

Job Description		
Position Title	Elementary Academic Support Teacher	Reference: 161205
Function/Department	Student Support Department	Location: Stamford
Manager Title	Director of Student Support Services	
Position Type	Fixed Term	
Position Status	Full Time	
Position Objective		
<p>The Student Support Department (SSD) is looking for a highly qualified Academic Support Teacher with previous experience in delivering literacy and math intervention to join our expanding team of multi-disciplinary professionals. Utilizing a Response-to-Intervention (RtI) Model, the primary role of the Academic Support Teacher is to provide small-group/Tier 2 intervention directly to students as well as consultation to the greater school community in order to foster foundational academic skill development for all students.</p>		
Responsibilities		
<p><b>The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Head of indeed to the Regional CEP so that a referral can be made accordingly to the relevant third part services.</b></p> <p><b>Delivers effective and efficient intervention to students across a variety of settings</b></p> <ul style="list-style-type: none"> <li>• Utilizes data-based decision making and evidence-based strategies to offer high quality academic support</li> <li>• Plans, prepares, and delivers small-group reading and math intervention for elementary-aged students</li> <li>• Establishes positive, safe, and trusting relationships with young children, their families and teachers to encourage student progress related to students' academic needs</li> </ul> <p><b>Regularly assesses students' progress to modify instruction/intervention</b></p> <ul style="list-style-type: none"> <li>• Collects and analyzes screening as well as progress monitoring data to identify student need, modify intervention, and report progress to parents, faculty, staff, and administration</li> <li>• Summarizes assessment results and incorporates information into an appropriate support plan</li> </ul> <p><b>Serves as a case manager for students receiving support services</b></p> <ul style="list-style-type: none"> <li>• Gathers relevant background information related to students' academic strengths and challenges</li> <li>• Maintains updated and accurate student files which adhere to high-levels of confidentiality</li> <li>• Coordinates, facilitates, and maintains records on meetings with parents, teachers, and internal/external service providers</li> </ul> <p><b>Provides consultation to teachers, parents, and other service providers to foster greater academic achievement across all students</b></p> <ul style="list-style-type: none"> <li>• Participates on a multi-disciplinary team of professionals by utilizing a problem-solve approach</li> <li>• Prepares and disseminates professional resources according to student need</li> <li>• Offers ongoing support to faculty, staff, and parents in order to accelerate student growth</li> <li>• Establishes and maintains ongoing professional collaboration with service providers on and off campus in order to maximize student impact in all areas of development</li> </ul>		

**Offers professional development to the wider school community**

- Develops and facilitates presentations for faculty, staff, and parents related to prevention and intervention strategies for students with reading, math and/or writing challenges

**Position Requirements**

- Minimum of 3 years of experience working with children as a support teacher with relevant qualifications
- Exceptional interpersonal communication and professional collaboration skills
- Must demonstrate flexibility, strong work habits, and a positive attitude
- Strong organizational skills and excellent command of the English language
- Proficiency in using computers and other forms of technology
- Strong references and attendance record

**Qualifications**

Required:

- Current Teaching Certification from an accredited educational institution
- Minimum 3 years experience providing academic intervention to children with identified learning challenges
- Previous experience and/or training using benchmark screening and/or progress monitoring assessment (i.e., DIBELS, Aimsweb, Easy CBM)

Preferred:

- Previous training and/or experience as a Learning Support Teacher/Reading Interventionist/Sped Teacher
- Knowledge and/or experience delivering student support services within an RtI Model
- Training and/or previous experience with using Levelled Literacy Intervention (LLI), Orton-Gillingham and/or Read Naturally Intervention Programs

**Contacts**

- Other Stamford Teaching and Non-Teaching Staff
- Parents and Students
- PTA

**Working Conditions**

- School Environment
- Working hours 8am to 4:30pm, Monday to Friday, plus occasional staff meetings and trainings
- School holidays are paid and free except staff days and training days (please refer to the website to see the school calendar with school holiday dates)

**Terms of Employment**

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| • Medical Benefits: | Medical insurance provided where applicable          |
| • Sick Leave/Hosp:  | 14 days sick leave and 60 days hospitalization leave |
| • Pre-medical exam: | Required   |
| • Referee Check:    | Required   |
| • Background Check: | Required   |