



## **Hangzhou International School Job Description**

**TITLE:** Learning Support and EAL Specialist

### **QUALIFICATIONS:**

- Five years of successful experience in a school environment with a record of successfully differentiating instruction to meet a range of student needs
- Certification in teaching, special education or language acquisition. Additional certifications or graduate work in literacy, applied behavioral analysis, and/or learning support intervention are preferred
- Demonstrated flexibility in ability to work with students/teachers at elementary grade levels
- Exceptional communication and ‘people’ skills to work with principals, teachers, staff, parents, and students
- Excellent organizational skills to maintain records and track student progress
- Such alternatives to the above qualifications as the Superintendent of School may find appropriate or acceptable
- Experience with the IB Programs, Response to Intervention/Multi-tiered Systems of Support, and Universal Design for Learning preferred

**REPORTS TO:** Lower School Principal or Designee

### **JOB GOALS:**

To work with classroom teachers of one (and in some cases two) grade level to implement an effective school program for students with learning and enrichment needs, low English language proficiency and transition support. To promote ideals of an inclusive school by providing faculty and staff with current information on teaching and learning strategies, and best practices in working with students with learning needs.

**STUDENT SUPPORT SERVICES OVERVIEW:** Our SSS Department follows research and evidence-based best practices in the areas of learning support, counseling, and academic language acquisition. The department is guided by WIDA’s English Language Development standards and the International Schools Counseling Association (ISCA), and is aligned with IB philosophies and practices. Through our program, our SSS specialists and Homeroom Teachers maximize co-planning and co-assessing time to integrate content, language and literacy instruction effectively, which advances academic and personal development.

### **PERFORMANCE RESPONSIBILITIES\*:**

1. Develop and manage a caseload of students who require curricular modifications, monitor student progress, read student cumulative files, facilitate meetings, and write meeting summaries.
2. Support students with pull-out and push-in support, including one-to-one, small group, and whole group instruction. Co-teaching experience is preferred.
3. Implement individual learning plans (ILPs) designed to promote students' educational, behavioral, and/or social development.
4. Implement ongoing formative and summative assessments and maintain documentation of student growth and progress based upon students’ WIDA MODEL results and when appropriate NWEA MAP and Fountas and Pinnell results.
5. Provide staff up-to-date information on teaching strategies/best practices in working with students with learning needs. When needed, demonstrate these strategies for teachers and assist them with classroom planning and implementation.

6. Take the lead on collaborating with Homeroom Teachers to modify curricular content to ensure it is accessible to all English Learners
7. Work collaboratively as part of a multi-disciplinary team with administrators, teachers, speech language pathologist, school psychologist, and parents to advocate for students.
8. Employ strategies or techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, or memory.
9. Teach behavioral skills and use behavioral strategies to increase prosocial and adaptive behaviors.
10. Use measurable data to develop goals and objectives, establish a baseline, monitor progress, and collaboratively make data-based decisions for students.
11. Support teachers in modifying and administering both formative and summative assessments based upon student needs. Additionally, ensure accommodations are made for English Learners when necessary.
12. Assess students with special learning needs as needed.
13. Consult with teachers, administrators, speech language pathologist, other outside professionals regarding students with special learning needs.
14. Work in collaboration with teachers to promote all elements of HIS's General Learning Targets (GLT's)
15. Provide ongoing professional development to staff and/or parents as needed or requested.
16. Write comprehensive reports on student progress per quarter.
17. Be available as needed for early morning and after-school meetings with teachers, parents and administrators.
18. Other duties as assigned by the Lower School Student Support Services Coordinator, Lower School Principal, or Superintendent of School.

**TERMS OF EMPLOYMENT:**

Salary and work year to be established by the Board in accordance with local Chinese law and school policy.

**EVALUATION:**

Performance of this job will be evaluated on an annual basis in accordance with provisions of the Board's Policy.

**HIS BELIEVES:**

- That each employee makes a significant contribution to our success,
- That contribution should not be limited to the assigned responsibilities.

Therefore, this position description is designed to outline primary duties, qualifications and job scope, but not limit the employee or SCIS to only the work identified. It is the expectation of the school that each employee will offer his/her services wherever and whenever necessary to ensure the success of our organization.