



Job Description - Elementary Learning Support Teacher

Level: Professional

Load: Full Time

Responsible to: Learning Support Coordinator/ES Administration

Service Period: 12 months

Effective: September 4, 2023

Nature and Scope

To provide the instruction necessary to facilitate positive growth in all students and to ensure the development of their God-given gifts for Christ-like service in the world community.

Professional Responsibilities

1. **Modeling**
 - a. Model a personal commitment to Christ and Christian living
 - b. Strive to inspire others to Christian commitment and living
 - c. Maintain a positive Christian spiritual environment
 - d. Consistently model professionalism
 - e. Follow the Matthew 18 principle in resolving conflict when dealing with students, parents, staff and administration
 - f. Exhibit characteristics of being a lifelong learner
 - g. Maintain a positive classroom environment focused on growth and excellence
 - h. Model, teach, and believe in the understandings related to neurodiverse learning.

2. **Curriculum and Instruction**
 - a. Ensure instruction and assessments are in alignment with the curriculum and the mission of the school
 - b. Use a variety of instructional and assessment strategies within Learning Support sessions that fully support the curriculum and mission of the school
 - c. Relate subject matter to Christian life and Biblical teaching
 - d. Create a classroom environment that is pleasant, culturally sensitive, and nurturing
 - e. Implement effective student relationships that promote effective student learning
 - f. Incorporate appropriate technology to support the fulfillment of lesson objectives

3. **Supervision**
 - a. Consult frequently and regularly with the members of the Elementary Learning Support team.
 - b. Supervise any teacher assistants or volunteers as assigned
 - c. Provide supervision of students at school activities

4. **Teaching Duties**
 - a. Write and implement Individualized Education Plans and 504 Accommodation Plans
 - b. Provide interventions to struggling students via the RTI process as appropriate

To inspire and equip each student to develop their God-given gifts for Christ-like service in the world community.

Rosslyn Academy



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- c. Maintain accurate and timely entry of records - including progress monitoring, meeting minutes, and log entries in information databases, updating IEPs, 504 accommodation plans, IEP progress reports, etc.
- d. Communicate student progress with teachers and parents as scheduled and/or needed
- e. Consult with teachers to support students in the classrooms
- f. Provide services to individuals or groups of students on the caseload
- g. Provide students with accommodations during standardized testing
- h. Review/practice emergency procedures
- i. Maintain and request materials and supplies each school year
- j. Be alert to classroom repair needs
- k. Bring effective closure to each school year and complete the End-of-Year Checklist
- l. Perform school-related duties as requested or assigned by administrators that enhance the "student life," mission, and vision of the school which may require work beyond the typical school day

5. **Communication & Collaboration**

- a. Maintain an attitude of openness and desire for communication
- b. Ensure effective communication with parents and students
- c. Maintain professional relationships with colleagues, students, and parents and follow the Matthew 18 principle in resolving conflict with others
- d. Work cooperatively with other members of the Learning Support Team, teachers, principals, and other staff.
- e. Work with other Student Support Services to improve the coordination of care
- f. Attend and participate in school meetings
- g. Serve on committees to support the overall school programs

6. **Professional Development**

- a. Annually submit a written list of professional goals to the Principal/Coordinator and Director of Professional Development
- b. Participate in scheduled in-service, curriculum planning, and professional development activities
- c. Participate in the Teacher Self-Assessment Rubric (TSAR) program as part of the school's self-evaluation process
- d. Remain abreast of current developments in technology, learning, and instructional theory
- e. Take ownership of professional goals and development

Qualifications

1. Demonstrate commitment to Jesus Christ as Savior and Lord
2. Exhibit a continuing sense of God's calling to service at Rosslyn Academy
3. Demonstrate a respect for diversity of culture
4. Demonstrate an appreciation for the diversity of the body of Christ
5. Possess a minimum of a Bachelor's degree from an accredited post-secondary university
6. Hold a valid teaching certificate, preferably with a specialty in Special Education (or equivalent) from an authorized governmental agency in North America and/or the Association of Christian Schools International, OR have significant experience or specialization in interventions for students with learning disabilities.
7. Have two years of successful teaching experience
8. Demonstrate the ability to communicate effectively in English, both orally and in writing
9. Demonstrate the ability to use technology for word processing, data management, and communications
10. Demonstrate a life congruent with the Basic Tenets of Rosslyn Academy
11. Previous international travel and/or teaching experience is preferred

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