Building learning focused relationships.</li> <li>○ Empowering learners (including teachers) to become independent.</li> <li>○ Making use of assessment information to plan progression for the differing needs of learners in the class, especially those who have difficulties in learning</li> <li>○ Using appropriate assessment tools for formative and summative assessment</li> <li>○ Providing high quality scaffolding and feedback as stated in the school procedures for feedback to learners</li> </ul> </li> </ul>

- Encouraging children to reflect on their learning, through use of learning stories, blogs and e-portfolios
- Engaging children in the co-construction of their learning progression
- Involving parents in their children's learning through learner-led conferences and regular parent – teacher dialogue regarding learners' Personal Learning Plans

#### Curriculum

- Demonstrating a high level of curriculum knowledge
- Working with class and subject teachers to develop Personal Learning Plans where required
- In conjunction with teachers, evaluating the appropriateness of curriculum outcomes for each learner and adapting where necessary
- Attending year level and subject collaborative planning sessions to help teachers plan to meet the needs of diverse learners
- Working with colleagues to ensure every learner experiences continuity and progression

#### Promoting and participating in teacher learning and development

- Actively engaging in teacher learning and development and providing professional development opportunities that support an inclusion approach
- Applying the principles implicit in the Index for Inclusion to policies and practices
- Being available to team-teach and act as coach for teachers and Personal Learning Assistants.
- Providing training and learning related information/presentations to parents.
- Developing knowledge and skills related to inclusive education.
- Research and assess new resources for use in the classroom that may assist those children with specific learning needs
- Actively engaging in the school's appraisal procedures

#### Ensuring an orderly and supportive environment

- To advise on the need for a PLA for any learner and monitor their effectiveness.
- Participating in and supporting the school's positive behaviour policy and general ethos of respect for all
- Helping teachers to identify and evaluate resources that will support the curriculum
- Where appropriate, providing withdrawal of learners for specific activities.

#### Co-curricular activities

- Offering at least one Co-Curricular Activity per term
- Being involved in Extra Curricular Activities to enhance the school experience for learners
- Undertaking grounds duties as required

#### Other Projects, Duties and Responsibilities

- Having a working knowledge of teachers' professional duties and legal liabilities
- Operating at all times within the stated policies and practices of the school
- Establishing effective working relationships with colleagues and parents
- Setting a good example through presentation and personal and professional conduct
- Co-operating with other staff to ensure a sharing and effective usage of resources to the benefit of the school and learners
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- Taking part in marketing and liaison activities such as Open Days and events with other schools

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the principal and member of staff, to be reviewed annually.

### **Expenditure Authority**

Up to budget allocations consistent with school policies

### **Key Relationships**

Learning Support Integrators report to the Principal via the Head of Services. In addition LSIs develop and maintain effective working relationships with:

- Learners
- Teachers
- Parents
- External providers
- Heads of schools
- School leadership team
- Administration staff

### **Personal Specification**

#### **Qualifications and Training**

- A degree plus teaching qualification (or equivalent)
- Higher degree or recognised professional qualification (preferred)
- Evidence of continued relevant professional development

#### **Experience**

- Experience in teaching learners with diverse needs
- Experience in an international school environment (preferred)
- Experience with UK curriculum, IGCSE and IB Diploma (preferred)

#### **Knowledge and Understanding**

- Practical understanding of effective teaching and learning strategies
- Theoretical understanding of effective teaching and learning strategies
- Understanding and knowledge of principles and practice of inclusion
- Knowledge of a range of specific learning difficulties and the ways in which these impact on learning

### Person Qualities

- A demonstrated and genuine liking and appreciation of children
- Attention to detail
- Inclusive
- Flexible and adaptable
- Resilient
- Sense of humour
- High standards and expectations
- Motivated

### Core Competencies

We are looking for someone who can

- Establish and maintain good relationships with colleagues, learners and parents
- Communicate effectively in Standard English both orally and in writing
- Deal effectively and non confrontationally with learners and staff
- Positively influence others
- Listen actively
- Motivate and engage with colleagues