

Job Description

Job title/Position: Learner Support Teacher

Division: Learner Support

Direct Supervisor: Student Support Services Director

Position Overview

Hong Kong Academy is a leader in inclusive education and places emphasis on diversity, inclusion, and pathways to individual excellence. The Learner Support Teacher will lead and support faculty, students, and parents through Learner Support programmes. The Teacher facilitates Hong Kong Academy's Learner Support Process and provides direct instruction for a caseload of students with a range of learning styles, differences, and challenges under the direction of the Student Support Services Director. He/She will collaborate with, and mentor, a team of classroom teachers and co-teachers to create an inclusive learning environment. He/She adheres to the school's mission, policies, and beliefs; among those beliefs is foremost that all children enrolled in Hong Kong Academy are fully participating members of the HKA school community.

Qualifications, Experience, and Mindset

The Learner Support Teacher should have:

- K-12 licence in Special Education and a Master's degree including one or more certifications in: Specific Learning Difficulties, English Language Support, Gifted and Talented Education
- 3+ years experience in working with a variety of additional needs and at least 2 years of overseas experience
- Experience as a teacher and a leader
- Experience establishing and developing collaboration within a Learner Support department and throughout the school
- A clear understanding of Primary School pedagogy

Preferred Skills and Experience

- Experience with the Primary Years Programme (PYP)
- Recent and relevant professional development in the field of special education, inquiry-based learning, differentiation in mainstream classrooms and inclusion
- A background in delivering inclusive learner support programs
- Proven experience in promoting accountability and shared responsibility
- Ability to design learning experiences that incorporate digital tools and resources to promote student learning
- Ability and experience in co-planning, co-teaching, co-assessing, and co-reflecting with classroom teachers and co-teachers
- Ability and experience in building capacity in the wider faculty to support students who need additional learning support and/or enrichment

Responsibilities and Expectations

The Learner Support Teacher will be responsible for the effective learning of students. In support of this, the teacher is expected to implement the seven teaching and learning standards that bring the school's mission and values to life. The list below provides an overview of key responsibilities and expectations.

Embody and nurture HKA's mission, vision, and values

- Create inclusive environments characterised by mutual benefit for all community members
- Support in student learning activities beyond the classroom
- Participate in and assist with school events as required

Model and promote the skills and attitudes of an internationally minded person

- Take an active role in pastoral care and behavioural management of students (including assisting in supervising student breaks)
- Provide authentic experiences in which learners might become responsible members of local, national and global communities

Contribute to the curriculum cycle

- Utilise the frameworks of the IBPYP
- Embed multiple entry points for a range of learners into all three components of the curriculum (written, assessed, and taught curriculum)
- Use inquiry as a pedagogical framework for teaching and learning

Use assessment and feedback to improve teaching and learning

- Determine the extent to which learning outcomes are on the way to being achieved based on the IBPYP frameworks and school assessment policy
- Utilise assessment strategies to guide learners in their continual growth
- Create and implement modifications and accommodations for a diverse range of learners
- Make ongoing adjustments to the design of the learning experiences
- Maintain up-to-date records of assessment, attendance, planning, reports, conferences, and communication with parents
- Create, deliver, and evaluate comprehensive Individualised Learning Plans

Evaluate and apply relevant research based strategies in a diverse and inclusive setting

- Promote innovative and creative approaches to thinking and learning
- Differentiate instruction so as to customise and personalise learning activities to address students' diverse learning strengths and needs
- Collect and use data to draw conclusions about what will best support learning

Create a culture of thinking

- Craft meaningful experiences in which learners can take ownership of their own learning and understanding
- Structure interactions to show respect for one another and value

everyone's contributions in the spirit of the ongoing inquiry

Collaborating with all members of the learning community

- Collaborate and communicate with fellow team members in order to have productive dialogue and share in decision making
- Establish partnerships with parents so that they are well informed about student progress and work together to support student growth

School Hours

7:30 a.m. to 3:30 p.m. Monday, Tuesday, Thursday. Friday ends at 3:15 p.m. Classes meet 8:00 a.m. to 3:10 p.m. With the exception of Wednesday with the early dismissal of all students to enable teachers to engage in professional and curriculum development from 1:30 p.m. to 4:45 p.m.

Contact: recruitment@hkacademy.edu.hk

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