



LOCATION	Northbridge International School Cambodia	
JOB TITLE	Learning Support Coordinator - WHOLE SCHOOL <i>Middle Leadership Scale -ML2</i>	
JOB PURPOSE	To provide whole school coordination for the Learning Support provision within the school	
REPORTING TO	Head of Primary	
DIRECT REPORTS	SEN teachers and LSA's in primary and secondary Intervention Teachers in primary and secondary and Counsellors in primary and secondary.	
OTHER KEY RELATIONSHIPS	Head of Secondary, EAL Coordinator, IB Program Coordinators - PYP, MYP and DP,	
KEY RESULT AREA	MEASURES OF PERFORMANCE	
ROLE EXPECTATION		
<ul style="list-style-type: none"> • Conduct and coordinate student assessments with the LS team, using appropriate assessment tools for both Admissions and ongoing internal tracking purposes • Coordinate the referral and exit strategy for students receiving LS. • Provide direct support to students, push-in and pull-out as necessary • Coordinate push-in and pull-out support for LS teachers in the team • Meet regularly with appropriate personnel in order to support classroom teachers and subject specialists with LS students • Enhance productivity of existing personnel, presenting information in meetings, training teaching staff, collaborating with support staff • Maintain student files (paper and electronic) according to school standards and reporting systems as required • Maintain an updated whole school register of students receiving LS • Maintain confidentiality of student records and student information • Work collaboratively with the EAL Coordinator where required as part of the school's Student Support Services • Ensuring appropriate delivery of both special education instruction and related services as stipulated on IEPs. • Keep up to date records of meetings, as needed, and documentation of student records • Maintain an updated whole school register of students and levels of support 		



- Consult with necessary personnel to create, develop and monitor IEP's for students on the primary register
- Support SEN teachers as needed in creating, implementing and communicating IEP goals with parents, teachers and necessary stakeholders
- Consult with teachers and staff as needed regarding referrals, implementation of appraisals for eligibility, and updates to IEP and IEP goals.
- Provide training and technical assistance to case managers, relevant teachers, related service providers and support service professionals on all aspects of cases management: use of computer systems for the special education process, writing of goal writing, progress reports, annual reviews and parent communication, including Managebac and Google environment.
- Coordinate with LS team to complete semester IEP progress reports and provide semester IEP progress reports to parents/guardians and teachers.
- Conduct student educational evaluations as necessary, using appropriate assessment tools
- Plan short or long-term services for children with exceptional needs
- Provide direct support to students, push-in and pull-out as necessary
- Support push-in and pull-out support for SEN teachers on the team
- Coordinate meetings and communications with outside agencies
- Meet regularly with appropriate LS team personnel in order to support classroom teachers with students LS.
- Manage and lead the referral and exit strategy process for students on the SEN register
- Integrate new developments, research findings and best practices into ongoing programs and new initiatives.
- Identify and/or develop appropriate accommodations and school based assessments to support the academic growth of SEN students.
- Maintain a high level of knowledge regarding developing special education issues.
- Facilitate meetings for parents, as well as identify resources for parents of students with special needs.
- Engage parents and families in their student's learning
- Act as an ambassador for the school in the community.
- Maintain confidentiality
- Oversee special education inventory of equipment / materials.



<p>RESOURCE MANAGEMENT</p> <ul style="list-style-type: none"> • Budget for and request of materials and equipment in order to provide instructional support to teachers. • Assess the need for instructional resources based on teacher input. • Oversee inventory of equipment / materials specific to SEN instruction. <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Facilitate regular department meetings. • Keep up to date records of meetings and documentation/files • Work closely with the Programme Coordinators and Head of Secondary/Primary to develop the department subject areas within the school. <p>REPORTING</p> <ul style="list-style-type: none"> • Ensure that departmental teachers are meeting report deadlines. <p>IB ASSESSMENTS</p> <ul style="list-style-type: none"> • Ensure the department is meeting PYP/MYP/DP assessment deadlines and work with the programme coordinators to ensure paperwork is filled in correctly. <p>EVENTS</p> <ul style="list-style-type: none"> • Coordinate any departmental events with the assistance of the school events nominated person. 	
<p>Personal Development</p> <ul style="list-style-type: none"> • Continual development through the identification and implementation of your own Personal Development Plan 	<ul style="list-style-type: none"> ▪ Improved performance ▪ Performance appraisal ▪ Personal Development Plan (APT)



OTHER

- Promote and embodies *The CORE 7 Leadership Capabilities*:

1. Accountable

- Takes initiative and implements new strategies that impact student achievement and align to the Be Ambitious philosophy
- Leads analysis of student data and shares findings with stakeholders - challenges staff to improve in response to this data.
- Meets with Secondary leadership Team to articulate student performance within area of responsibility

2. Strategic

- Empowers teachers to implement innovative initiatives to contribute to student success and well-being
- Has a strong sense of strengths/areas of development of team/phase etc. and ways to improve performance
- Translates student data analysis and gaps to specific actions and timelines

3. Collaborative

- Encourages collaborative approaches to professional learning and team/phase development

4. Entrepreneurial

- Is creative in finding ways to differentiate the school and promote it to the community. Example: Video for the website, blog,..
- Seeks out and creates new ideas and opportunities to maximise learning

5. Enabling

- Is inspirational - creates a feeling of energy, excitement and personal investment in the department
- Puts structures and coaching in place to empower teachers and staff to improve student outcomes
- Identifies and cultivates emerging leaders, establishing stretch opportunities for high performing teachers

6. Agile

- Valued member and leader of the team and organisation



- Adapts approach and behaviour to meet changing conditions and expectations
- Approaches uncertainty and challenges with forethought, determination and a solution-driven approach
- Responsive and deadline driven

7. Resilient

- Manages emotions and is aware of impact on others
- Seeks advice and feedback from others when facing challenging situations
- Is ambitious in setting goals and leading the team