



**SINGAPORE
AMERICAN
SCHOOL**

CORE VALUES

COMPASSION FAIRNESS HONESTY RESPECT RESPONSIBILITY

ELEMENTARY SCHOOL LEARNING SUPPORT TEACHER

DIVISION

Elementary School

HIRING MANAGER

Elementary School Principal

POSITION DESCRIPTION

Full Time (2 year initial contract)

SAFER RECRUITMENT POLICY

At Singapore American School, the safety and well-being of our students is our top priority. We are committed to safeguarding and promoting the welfare of children and young people, and we expect all educators and volunteers to share this commitment.

As part of our rigorous recruitment process, all applicants will undergo comprehensive background checks, including:

- Verification of identity and qualifications
- Professional and character references
- Extensive background screening checks including but not limited to Criminal, Civil and Social Media checks
- Any additional checks deemed appropriate to ensure the highest degree of due diligence is enacted to safeguard students

We ensure that our recruitment practices reflect our commitment to providing a safe and supportive environment for all our students. All successful candidates will be required to adhere to our school's safeguarding policies and procedures, and commitment and will receive ongoing training and support in child safeguarding.

DIVERSITY, EQUITY & INCLUSION

As a school, the diversity of our community is one of our greatest strengths. That diversity offers extraordinary learning opportunities for our students as well as opportunities to build lasting friendships and relationships across cultures, nationalities, and other aspects of identity. For our diversity to reach its full potential as a strength, it is important that our commitment to equity and inclusion for all members of our community be as strong as it is to diversity. Every student at SAS should feel valued, cared for, and included. Differences in culture, background, ability, identity, and perspective should be respected and celebrated; SAS has no place for racism or any other type of discrimination. It is only by creating a positive climate and inclusive culture that we will meet our vision to cultivate exceptional thinkers who are prepared for the future.



POSITION RESPONSIBILITIES

Elementary School Educator Responsibilities

1. Classroom Culture & Student Well-being

- Foster Student Belonging: Cultivate a caring, joyful, and purposeful learning community where all students feel valued, respected, and motivated.
- Promote Social-Emotional Learning: Utilize principles like Responsive Classroom to support the physical, emotional, and intellectual well-being of every student.
- Uphold School Values: Model the school's Core Values of respect, responsibility, honesty, fairness, and compassion in all interactions with students, staff, and the community.
- Implement Culturally Responsive Practices: Create a learning environment that is culturally responsive and affirming of students' identities.

2. Curriculum & Instructional Planning

- Standards-Based Planning: Use a planning framework to identify essential learning based on Common Core State Standards (CCSS), learning targets, and a culturally responsive curriculum.
- Interdisciplinary & Real-World Connections: Design curriculum that demonstrates an understanding of interdisciplinary teaching and connects learning to real-world issues.
- Collaborative Curriculum Development: Work with PLC teams and administration to develop cohesive curriculum materials, establish common goals, and participate in curriculum review and budgeting.

3. Pedagogy & Instructional Delivery

- High-Impact Instruction: Employ current, research-informed pedagogical practices and high-impact instructional strategies to deliver engaging lessons.
- Differentiated Learning Experiences: Design and implement collaborative and differentiated learning experiences that meet the diverse academic and social-emotional needs of all students.
- Flexible Grouping: Use data to flexibly group students based on their individual needs, abilities, and assets.
- Technology Integration: Integrate technology in innovative ways to enhance daily instruction and student learning.
- Responsive Interventions: Respond to learners' diverse needs, including those related to emerging multilingualism and neurodivergent profiles, by using measurable, research-informed interventions and extensions.

4. Assessment & Data-Driven Practices

- Comprehensive Assessment System: Design and use a variety of quality formative, summative, and self-guided assessments to provide students with frequent feedback.
- Monitor and Adjust: Continuously monitor student learning through standards-based assessments and data analysis to make appropriate modifications to goals and strategies.
- Communicate Progress: Use assessment data to accurately communicate student growth and achievement.

5. Collaboration & Professional Growth

- Engage in Professional Learning Communities (PLCs): Actively collaborate with team members to plan curriculum, give and receive feedback, and engage in professional reflection and learning.
- Practice Co-Teaching: Engage in co-teaching practices and utilize flexible learning spaces with intention and purpose.
- Commit to Continuous Improvement: Strive for self-improvement as a lifelong learner by actively engaging in professional development and feedback cycles with coaches and principals.
- Support School-Wide Programs: Cooperate with and participate in the planning and evaluation of the overall school program as needed.

