

JOB FAMILY – Teaching

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| Job Name | Learning Development Team (LDT) Teacher |
| Job Code | TCH02/03 |
| Job Summary | <p>The main role of the Learning Development Team (LDT) teachers is to support identified students in the areas of Special Education Needs (SEN), English as an Additional Language (EAL) and Gifted and Talented (G&T) in achieving the best possible learning outcomes. LDT teachers work in collaboration with subject specialist teachers to improve the learning outcomes of these students. This occurs through collaborative planning, preparation of resources, sharing of strategies, parallel teaching of students in small group settings or co-teaching in classes.</p> <p>In addition to collaborating closely with specialist teachers, the LDT teacher is responsible for tracking the progress of individual students, setting improvement targets, maintaining up-to-date records and designing appropriate interventions to help these students in reducing the achievement gap.</p> <p>LDT teachers also work in close collaboration with parents and caregivers through conducting regular meetings to report on students' progress and to share information and support strategies.</p> <p>The LDT teacher's contribution to the school goes beyond the classroom. They participate in the development of the school policies and programmes and assist with the implementation of school priorities. Teachers may be required to undertake other duties in addition to their teaching duties.</p> |
| Main Accountabilities | <p><u>Teaching and Assessment</u></p> <ul style="list-style-type: none"> • Plan lessons and sequences of lessons to meet student's individual learning needs and to ensure student's progression based on an inclusive model that discourages withdrawal • Create appropriate resources that will scaffold student learning • Use a range of appropriate strategies for teaching and learning and classroom management • Embed Assessment for Learning practices into daily practice to support students' learning • Use flexible groupings and structured inquiry to deliver high quality lessons in line with the IBO philosophy |

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| | <ul style="list-style-type: none"> • Use learning technologies such as the IWB, online learning environments and other assistive technology to enhance learning • Use, identify, administer and analyse information from appropriate diagnostic tools to identify students' needs and set targets for improvement • Develop and share student support plans for identified Level of Adjustment 2 (LOA 2) students in collaboration with students, classroom teachers and parents • Track progress and design a range of interventions to support student success • Maintain SEN/EAL and G&T registers and share information related to these students with appropriate stakeholders • Provide clear and constructive feedback to students and their parents and caregivers <p><u>Wider professional roles</u></p> <ul style="list-style-type: none"> • Plan and engage in professional learning activities related to the LDT that support school and systematic priorities • Share good practice. Reflect on and develop your own practice as well as contribute towards the development of others • Make an active contribution to the policies and aspirations of the school • Collaborate with members of the school community to build a team environment that supports students' learning <p><u>Additional responsibilities may include</u></p> <ul style="list-style-type: none"> • Leading the development of curriculum policies in one of the following areas; SEN, G&T, EAL, and Mother tongue within the team • Supervising a range of student activities including support and welfare programmes • Supervising an educational assistant in the delivery of in-class support |
| Typical reporting relationship | Learning Development Team Coordinator |
| Minimum typical education | Bachelor Degree in Education (SEN and/or EAL specialization preferred), or Bachelor Degree in Maths/Science/English/Humanities with PGDE (Postgraduate Diploma of Education), or equivalent (additional SEN and/or EAL and/or G&T qualifications preferred) |
| Minimum typical experience | 1-3 years teaching experience within a recognised educational organisation |

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| Core Professional / Technical Competencies required | <p><u>Abilities</u></p> <ul style="list-style-type: none"> • Adaptability • Analysis / problem solving • Collaboration • Communication • Team centred • Knowledge <p><u>Core Professional /Technical Competencies required</u></p> <ul style="list-style-type: none"> • Having a thorough and up-to-date knowledge of the teaching of their students, curriculum, pedagogy, education-related legislation specific to SEN/EAL/G&T |
| Core Soft / Transferable Competencies required | <ul style="list-style-type: none"> • Planning & Organising Work • Translating Strategies into Plans & Actions • Valuing & Integrating Diversity • Learning Agility • Leading Change • Written Communication • Work Standards/Quality Orientation • Creativity/Innovative • Formal Presentation |
| Development / Training to support role competencies | <p><u>Development activities</u> To be negotiated as part of the performance management process</p> <p><u>Relevant courses</u> To be negotiated as part of the performance management plan</p> |
| <p>Notes: Two Years Finite Contract</p> <p>All teachers are expected to:</p> <ul style="list-style-type: none"> • Contribute to the school extra curricular programme throughout the year. • All teachers expected to participate in key school and PTA events on identified evenings and weekends. | |