



Inclusion Teacher

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2021

INCLUSION TEACHER

The Swiss International Scientific School in Dubai (SISD) is a leading international day and boarding school where future generations are inspired to become confident and enthusiastic lifelong learners, ready to embrace the opportunities and challenges of a global world. Founded in 2015, our school currently welcomes more than 1470 students of more than 70 different nationalities on its cutting-edge campus, in the centre of Dubai. From Pre-KG to Grade 12, SISD follows the full continuum International Baccalaureate (IB) programme in three streams focusing on personalised learning and the development of 21st century skills. Students choose between the English with additional languages/STEAM stream or the bilingual English-French/German streams. We pride ourselves on being a fully accredited IB Continuum World School, offering the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), IB Careers Programme (IB CP) and IB Diploma Programme (DP). Our personalised international curriculum offers an engaging learning experience, the challenge of developing a real understanding of cultural diversity and the support of a thriving international community. Our state of the art, eco-friendly campus adjacent to Dubai creek, ensures that we can offer a wide range of sporting and after school activities tailored to the personal needs and preferences of every student.



Job Title	Inclusion Teacher	Department	Inclusion
Start Date	1 August 2022	Location	Dubai, UAE
Reports to	Head of Inclusion	Direct reports	

Job Scope	The role of the Inclusion Teacher is to identify and ensure the school addresses learning needs for SISD to become an inclusive learning environment in which diversity is celebrated for all students. The role requires regular liaison with class teachers, specialist teachers, heads of departments and parents regarding student’s welfare and development to enable them to achieve their best and overcome barriers to learning. In addition to teaching, the Inclusion Teacher will share in the wider pastoral and co-curricular life of the school. This will include, inter alia, leading at least one extra-curricular activity per week and providing Boarding House support in terms of supporting a group of students as a Tutor at least once a week. Occasional participation in outreach or promotional activities may be required, but every effort will be made to ensure that this request is reasonable and shared equitably amongst all teaching staff.
Main Duties and Responsibilities	<p>Main Duties and Responsibilities</p> <p>This not an exhaustive list of all duties/responsibilities:</p> <p>General:</p> <ul style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for Inclusion students

- To monitor and support the overall progress and development of students and to facilitate and encourage a learning experience which provides inclusion students with the opportunity to achieve their individual potential
- To support the school's aims and objectives and contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- To maintain a thorough and up to date knowledge and understanding of the current Inclusion

Teaching:

- To teach consistently high-quality lessons to either individuals or small groups of pupils within or outside the class within the IB framework
- To develop and adapt conventional teaching methods to meet the individual needs of the student
- To use special equipment, technology and facilities, to stimulate interest in learning
- To collaborate with the classroom teacher to define appropriate activities for the student in relation to the IB framework
- To share resources and good practice, partake in lesson observation, collaborative teaching, mentoring and active participation in continuing professional development
- To assess students who have long or short-term learning difficulties and working with colleagues to identify individual students' needs
- To ensure the timely and accurate completion of forms and reports related to effective provision for students
- To carry out screeners and internal assessments for identifying, assessing, and reviewing students
- To ensure that planning, preparation, recording, assessment and reporting meet the varying learning and social needs of the student
- To maintain constant awareness of the needs of any students to whom English is additional language
- To monitor alongside the Head of Inclusion in-class differentiation and work with the teachers to improve differentiation standards.
- To liaise with teachers to ensure that all students are taught to be aware of the needs and impacts of learning difficulties.
- To maintain a safe learning environment for students and assume responsibility for the pastoral care of a class of students, paying particular attention to personal development and child protection
- To collaborate with the Head of Inclusion and other teachers and curriculum coordinators to deliver an interdisciplinary curriculum and share new ideas, approaches and professional knowledge
- To liaise with other professionals, such as speech and language therapists, physiotherapists and educational psychologists
- To work closely and communicate clearly with parents, guardians and external agencies about the needs of the student
- To organize learning outside the classroom in activities such as community visits, school outings or sporting events
- To undertake administration, including updating and maintaining records of students' progress
- To manage behavior, social and emotional concerns
- To prioritize and manage time effectively, undertaking continued professional development in line with the role

