



International School Bangkok

Seeks Long-Term Sub for Middle School Learning Support Teacher (Oct. 28 - Dec. 20 tentatively)

ISB Vision

Enriching communities through the intellectual, humanitarian and creative thoughts and actions of our learners

ISB Mission

Through outstanding teaching in a nurturing environment, ISB inspires students to

- Achieve their academic and personal potential
- Be passionate, reflective learners
- Become caring, global citizens
- Lead healthy, active, balanced lives

ISB Definition of Learning

Learning is the primary focus of our school and we recognize learning as a lifelong adventure. ISB values meaningful and transferable learning where we construct understanding by developing and applying knowledge, skills and attitudes. As learners, we develop and show our understanding when we:

- Apply our learning to new situations
- Inquire to extend our learning
- Create solutions
- Communicate our learning effectively
- Make connections across our learning
- Reflect critically on our learning

History

Founded in 1951, ISB was the first international school in the Kingdom of Thailand. The school initially opened on the grounds of the US Embassy with 35 students, but with increasing enrollment moved to different campuses in the Bangkok area. Enrollment reached 3,650 students during the Vietnam War. In 1992, ISB moved to its present 35 acre purpose-built campus, 25 km from the center of Bangkok. 1,650 students are currently enrolled in the Elementary, Middle, and High schools.

Community

ISB is proudly international in its student body, enrolling students from more than sixty countries. Students from the United States account for the highest percentage of enrollment, with students from Thailand, Japan, and Korea forming other major nationality groups. English is a second or third language for more than half of the students.

Academic Program

ISB provides a university preparatory program with English as the language of instruction. Graduates earn a U.S. high school diploma and most students elect to pursue the International Baccalaureate Diploma program.

Inclusion

Our school is part of the **Next Frontier Inclusion** network of schools. This signifies our unwavering commitment to develop our capacity to support more diverse learning needs. Therefore, we are seeking educators that not only embrace inclusion as a concept but successfully adjust their teaching to meet the needs of all learners. This includes students who need a higher level of challenge as well as those who require more support or a different approach to their learning.

Child Safeguarding / Culture of Care

Safeguarding is a priority at ISB. Our Student Safeguarding Policy outlines the measures we take to create a safe and nurturing environment for all of the children we come into contact with in our work, as well as the procedures we use to ensure that we fulfill our professional and ethical obligation to identify children who are in need of help and protection and to take appropriate action to ensure their wellbeing. All employees and associates are required to adhere to a Code of Conduct that contains expectations about their relationships with children, social media use, and the use of children's photographs and identifying information.

Additionally, ISB recognizes that every person deserves to be treated with respect and care. To this end, our Culture of Care, Learner Attributes (Creative, Socially Intelligent, Adaptable, Globally Minded, Self Managing, and Values Driven), and ISB Values (Courage, Commitment Care, Responsibility, Gratitude, Integrity, Respect, Balance) underscore all of our interactions. We have worked hard to establish a positive, safe environment for learning and working and seek educators who embody these principles and values.

Faculty

The Pre-K to 12 faculty consists of over 200 educators including librarians, counselors, psychologists, learning coaches and special education teachers. Each of the school's three divisions has a principal and one or more assistant principals. There is also a Head of School, a Deputy Head of Learning, and a Deputy Head of School/Chief Financial Officer.

OUR MIDDLE SCHOOL

ISB understands that teachers are the most important factor in the learning success of our 6th, 7th and 8th grade students (ages 11-14). ISB commits to putting the best teachers we can in classrooms and working with students. ISB Middle School teachers have a range of responsibilities and are expected to play a full part in the care, life, and learning of our vibrant Middle School.

The Position

Teachers at ISB collaborate with students, parents, counselors, and administrators to facilitate student learning and well-being. Our Middle School (MS) focuses on academic, social, and personal growth for all students in grades 6 through 8.

An ISB middle school teacher needs to be pedagogically strong, an expert in their subject, and have a skill, passion, and positive disposition for working with MS-aged children. ISB MS teachers are primarily assigned to one subject area and, in some subjects, a specific grade level. In addition to a full teaching load (roughly 5/8ths of a full day on average), MS teachers serve as mentors in our advisory program, teach a Flex class (once a week in place of advisory), and manage at least one student club or activity.

ISB is an inclusive school. The MS Learning Support teacher is assigned to a grade level and works collaboratively with grade level teachers in English, Social Studies, Math and Science to best support student learning for identified learning support students, but also all students. The Learning Support teacher co-plans units and lessons and pushes into classes to support students, along with teaching separate classes for students with identified needs.

Personal Qualifications and Attributes

- Teaching license or certification for middle school years.
- Subject expertise in the primary area of employment.
- Teaching experience preferred.
- Teaching experience in a similar type of international school and this age group (11-14 years old) is an advantage.
- Commitment to the Social and Emotional Learning (SEL) of students.
- Positive interpersonal skills and the ability to develop positive relationships with people of diverse backgrounds.
- Demonstrated skill at differentiating within the classroom for students of mixed abilities.
- Model of ISB Professional Standards of Integrity, Responsibility, Respect, Care, Collaboration, and Commitment
- Demonstrated Growth Mindset and passion for lifelong learning
- Invested in pedagogical best practice and alignment with current educational research
- Open mindedness and warmth within a philosophy of care
- Collaborative and collegial
- Appropriate sense of humor
- Satisfactory background checks, particularly in areas of child safeguarding.

In addition to the shared roles of middle school teachers, the following specific attributes and experience are sought:

- Special Education certification or equivalent
- Dual certification/experience serving learning support and EAL is advantageous
- Experience in co-planning and co-teaching models of support
- Expertise and comfort in supporting different subject areas
- Experience with Response To Intervention (RTI)

Core Responsibilities

- Instruct MS-aged children aligned with the practices, standards, benchmarks, and learning outcomes of the ISB curriculum, along with its Vision, Mission, Learner Attributes, and Definition of Learning.
- Partner with counselors, administration, and other staff to ensure care and support for the social, emotional and learning success of middle school children.
- Assess student learning to provide timely, quality feedback to improve student learning.
- Accommodate for learning needs based on student's Individualized Learning Plans.
- Co-teach, co-plan, and co-assess with subject area teachers to ensure appropriate challenge, strategies, and learning happens for all students.
- Serve as an advisor/mentor in our school advisory program.
- Supervise and support students with school work in the after school Learning Lab
- Participate in student share, support, and referral processes to ensure students' needs are understood and met.
- Communicate directly and collaboratively with parents and families where need demonstrates an impact on student learning and well-being.
- Other duties as appropriately assigned by the MS Principal.

Procedure for Filing Application

Interested candidates should contact the MS Principal, Dennis Harter (dennish@isb.ac.th) or Director of Student Services, Keith Collins (keithc@isb.ac.th) **AT THE EARLIEST POSSIBLE OPPORTUNITY.**

N.B. ISB is a dynamic and energetic environment with wonderful, diverse students. The personal and professional growth rewards are significant, as are the expectations and demands on teacher time and engagement.