

LOCATION	British International School – Ho Chi Minh City	
JOB TITLE	Primary Learning Support (LS) Teacher	
JOB PURPOSE	To provide targeted interventions for individuals/groups with specific learning needs, and to support teachers to enable all children to learn and make good progress	
REPORTING TO	Primary Headteacher, Deputy Headteacher, Assistant Headteacher and Learning Support Leader	
OTHER KEY RELATIONSHIPS	Teaching Assistant, Subject Specialists and Class Teachers	
PACKAGE	Main Scale	
KEY RESULT AREA	MEASURES OF PERFORMANCE	
Student Attainment and achievement <ul style="list-style-type: none"> To promote high standards of work amongst all students To manage discipline issues that occur in the classroom To promote the 'Be Ambitious' programme Liaise with Class teacher, Learning Support Leader and members of the school's SLT regarding any students whom may require support in their learning. To demonstrate good safeguarding practices and to know the reporting procedures to follow in case of a Child Protection issue Liaise with Class teachers and the Learning Support Leader regarding provision mapping of Individual Education Plans for students. Liaise and collaborate with EAL Dept regarding further support required for Learning Support students 	Student attainment meets or exceeds targets	
Teaching <ul style="list-style-type: none"> Assess and identify specific target areas for individuals and groups of children Plan interesting, learning focused lessons Teach according to the needs of the students Have an ability to integrate technology across the Learning Support Dept Be ambitious and reflective across all aspects of teaching Sharing good practice with other colleagues If required, be a first point of contact and provide pastoral care to children. Ensure effective communication with learning support TAs. 	The delivery of lessons that are good or outstanding	
Assessment <ul style="list-style-type: none"> Provide students with appropriate information that allows them to know where they are and what they need to do to improve Provide assessment data as required by Class teachers, Learning Support Leader and Deputy Head for tracking 	Work Scrutiny, informal drop ins, peer observations and pupil progress meetings show clear progression of students' learning across all subject areas	
Administration/Development: <ul style="list-style-type: none"> Contacting parents on academic or social matters, including follow up on reports, parents' meetings etc. 	Parents feel part of the learning process.	

<ul style="list-style-type: none"> • Playing a full part in internal and external CPD opportunities including staff meetings • Liaise with Learning Support Leader to contribute to an annual Action Plan and requisition. • Be involved in the organisation and delivery of primary events, festivals, House events, assemblies, special focus weeks and Parent Teacher Group (PTG) committees • Contribute to the provision of subject or Year Group related day trips where appropriate • Contribute to BIS Weekly Update articles • Maintain good quality display in classrooms and public areas which relate to the children’s learning • Offer exciting Extra Curricular Opportunities that meet the needs of the student cohort • Supervise students on a duty rota • Be responsible for personal health and safety and know how to report H&S concerns • Take into account the identified whole school and campus developments for the year and work as part of the year group and Milepost Team to implement any necessary changes and developments identified. • Any other reasonable task assigned by the Principal or Head Teacher 	<p>The teacher plays an active part in a wide range of the life of the school, both in and out of the classroom</p> <p>The school operates in a safe and organised manner.</p>
<p>Personal Development</p> <ul style="list-style-type: none"> ▪ Continual development through the identification and implementation of your own Personal Development Plan 	<p>Improved performance Performance appraisal Personal Development Plan</p>
<p>Other</p> <ul style="list-style-type: none"> ▪ Promote and adhere to the School’s Vision and Values: <ul style="list-style-type: none"> ▪ Opportunity - For us, opportunities need to be meaningful, about achieving potential and making progress. ▪ Impact - For us, impact is about making a difference. It needs to be immediate, positive and lasting. ▪ Leadership - For us, leadership is about considering the team’s needs as well as your own, setting inspiring examples, being supportive and showing real accountability and responsibility. ▪ Respect - For us, respect is about listening, being inclusive and getting the little things right ▪ All staff are required to manage effective personal development as part of the Company’s commitment to invest in staff as the key resource in the organisation ▪ Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation ▪ Any other appropriate duties as allocated by the Principal 	<p>Valued member of the team and organisation</p>

<ul style="list-style-type: none"> ▪ Above all, ensure that each teacher has a positive and forward thinking outlook, maintaining strong collegiate relationships and a good sense of humour. 	
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Other Conditions

Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.

PERSON SPECIFICATIONS	
Qualifications/Training	
<ul style="list-style-type: none"> ▪ Degree plus teaching qualification 	Essential
<ul style="list-style-type: none"> ▪ A minimum of three years recent experience of classroom or learning support teaching 	Essential
Experience / Knowledge	
<ul style="list-style-type: none"> ▪ Good working knowledge of the English National Curriculum 	Essential
<ul style="list-style-type: none"> ▪ Outstanding classroom practice 	Essential
<ul style="list-style-type: none"> ▪ Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through classroom organisation, differentiation and learning strategies 	Essential
<ul style="list-style-type: none"> ▪ Understanding of best practice for children with additional educational needs 	Essential
<ul style="list-style-type: none"> ▪ International Experience 	Desirable
<ul style="list-style-type: none"> ▪ Experience of teaching/Knowledge of the IPC (International Primary Curriculum) 	Desirable
<ul style="list-style-type: none"> ▪ Knowledge of EAL in the mainstream 	Desirable
Skills	
<ul style="list-style-type: none"> ▪ Able to work as part of a team 	Essential
<ul style="list-style-type: none"> ▪ High level of IT competence 	Essential
<ul style="list-style-type: none"> ▪ Use of SIMS 	Desirable
Personal Attributes	
<ul style="list-style-type: none"> ▪ Excellent interpersonal and intrapersonal skills 	Essential
<ul style="list-style-type: none"> ▪ High levels of personal integrity 	Essential
<ul style="list-style-type: none"> ▪ Excellent organisational and time-management skills 	Essential
<ul style="list-style-type: none"> ▪ Attention to detail 	Essential
<ul style="list-style-type: none"> ▪ Ability to work under pressure and remain calm 	Essential
<ul style="list-style-type: none"> ▪ Willingness to take on multiple tasks 	Essential
<ul style="list-style-type: none"> ▪ Proactive and able to prompt others to ensure deadlines are achieved 	Essential
<ul style="list-style-type: none"> ▪ Self-motivated and enthusiastic 	Essential
<ul style="list-style-type: none"> ▪ Ability to work independently 	Essential
<ul style="list-style-type: none"> ▪ Continually strive for improvement 	Essential
<ul style="list-style-type: none"> ▪ Adaptability 	Essential
<ul style="list-style-type: none"> ▪ Sense of humour 	Essential

Compliance with visa requirements for working in Vietnam.