	<ul style="list-style-type: none"> To follow the inclusion department and whole school policies and procedures to support the inclusive environment of the school Participate in school activities outside regular school hours to include, but not limited to, ASA's, Boarding House(s) support, school trips, staff meetings, parent's evenings, open days, INSET days, professional development training sessions, conferences and workshops, induction and if applicable examination supervision
Key Relationships	
Internal	Students, Head of Inclusion, Senior Leadership Team, Deputy Senior Leadership Team, Section Heds, Curriculum/Subject/Grade Coordinators, Head of Depts, Teachers, Counsellors, Healthcare Team, HSE Team, Marketing & Admissions Team, HR Team
External	Parents, KHDA, IB

Position Requirements	
Education	<ul style="list-style-type: none"> Bachelor's Degree in Special Education/Inclusive Education or related subject Professional Teaching Qualification Relevant recent professional development that qualifies the candidate for this post
Experience	<ul style="list-style-type: none"> Extensive international teaching experience of at least 2 years Significant experience and successful track record of teaching and supporting students with special educational and additional needs in an international school setting. Experience of working with students for whom English is an additional language Have strong knowledge of current practice and developments for students with SEND Proven track record of excellence and tangible outcomes Show commitment to the inclusion of all students Evidence of outstanding teaching practice. Experience of working in an international environment is preferred, however not essential. Experience in using technology to maximise student learning experience.
Competencies	<ul style="list-style-type: none"> A fluent first language English speaker A second language such as French, German, Russian or Arabic desirable A positive, flexible, 'can do' work ethic. A commitment to ensuring high standards of teaching and learning Exceptional communication skills Strong collaboration skills to foster partnerships with teachers, students and parents A clear personal philosophy on inclusive education and how this informs practice. A genuine interest in progressive, inclusive student-centred approaches to pedagogy. An interest in social enterprise, charity and service learning, and how these can be embedded formally into the curriculum. A desire to be involved in the life of the school beyond the classroom and an understanding of the importance of this to student learning Excellent standards of personal presentation.

	<ul style="list-style-type: none"> • Enjoyment of working in a positive, collaborative team environment with the values of honesty, integrity and mutual support at the core. • An enthusiasm for engaging with diverse cultures tempered only with high levels of patience and adaptability • Inter-culturally aware with well-developed interpersonal skills.
Salary & Benefits	Competitive remuneration and benefits
Contract	Fixed Term contract
Application	<p>Candidates are requested to submit the following documents:</p> <ul style="list-style-type: none"> • Cover letter of one page, explaining your strengths as a candidate and why you are interested in this position • Current CV not to exceed two pages • 3 professional references with current contact details (position, phone number and e-mail address) not older than 5 years. One must be your current or last Line Manager <p>Please send your application to: hr@sisd.ae</p> <p>Due to the expected volume of applications we will only contact those applicants that are shortlisted for interview.</p> <p>We are committed to providing a safe and happy environment for all our employees and in which our students can thrive and learn. We are committed to safeguarding and promoting the welfare of all our employees and students. All employees are subject to appropriate vetting procedures including satisfactory criminal record checks from both country of residence/home country and any other country of residence.</p>

I am very grateful to be part of the SISD team for the 2020/21 academic year. Since joining SISD, I have been made to feel extremely welcome by each member of staff. The positivity that flows through the school is contagious and energizing. The support, I receive from other members of staff, motivates me to raise my standards and become a better educator, colleague, and person. The huge focus on Well-being is evident and the impact is clear to see in the outstanding teaching and learning being done throughout the school. The rapport you see between colleagues, teachers and students really shows of the unity that SISD thrives upon.

– Jonathan Harkin, Primary Teacher

I have had the pleasure of experiencing first hand, the development of the French/ English bilingual stream at SISD, which has grown and developed and is now fully imbedded into the students daily lives. Students naturally speak both French and English in our classroom and it has been a joy to see students progress in multiple languages. I have worked at SISD for 5 years as an English teacher, KG2 coordinator and now Grade 1 coordinator. I have had such a positive experience working in both the Early Years and Primary schools and have enjoyed co – teaching with some incredible teachers.

- Tamara Grannell, Grade 1 Teacher

I think SISD has a vibrant faculty, where talented professionals collaborate to provide excellent results for our students. With outstanding facilities and infrastructure, the environment is an inspiring workplace with a warm community of staff, parents and students alike.

- Samantha Hodges, Well-being Coordinator

