



Early Years and Primary Years Learning Support Assistants (French Speakers)

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Early Years and Primary Years Learning Support Assistants (French Speakers)

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 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	Early Years and Primary Years Learning Support Assistants (French Speakers)	Department	Phases 1 & 2
Start Date	August 2024	Location	Dubai, UAE
Reports to	Assistant Head of Phases 1 & 2	Direct reports	

Job Scope	<p>Learning Support Assistants play an important role at SISD. Their core responsibilities include fostering and supporting SISD's ethos, values, policies, and guidelines; contributing to academic provision of the highest standard of teaching and learning, leading to exceptional student achievement; meeting regularly with colleagues, adopting a culture of continuous collaboration and improvement; effectively using available resources to support teaching and learning and demonstrating and applying knowledge and understanding on inclusive educational values, principles, and practices</p> <p>He/She should always conduct themselves in an appropriate professional manner to support and foster the aims and ethos of SISD.</p>
Main Duties and Responsibilities	<p>Main Duties and Responsibilities</p> <p>This not an exhaustive list and all duties/responsibilities. Language of instruction will be French.</p>

Supporting students

- working with individual or groups of students as directed by the class/language teacher or inclusion, under the class teacher's supervision
- taking a group or individual children as designated by the class teacher or inclusion team for general learning, language, literacy, mathematics and/or social support
- applying current best practices and strategies for supporting student progress and wellbeing
- proficiency in inclusive educational techniques, personalization of learning objectives and assessment strategies
- assisting students who may require personal care support
- giving appropriate support to any students with additional learning needs, either physical, behavioural or educational, as directed by class teacher/inclusion
- ensuring good management, sense of order and tidiness of the classroom so that the students may develop a sense of responsibility and pride in their classroom
- ensuring implementation of the school rules and behaviour policy
- supporting students with wellbeing and SEMH
- carrying out supervision with vigilance and high levels of care and support for students and overall safety
- supporting increasing student independence
- giving timely feedback to students to scaffold learning and support progress

Supporting the class/inclusion/specialist teacher

- supporting group work and whole-class work
- performing routine tasks, for example, preparing materials and setting up resources for the school day
- assisting teachers and other staff, as directed by Grade Learning Coordinator, Deputy Head, Assistant Head or Head of Section
- recording observations of children regularly and communicating this to the class teacher
- engaging in class-wide monitoring of student learning

Supporting the curriculum

- helping to organise materials used in all lessons including outdoor provision
- supporting individual students, groups or the class, while the teacher works with a group of children / individual child
- supporting in other specialist lessons as required, e.g. accompanying classes to Art, Music or PE lessons
- participating in, and contributing to, team planning, self-evaluation and training in assigned areas of the curriculum and in the provision of pastoral care
- to help to plan the activities for indoor and outdoor play

	<ul style="list-style-type: none"> • effective supervision of students out of class (e.g. lunch time, play areas, siblings club) • participate in at least one ASA per week • participate in school trips, residential trips, professional development, and accreditation processes • creating and updating classroom displays, as directed by class/inclusion/specialist teacher • providing examination access support where appropriate • supporting the school with the use of assistive technologies <p>Wellbeing of students</p> <ul style="list-style-type: none"> • promoting and safeguarding the welfare of students • complying with the school’s safeguarding & child protection policy and ensure that any concerns relating to the safety or welfare of students are reported immediately to the School Safeguarding Lead or Section Deputy Head (Pastoral) • facilitating peer interactions based on guidance of teaching staff <p>General</p> <ul style="list-style-type: none"> • complying with the Employee Code of Conduct • attending staff departmental, section or whole school meetings, induction, professional training days/workshops, parent consultations and other school events, as required • communicating in a timely and appropriate manner with parents, as and when necessary • participating in any arrangements that may be made for appraisal • undertaking other specific duties which may, from time to time, be reasonably requested by the Grade Learning Coordinator, Head / Deputy Head of Section/Head of Inclusion
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Key Relationships	
Internal	Students, Teachers, Curriculum Coordinators, Heads of Section, Deputy Head(s) of Section, Assistant Head(s) of Section, Grade Coordinators, Subject Coordinators, Head of Inclusion,
External	Parents, KHDA, IB,

Position Requirements	
Education	Educated to College or Degree level
Experience	Previous Learning Support or Teacher Assistance experience in an international school setting
Competencies	<ul style="list-style-type: none"> • A fluent first language French speaker • A positive, flexible, ‘can do’ work ethic. • A genuine love for education and a desire to instil this in students. • A commitment to ensuring high standards of teaching and learning • Exceptional communication skills

	<ul style="list-style-type: none"> • Strong collaboration skills to foster partnerships with teachers, students, and parents • A clear personal philosophy on 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. • 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>Closing date: 30 April 2024</p> <p>Due to the expected volume of applications, we will only contact those applicants that are shortlisted for interview. We reserve the right to appoint before the closing date.</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 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



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 -

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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)*