6. Community & Family Engagement

- Extend Learning Beyond the Classroom: Engage students in meaningful extracurricular activities such as coaching, clubs, field trips, or service projects.
- Build Strong Partnerships: Connect with and be available to parents and students during and outside of school hours through in-person meetings and email communication.

Role specific Responsibilities:

Strengths-Based Assessment for Data-Driven Decisions

- **Identify Student Strengths and Needs:** Employ a range of diagnostic tools to build a holistic profile of each learner, focusing first on their strengths and assets. This includes:
 - **Literacy:** Assessing foundational skills aligned with the **Science of Reading** to identify both areas of proficiency and specific needs for growth.
 - **Numeracy:** Evaluating mathematical skills through a **conceptual framework** to understand a student's reasoning strengths and conceptual gaps.
 - **Executive Function:** Determining specific strengths and challenges in areas like working memory, planning, and self-regulation to inform support strategies.

Data-Driven Intervention & Strengths-Based Planning

- **Leverage Strengths in Support Plans:** Make **data-based decisions** to write and update Individual Education Support Plans (IESPs) that explicitly leverage student strengths, interests, and cultural assets to build confidence and drive progress toward SMART goals.
- **Implement Evidence-Based Literacy Interventions:** Design and deliver explicit and structured literacy interventions rooted in the **Science of Reading**, making instructional decisions based on student response data.
- **Implement Conceptual Math Interventions:** Plan and execute math support using **conceptual frameworks** (e.g., Concrete-Pictorial-Abstract), adapting instruction based on ongoing assessment data to build deep understanding.
- **Provide Explicit Executive Function Support:** Directly teach, model, and embed strategies for executive functions, using a student's areas of strength and interest to foster engagement and skill development.

Progress Monitoring for Informed Decision-Making

- **Track Progress Towards Goals:** Utilize precise strategies to continuously and systematically monitor student progress toward their specific literacy, numeracy, and executive function goals.
- **Use Data to Guide Instruction:** Maintain accurate records of interventions and student progress, analyzing this data to make timely **decisions** about modifying, intensifying, continuing, or discontinuing supports.

Collaborative, Strengths-Based Partnerships

- **Foster Strengths-Based Communication:** Collaborate with PLC members, teachers, students, and parents to co-create support plans, framing all conversations around student strengths and progress to build a positive, goal-oriented team.
- **Lead Collaborative Data Analysis:** Drive the **data-based decision-making** process within Professional Learning Communities by facilitating the analysis of student data, sharing progress, and planning responsive, evidence-based interventions.
- **Partner for Inclusive Instruction:** Collaborate with classroom teachers to build their capacity, embedding effective, research-based strategies into core instruction that capitalize on student strengths within the inclusive classroom.

POSITION REQUIREMENTS & QUALIFICATIONS

- Bachelor's Degree in relevant field
- Master's Degree in relevant field preferred
- Teaching license or a degree in education
- A certification in special education preferred
- At least two years full-time teaching experience preferred
- Extensive experience working with students with a variety of learning differences
- Experience differentiating instruction and assessment based on student learning needs
- Experience tracking effectiveness of teaching strategies or interventions with the use of progress monitoring documentation
- Experience with tiered supports including but not limited to Response to Intervention (RTI) framework or Multi-Tiered Systems of Support (MTSS)
- Experience with a research based Social Emotional Learning curriculum
- Experience writing asset based individual education plans using learning data
- Comprehensive knowledge of current best practices in teaching early literacy and numeracy skills
- Demonstrate proficiency in implementing strategies and interventions to support the development of executive function skills.
- Extensive experience in collaborating in Professional Learning Communities to review data and share progress monitoring documentation and planning for next steps for a plan of intervention.
- Must be confident in their ability to teach any student, and have a willingness to provide intervention regardless of the significance of disability or learning need(s)
- Standards-based curriculum experience preferred
- Excellent verbal and written English language skills
- Confident technology skills for teaching and administrative tasks

WORKING REQUIREMENTS

- Sponsoring and/or coaching after school activities are part of the responsibility of the professional educator. Therefore, faculty shall be available to coach and/or sponsor an athletic team or other extra curricular activity. Each faculty member is expected to do a minimum of one category 1 activity or sport per year.
- Mandatory attendance of school orientation, chaperone and participate in a minimum of four evening and/or weekend school activities each year, as assigned (including "Back-to-School Night").
- Attend Responsive Classroom professional learning (virtual), specified by the school, in the months prior to the official start of employment.



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