AMERICAN COMMUNITY SCHOOL
OF ABU DHABI *SINCE 1972*

JOB DESCRIPTION

TITLE: Learning Support Teacher, Elementary School
REPORTS TO: Elementary School Principal / Director of Student Support
CLASSIFICATION: 190 days
WORKING HOURS: Monday through Thursday from 8:00 AM to 4:30 PM and Fridays from 8:00 AM to 12:00 PM.

POSITION SUMMARY:
To provide high-quality academic support to students with Student Support Plans (SSPs) or Student Accommodation Plans (SAPs) through specialized instruction tailored to individual needs and aligned with prescribed accommodations, ensuring equitable access to the curriculum. This role upholds rigorous academic standards in line with the school's mission, core values, and student learning objectives, while also contributing to the effectiveness and professional growth of the learning support team through collaboration and a commitment to ongoing improvement.

RESPONSIBILITIES:

- Administer and use Curriculum-Based Measures (CBMs) / Curriculum-Based Measures (CBAs) or other assessment tools to collect data and monitor ongoing progress
- Develop SSPs and SAPs that outline the types of services, instructional goals, and accommodations that are specific to individual needs
- Communicate effectively with parents to ensure that parents have a clear understanding of their child's progress
    - Report progress on a quarterly basis via the SSP or SAP
- Serve as the liaison for the SST
    - Consult with teachers and counselors
    - Perform classroom observations
    - Model strategies and provide supplemental materials
- Facilitate small group (Learning Lab) instruction using research-based programs to support instruction in the areas of reading, writing, math, and executive functioning.
- Provide in class support, using targeted strategies and accommodations that meet the individual needs of learners so that they can fully access the curriculum
- Effectively communicate and collaborate with counselors to ensure that strategies are in place to support students who have academic needs and social emotional learning needs
- Work both in the general education classroom in consultation with the classroom teacher and independently with small groups of children to differentiate and personalize instruction based on student need.
- Provide classroom teachers with strategies and materials to support instruction and accommodations for LS students when in the regular education setting

SKILLS, KNOWLEDGE, AND ABILITIES:

- Demonstrate expertise in implementing a variety of teaching methodologies and practices for students requiring curricular accommodations.
- Share and implement teaching strategies that are based on the individual needs of each child.

- Interpret psychoeducational assessments/reports for use in the development of Support Plans (SSPs and SAPs) to create goals and accommodations for targeted student support
- Effectively liaise with, and provide effective support to classroom teachers in order to meet the individualized needs of students.
- Be conversant and effective in working in both inclusive and small group settings.
- Utilize excellent professional communication, organization and written language skills.
- Support the school's mission, core values, and student learning objectives
- Must be have the ability to exhibit flexibility and have the ability to adapt quickly to new circumstances as they arise

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QUALIFICATIONS:

Viable candidates for this position must:

- Hold a current teaching certificate with an endorsement in the area of **Special Education.**
- Have a minimum of two years recent and full-time teaching experience in **Special Education** or **Learning Support**
- Have knowledge and training of research-based instructional programs for literacy and math
- Have training and experience in data collection methods for reading, writing, math and executive functioning and using that data to make informed decisions
- Have experience developing and writing individualized learning plans.
- Proficient in current use of technological tools for communication and instruction
- Have experience working as a collaborative member of the student support/IEP team meetings for students.