



Maternity Leave Cover Inclusion Teacher

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MATERNITY LEAVE COVER – 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 1800 students of more than 90 different nationalities on its cutting-edge campus, in the center 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	Maternity Leave Cover – Inclusion Teacher	Department	Inclusion
Start Date	April – May 2024	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. The responsibilities outlined may be modified by the Head of Inclusion, upon mutual agreement, to reflect or anticipate changes in the role:</p> <p>Provide consultancy support</p>

- To observe and work with teachers to offer support and advice for improving the quality and effectiveness of learning and teaching, with regard to Inclusion.
- To give advice and guidance on the learning needs and programmes of individual students and support and advice on improving quality first teaching, the inclusive classroom, personalised learning, and differentiation. This includes
 - Providing information on specific learning difficulties e.g., dyslexia, dyspraxia, ADHD etc. and offering strategies for staff to support the students
 - Supporting the teacher with creating appropriately differentiated work
 - Advising teachers, Learning Support Assistants and CRAs on appropriate levels and target levels
 - Developing the pupil profiles
 - Having an input into writing and monitoring the effectiveness of the IEPs
 - Advising on and supporting with the modification and adaptation of curriculum structures
 - The development of appropriate assessment procedures
 - Following Individual Therapy Plans and helping teachers implement Sensory Diets in the classroom

Providing specialist services

- To provide exceptional services to individual students such as supporting those with difficulties adjusting to the class or school, provide short term assistance to help students catch up on work or provide study support and additional literacy sessions for students experiencing difficulties with reading/writing and spelling. This includes;
 - Supporting with Early Years/Primary/Secondary transition
 - Supporting the transition to a mainstream setting
 - Supporting the transition from a different school setting
 - Attending transition events as appropriate
 - Advising and monitoring on the use of assistive technology
 - The development and monitoring of the identification and referral process, gathering information in the referred student and observing the student in the classroom
 - 1 to 1 support for some students when required (short and long term)
 - Maintaining effective communication with parents as well as any service providers working with the family or the student, where needed

Contributing to staff development

- To contribute to the enhancement of his/her colleague's professional development through PD sessions, information sheets and the exercising of the role as outlined here. This includes

- Raising awareness
- PD on learning support topics to school staff as requested
- Offering advice to staff on strategies to support particular students
- Advising staff on where to find resources on the internet to support students
- LSA training

Teaching co-operatively

- To support the work of the class or subject teachers by targeting assistance in a planned way to students experiencing difficulties in learning but also by enriching the overall quality of learning and teaching. He/She may;
 - Work with the subject/class teacher within the class to ensure that students who may be experiencing difficulties are accessing the curriculum through appropriate levels of work
 - Bring ideas and materials to the lesson that will enrich the quality of learning and teaching
 - Take classes to free the class/subject teacher to work with individuals or groups. He/She can also work with individuals or groups
 - Model appropriate teaching strategies such as co-teaching or team teaching with the class/subject teacher

Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school

Communication

- To communicate accurately and regularly with parents
- To liaise effectively with parents and offer opportunities for them to engage in their child's learning at home
- To develop positive channels of communication to ensure the smooth running of the service amongst all educators
- To attend Parents' Evenings as required and to provide accurate, honest information regarding the progress of students.
- To report to parents in the form of written reports twice yearly and when made be additionally required by the Head of Inclusion
- To contribute to the newsletters, social media platforms and marketing activity

Administration

- To register the attendance of and supervise students, before, during and after-school sessions as appropriate

	<ul style="list-style-type: none"> To participate in and carry out any administrative and organisational tasks as required To maintain up to date emergency forms, curriculum plans, individual child development profile and other records as needed <p>Professional Development</p> <ul style="list-style-type: none"> To regularly review and evaluate the effectiveness of teaching and assessment procedures and its impact on students’ progress, attainment, and well-being To be responsible for improving teaching through participating fully in training and development opportunities identified by the school or as a result of appraisal To participate fully in the teacher appraisal system, with classroom observation of colleagues and a willingness to be personally observed within the classroom To submit books, records or planning as required for monitoring by colleagues or management <p>Other</p> <ul style="list-style-type: none"> To have professional regard for the ethos, policies and procedures of Swiss International Scientific School and maintain high standards in attendance and punctuality To maintain smart and professional standards of appearance To maintain high standards of conduct both in and out of the classroom. To act in a way that conforms to the school’s ethos and values To adhere to the teacher standards and expectations set out in the teacher’s handbook, employee handbook, code(s) of conduct and the school policies Provide cover, in the unforeseen circumstance that another teacher is unable to teach To participate and support in school activities outside regular school hours to enrich the school experience for the students to include, but not limited to, ASAs, Boarding House(s) support, school trips (international and local), staff meetings, open days, professional development training sessions, conferences and workshops, induction, major school events and if applicable assessment/examination supervision
Key Relationships	
Internal	Students, Teachers, LSA, CRA, Heads, Deputy and Assistant Heads of Section, ILSA, Head of Inclusion
External	Parents, KHDA, IB, Third Party agencies

Position Requirements	
Education	<ul style="list-style-type: none"> Inclusion related qualification Professional Teaching qualification

Experience and Competencies	<ul style="list-style-type: none"> • At least 2 years teaching experience • A positive, flexible, 'can do' work ethic • Be enthusiastic, patient, and empathetic when working with children and young people who come from a diverse range of cultures. • Have confident and warm communication skills. • Be practical and keep a cool head in an emergency • Be tactful, discreet and a good listener • Be firm but fair • Ability to multitask and prioritise, planning own workload to fit around the needs of the students • Be a team player who demonstrates maturity and professionalism • Have a commitment to ensuring high standards of care and support • Strong collaboration skills to foster partnerships with children and young people and parents • Commitment to ensure the safety and welfare of children and young people • Excellent standards of personal presentation. • 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 Visa Status	Competitive remuneration On Spouse visa/sponsored
Contract	April - May 2024
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 and Barring & Prohibition checks.</p>



I have had the pleasure of working in both the Primary setting and the Secondary setting at SISD and feel privileged to get to do the work I do for such an outstanding organization. Getting to work alongside passionate staff and to engage with such motivated students, while being surrounded by some of the best facilities on offer, I honestly feel that SISD is one of the best schools in the world to work at.

- Mark Swaine, Grade 6 Learning Coordinator and Transition Leader & Wellness Committee Chairperson

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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 & Grade Learning Coordinator

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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, Deputy Head of Primary (Student Achievements)

