



Stamford American
INTERNATIONAL SCHOOL

JOB DESCRIPTION

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed

Position Title	Reading Intervention Teacher, Middle School	Reference: APR2023MS
Function/Department	Middle School	Location: Stamford Woodleigh Campus
Manager Name & Title	Middle School Deputy Principal for Student Learning	
Position Type	Fixed Term	
Position Status	Full Time	

Position Objective

To support the reading development needs of middle school students working two or more grade levels below expectation by assessing reading abilities and developing and implementing effective strategies to improve their reading skills. To work collaboratively with teachers, parents, and administrators to ensure that students receive the support they need to succeed.

Responsibilities

The job holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come 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, they must report any concerns to the School's Designated Safeguarding Lead or to the Head or indeed to the Cognita Regional Safeguarding Manager so that a referral can be made accordingly to the relevant third party services.

Teaching:

- Develop reading plans for students based on their needs and abilities
- Use AERO Standards, MYP Criteria, and student classwork to guide the creation of intervention materials
- Analyze Reading MAP test results and assess students' reading abilities using various other tools and techniques (examples: running records, CORE Phonics Survey, Probes)
- Implement evidence-based reading strategies to improve students' decoding, reading comprehension and fluency skills
- Teach 5-6 reading intervention blocks within the 8-block cycle
- Use the workshop model to support the reading development of students working on different levels and skills within the same class
- Monitor and track students' progress and adjust interventions as needed
- Communicate regularly with teachers, parents, and administrators to ensure that students are receiving appropriate support and to provide updates on progress

Relationships:

- To develop trusting and effective relationships with all the students in the classes and their parents



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- To establish supportive, collaborative, and positive working relationships with all the members of staff
- To become a positive presence across the whole school and its wider community

Educational role:

- To develop and execute the preparation, planning and delivery of child-centered learning activities
- social-emotional well-being of these students To be a pastoral advisor to a group of 15-20 students, being responsible for the holistic academic and
- To build pedagogical practices around understanding all learners from different cultural and linguistic backgrounds, the importance of differentiation, and the essential aspects of peer observation and feedback
- To establish effective home/school communication
- To participate fully in appropriate training in the various programs and initiatives at Stamford
- To utilize the “Approaches to Learning” expectations per the International Baccalaureate
- To accommodate a range of ability levels and learning styles
- To work in a collegial and professional manner with peers demonstrating respect, being prepared and on time, and adhering to the school wide meeting norms and team essential agreements

Extended professional role:

- To understand and implement the expectations and policies established by Cognita and Stamford.
- To participate in professional duties as necessary outside of the scope of the school day (E.G. Field Studies trips, professional development on weekends as needed, and after school meetings as required)
- To supervise duties at break/lunch and/or other unstructured times
- To lead/coach an after school CCA (co-curricular activity) from 3:45-4:30pm once a week
- To abide by the child safeguarding expectations of the school
- To assist in internal sub coverage according to department needs
- To provide any other reasonable duties delegated by the School Management Team

Parents:

- To coordinate parent meetings (organize translations if need be) and review student progress
- To coordinate efforts of parents to assist with classroom volunteering duties or on excursions

Position Requirements

- At least 3-5 years of experience in working with children as a reading teacher, preferably at the middle school level, with relevant qualifications
- Preference for experience MYP (IB), WIDA, SIOP, and Reader’s and Writer’s Workshop
- Curriculum development knowledge is required
- Advisory/Pastoral experience preferred
- Possess highly developed interpersonal and teamwork skill
- Excellent verbal and written English skills
- Good references on request
- Proficiency in using school databases, communications platforms, and educational technology
- Demonstrates the Stamford Values – Courage, Ingenuity, Compassion, Integrity

Qualifications

- Minimum Bachelor’s degree in Education or equivalent is required
- Professional current teacher licensure or certification is required



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- Training in research-based reading intervention
- Master's degree in relevant field preferred
- Certification as reading specialist preferred

Contacts

- Middle School Deputy Principal
- Middle School Literacy Coach
- 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

- Medical Benefits: Medical insurance provided where applicable
- Sick Leave/Hosp: 60 days hospitalization leave including 14 days sick leave
- Probation Period: 3 months from date of commencement
- Referee request: Required
- Background Check: Required

SAIS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Pre-employment background checks are mandatory and appointments are strictly subject to confirmation that all reference and background checks are completed to the satisfaction of Cognita, SAIS' holding organization.

We are an equal opportunity employer and disallow discrimination of age, ethnic origin, nationality, gender, religion, sexual orientation, family status, pregnancy, marital status, medical or mental health history, physical characteristics or disability.

We welcome applications from all qualified candidates. We regret that only shortlisted candidates will be notified.