

BRUMMANA HIGH SCHOOL

JOB DESCRIPTION

TEACHER - LEARNING SUPPORT

Brummana High School is a Quaker coeducational day and boarding school which seeks all round excellence in the academic, arts and sports spheres and aims to promote integrity amongst its staff and students. Each member of the school community ensures that students' needs from diverse backgrounds are met. Students are prepared to become responsible citizens and life-long learners, respecting each other and helping the community.

This job description is used as part of the teacher's contract, so that both s/he and the line manager know what is expected.

Line management

The Learning Support Teacher reports to the Learning Support Co-ordinator and co-ordinates with the Heads of Section as needed.

Hours

Hours to be assigned in accordance with national laws governing teaching (teaching law number 56), a continually updated copy of which is available in the Bursar's office for reference.

General responsibilities

1. To support and maintain the school's ethos, aims, and values
2. To respect and help enforce the school's rules and regulations
3. To use mutual respect and courtesy as the basis for relationships with others
4. To maintain a professional attitude towards other staff, parents, and students
5. To report any health and safety concerns to the line manager or Health & Safety Officer
6. To respect and take care of school property and resources and to report any misuse of property, damage, loss, or injury, including vandalism, theft, and assault to the line manager
7. To have responsibility for the academic, physical, and emotional well-being of students in their care
8. To be engaged in on-going professional development
9. To establish and develop Learning Support provision for individual students

Specific responsibilities

1. To provide direct and indirect instructional support to students in a positive environment
2. To employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory
3. To develop additional intervention strategies, such as individual counselling and advice/guidance for parents, based on the initial or follow-up assessments of student's needs
4. To instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests
5. To teach socially acceptable behaviour by employing techniques in an overall positive behavioural support system
6. To modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies
7. To plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate
8. To write a detailed clearly focused Individualized Educational Plan (IEP) for students receiving services within the department
9. To evaluate the IEP at least two times a year and to adapt the plan to meet changing needs

10. To provide out of mainstream class pull-out sessions targeting students' goals and objectives within a resource room alongside class support if needed
11. To administer specified educational tests
12. To maintain close liaison with other staff teaching the student, to ensure links with class syllabus
13. To support and provide training for other staff who teach the student
14. To maintain close contact with parents through meetings and regular oral and written feedback
15. To attend courses and meetings as requested by the line manager
16. To undertake any other duties as may be requested by the line manager

AB (Rev BA/RAH 13/10/20)