AMERICAN COMMUNITY SCHOOL
OF ABU DHABI *SINCE 1972*

JOB DESCRIPTION

TITLE: Life Centered Education Teacher, Middle School
REPORTS TO: Middle 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:
ACS seeks a passionate and skilled Life Centered Education Teacher to lead a classroom designed to support neurodivergent students, including those with cognitive and developmental disabilities and those on the autism spectrum.

RESPONSIBILITIES:

- Plan, deliver, and assess the individualized modified curriculum tailored to the diverse needs of students in the Life Centered Education classroom.
- Develop and deliver differentiated, inquiry-based lessons that address students' individual goals and needs, using the ASDAN curriculum.
- Create and implement Student Support Plans (SSPs) that set measurable academic, social-emotional, and behavioral goals.
- Utilize evidence-based strategies, visual supports, and social skills training to support student learning.
- Adapt and modify the ACS curriculum to meet diverse learner needs while maintaining transdisciplinary connections.
- Address sensory, behavioral, and communication needs using proactive and adaptive techniques.
- Encourage exploration, creativity, and student agency through personalized and hands-on learning experiences.
- Establish a welcoming, inclusive, and engaging classroom culture that promotes kindness, curiosity, and collaboration.
- Implement effective current and relevant classroom management strategies to create a positive, focused, and sensory-friendly learning environment.
- Work closely with subject teachers and the Learning Support Team, co-planning and co-teaching to modify curriculum expectations and learning experiences across non-core classes.
- Partner with a multidisciplinary team—including occupational therapists, school counselors, and external specialists—to align student interventions.
- Actively participate in schoolwide initiatives and professional learning opportunities
- Communicate regularly with families to share progress, provide resources, and ensure continuity between school and home strategies.
- Collaborate with the Middle School Principal and Teaching and Learning Center to align practices with the school's vision and goals.

SKILLS, KNOWLEDGE, AND ABILITIES:

- Demonstrate expertise in implementing a variety of teaching methodologies and practices for students requiring curricular accommodations and modifications.
- Share and implement teaching strategies based on each child's individual needs.
- 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 support to classroom teachers to meet students' individualized needs.
- 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
- Strong knowledge of evidence-based practices for supporting neurodivergent students.
- Proficiency in assistive technology and alternative communication methods (PECS, AAC devices).
- Passionate, patient, flexible, and creative advocate for student agency and personalized learning.
- Strong interpersonal skills, cultural competency, and adaptability within an international school context.

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 of recent and full-time teaching experience in **Life Centered Education** or **Learning Support**
- 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 working as a collaborative member of the student support/IEP team meetings for students.
- Experience with, or willingness to undergo training in, the ASDAN curriculum and qualification framework.
- Training in Autism Spectrum Disorder (ASD) interventions and support strategies, or a commitment to complete relevant professional development.