

## **JOB DESCRIPTION**

### **Primary Inclusion Teacher**

#### **NEXUS INTERNATIONAL SCHOOL MALAYSIA**

NISM is a privately owned international school in Putrajaya, Malaysia. The student body consists of expats from a large number of countries, members of government departments such as the Ministry of Foreign Affairs, and private fee paying Malaysians; the school roll is expected to grow to more than 900 over the next two years. NISM follows an International curriculum, which includes IPC, IGCSE and IB Diploma. A recently established Boarding House is adding to the diversity of our student population. The school has an inclusive philosophy and has a strong focus on the personalisation of learning. Technology is fully integrated at all levels in the school; younger children are using iPads, the primary school has access to laptops in trolleys and learners from Year 5 – 13 have their own MacBook Pro laptops the use of which is embedded across the curriculum.

#### **OUR PURPOSE**

To educate the youth of the world to take their productive place as leaders in the global community.

#### **OUR MISSION**

To be acclaimed by the world-wide international education community as a provider of the highest quality international education which is specifically matched to the needs of our expatriate and local students.

#### **OUR CORE VALUES**

- **RESPECTING** and caring for each other
- being dedicated to a culture of **EXCELLENCE**
- openness in **COMMUNICATION**
- acting with **INTEGRITY**
- being **PASSIONATE** in what we do
- creating **ENJOYABLE** environments

#### **AT NEXUS INTERNATIONAL SCHOOL, WE PROMISE TO:**

- Treat everyone as gifted and talented individuals and to foster those talents and gifts through careful mentorship and guidance that is based on respect for all. We provide a safe environment that allows these talents to flourish; one that is innovative, progressive and grounded in trust, compassion and respect.
- In a more connected, more social world, our learners have more choice and greater access to information. We, like many other progressive schools across the world, have become more flexible and adaptive in order to meet the increasingly diverse needs of our learners.

## KEY OBJECTIVES OF THE POSITION

The Inclusion teachers work with class teachers to provide practical advice and support that enables them to deliver lessons that promote inclusion. They also provide in-class support and deliver specific programmes of study throughout of support for learners. Primary Inclusion staff are expected to lead training and professional learning sessions for teachers, teaching assistants and parents.

Consistent with Nexus International School policies, a Primary Inclusion teacher will

- Have **expertise and/or experience in all or some areas of Inclusive Education (Special Needs, Enrichment (Gifted and Talented) and EAL).**
- Be familiar with tools and strategies for identifying and overcoming learning barriers.
- **Plan, develop and deliver educational programmes (EAL and Learning Support)** that provide timely interventions to support learners' social and learning needs.
- Develop and **foster learners' confidence and skills** to enable optimum development.
- Develop **learner focused relationships** to ensure that all learners feel safe, respected and are not afraid of asking for help and making mistakes.
- Have excellent **communication and collaboration** skills.
- Be a confident user of **ICT**.
- Conduct diagnostic **assessments to identify needs and build IEPs** known as **Action Plans** at Nexus.
- Write and review **Action Plans (IEPs)** for learners of concern.
- Keep important documents **up to date**.
- Attend **planning sessions with class teachers** to contribute to differentiated lesson planning.
- **Initiate and prepare differentiated LS/EAL/G&T materials** for application in Maths, Language Arts and IPC, when required.
- Provide **in-class support** to LS/EAL/G&T learners during some Language Arts, Maths and IPC lessons.
- **Share innovative and successful ideas** with class teachers.
- Meet with **parents** to discuss progress and recommend strategies to support learners at home.

## QUALIFICATIONS AND TRAINING

- A degree plus teaching qualification
- Qualification in Inclusive Education, Special Needs Education and/or Learning Support
- Experience and qualifications working with Gifted and Talented learners (desirable)
- Qualifications to perform educational psychological assessments/reports (desirable)
- Evidence of continued relevant professional development

## EXPERIENCE REQUIRED

- Teaching children with Special Needs in a Primary school setting
- Teaching and supporting learners with diverse language and learning needs
- EAL Primary teaching (desirable)
- Supporting learners beyond the classroom such as partnerships with external providers and community links
- A range of settings including an international school environment
- Using technology to aid learning

## KEY RELATIONSHIPS

A Primary Inclusion Teacher will develop and maintain effective working relationships with all the teachers in the Milepost teachers that they are supporting and the other Inclusion teachers across Primary.