

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

Position Title	Learning Support Teacher	Reference: 221125
Function/Department	Student Support Department	Location: Hong Kong
Manager Title	Head of School and Principal(s)	
Position Type	Fixed Term	
Position Status	Full Time	

Position Objective

The Student Support Department (SSD) is looking for a qualified Learning Support Teacher with previous experience in providing individualized student support. This position involves providing individualized support to one or two students to increase students' level of academic engagement and social functioning.

Responsibilities

Implement effective Tier 3 level behavioral and academic supports

- Establishes positive, safe, and trusting relationships with students of all ages, their families and teachers
- Provides intervention directly to students through explicit instruction and guided practice in order to foster independent school functioning throughout the school day

Regularly assesses students' level of independent functioning within the school environment

- Collects progress monitoring data to help modify intervention and report progress to support team
- Implements feedback and input from Behavioral Support Teachers and additional service providers

Communicates effectively with classroom teachers, parents and internal services providers

- Establishes and maintains ongoing professional collaboration with on-campus service providers in order to maximize student impact on academic engagement and social functioning
- Maintains appropriate communication with classroom teacher and assistants in order to work successfully within the general classroom environment

Position Requirements

- Minimum 3 years of experience working with children who display academic and/or behavioral challenges
- Exceptional interpersonal communication and professional collaboration skills
- Must demonstrate flexibility, strong work habits, and a positive attitude
- Strong organizational skills and excellent command of the English language
- Proficiency in using computers and other forms of technology
- Strong references and attendance record

Qualifications

Required:

- Prior experience working as an individualized interventionist with students of all ages
- Minimum 3 years of experience working with children who have identified behavioral and academic difficulties

Preferred:

- Teaching Certification from an accredited educational institution
- Current Special Education Teaching License
- Knowledge and/or experience providing behavioral support within an RtI Model

Contacts

- Other Stamford Teaching and Non-Teaching Staff
- Parents and Students

Working Conditions

- School Environment
- Working hours 7.30am to 4:30pm, Monday to Friday, plus occasional staff meetings and trainings
- School holidays are paid and free except staff days and training days (please refer to the website to see the school calendar with school holiday dates)

Terms of Employment

- Working Hours: 7:30 am – 4:30 pm, Monday to Friday
- Medical Benefits: Group medical insurance provided the applicant is not currently covered
- Probation Period: 3 months from date of commencement
- Pre-medical exam: N.A.
- Referee request: Required
- Background Check: Required

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Safeguarding

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Designated Safeguarding Lead or to the Head of School or indeed to the Regional CEO or Safeguarding Manager - Asia so that a referral can be made accordingly to the statutory services.