



## Teacher Job Description - Secondary Inclusion (SEN/Alternative Pathway)

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### **NEXUS INTERNATIONAL SCHOOL MALAYSIA**

NISM is a privately owned international school in Putrajaya, Malaysia. Nexus is part of the well-established Taylor's education group, which owns a number of schools in Malaysia and Singapore as well as Higher Education institutions. 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 currently in the region of 700 learners. NISM follows an International curriculum, which includes IEYC, IPC, IGCSE and IB Diploma. Our Boarding House caters for over 70 learners and adds 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 use iPads and secondary learners each have a Macbook. Nexus is an Apple Distinguished School and is also accredited by CIS.

### **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 worldwide 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 VISION**

Nexus International School will be an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens. We will accomplish this by celebrating diversity and challenging minds.

### **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 foster those talents and gifts through careful mentorship and guidance that is based on respect for all.
- Provide an environment that allows these talents to flourish; one that is innovative, progressive and grounded in trust, compassion and respect.

## KEY OBJECTIVES OF THE POSITION

Consistent with Nexus International School policies, the postholder will have the following responsibilities

<b>Pedagogy</b>
<ul style="list-style-type: none"><li>● Apply the most up to date, research-based strategies to address the needs of diverse learners, specifically those with additional learning needs</li><li>● Teach groups, individuals and providing in pre-class, in-class and post-class support for learners with additional educational needs</li><li>● Collaborate with mainstream teachers to plan, share ideas and modify resources for differentiation within the mainstream curriculum according to learner needs</li><li>● Plan and deliver specific short term educational programmes which address and remediate the additional educational needs of the learners</li><li>● Provide support with specific skills (e.g spelling, fine motor, interactive)</li><li>● Create learning situations where skills, content and tasks are relevant, realistic and authentic</li><li>● Use a variety of teaching strategies to maximise learning for all</li><li>● Use ICT to enhance learning to support collaboration, content creation and communication</li><li>● Use inclusive strategies so that all learners can access the curriculum and make progress</li><li>● Support learners to set their own goals and objectives</li><li>● Promote self regulation and independent learning</li></ul>
<b>Curriculum and Subject Knowledge</b>
<ul style="list-style-type: none"><li>● Demonstrate excellent subject knowledge of the needs of learners with additional learning needs</li><li>● Base planning and assessment on the learning goals of the curriculum and the competencies and mindset as defined by the Nexus philosophy</li><li>● Contribute to the whole school curriculum and monitoring processes. Collaborate with colleagues to plan curriculum delivery</li></ul>
<b>Assessment and Record Keeping</b>
<ul style="list-style-type: none"><li>● Review and use data from both standardised school assessments and specific SEN assessments to identify learners who may require additional support and clarify where this support should be focussed</li><li>● Identify learner strengths/weaknesses through observation, teacher feedback and formal assessment</li><li>● Produce and regularly review (once per term) learner action plans (IEPs), sharing agreed information with mainstream teachers)</li><li>● Support assessment for learners as required by examination bodies, departmental and school procedures</li><li>● Prepare and present informative reports to parents and other stakeholders as required</li><li>● Collaborate with internal and external specialist services to ensure that recommendations and interventions are effectively shared with teaching staff</li><li>● Track and review progress for specified learners</li><li>● Facilitate case conferences for specific learners where mainstream teachers need guidance with intervention and differentiation strategies.</li><li>● Assist in the assessment of new applications for learners who are identified as having possibly learning challenges/SEN</li></ul>
<b>Promoting and participating in learning communities and professional development</b>

- Engage in personal learning and professional development
- Actively engage in the Teacher Performance Assurance Process
- Display a passion for teaching and learning by sharing ideas and innovating
- Seek feedback from others to improve learning and teaching strategies

### **Establishing a Culture for Learning**

- Promote student voice in the classroom
- Develop and maintain a learning focussed classroom
- Implement 'restorative practice' strategies to encourage positive relationships with all
- Develop positive relationships and excellent communication with parents
- Collaborate with external professionals

### **Values and Responsibilities**

- Be involved in extra-curricular activities to enhance the school experience for learners including residential excursions, CCAs and Boarding House Duty.
- Support learners to be successful
- Engage and collaborate positively with all members of the school community
- Model the skills and attitudes of a global citizen, through presentation, personal and professional conduct

### **Other duties and responsibilities**

- Take part in marketing and liaison activities such as Open Days
- Take on the role of a form tutor/mentor as required
- Operate within the stated policies and practices of the school
- Cooperative to ensure effective use of resources to the benefit of the school and learners

This job description may be amended at any time following discussion between the principal and member of staff, to be reviewed annually.

## **Reporting Lines**

The immediate line manager for this post is the Head of Inclusion.

The Principal, Heads of Schools and Deputy Heads of Schools are responsible for the Performance Assurance of teachers in conjunction with the direct line manager.

## **PERSONAL SPECIFICATION**

### **Qualifications and Training**

A degree plus teaching qualification (or equivalent)

Higher degree or recognised professional qualification (preferred)

Evidence of continued relevant professional development

### **Experience desirable**

Teaching learners with diverse Special Educational Needs

A range of settings ideally also in an international school environment

Using technology in learning

Please note that a minimum of three years relevant work experience is required to secure an employment pass for overseas nationals. This need not necessarily be in the field of teaching. NQTs can be considered for the post provided they have work experience elsewhere.

### **Personal Qualities**

The successful candidate will:

- Plan, develop and deliver rigorous learning experiences that address learners with a variety of language and learning needs (including autism, global delay, English as an additional language, Dyslexia etc)
- Develop and foster the learners' confidence and skills to enable them to become autonomous self regulated learners.
- Build learning focused relationships.
- Have excellent collaboration and teamwork skills that result in effective co-planning and co-teaching.
- Be a confident user of technology to transform learning.
- Be a reflective practitioner and a life-long learner.
- Deal effectively and non-confrontationally with learners, staff and parents to positively influence others.
- Be community and internationally minded and want to participate beyond their classroom.