**DCI Special Education Needs Teacher**

**Role Summary**

As a Special Education Needs teacher within Dulwich, you will serve as an integral part of the student journey to support students with diverse learning needs within inclusive settings. This role is pivotal in supporting students by providing proactive and responsive services and in engaging all stakeholders to deliver special education programming and services to ensure extracurricular, academic, personal and social pathway development and entitlement for all students. The special education needs teacher acts as a student liaison and advocate, linking to all relevant departments and stakeholders to ensure student success. Working within a cohesive team, you will support and promote an inclusive culture which is focused on growth, purpose, and a sense of belonging as part of the student experience. Become part of an exciting educational organization that encourages individual attention on the student, supporting families through transitions and staff engagement thought professional learning and interactions.

**Key areas of responsibility**

***It is paramount that the job holder promotes the welfare and safeguarding of all children within the Dulwich network of schools through the adherence and compliance to DCI Safeguarding policy and procedure at all times. If at any time an employee identifies abuse or likelihood of abuse of any child either at school, home or within the community, any concern must be reported immediately to the school or network-wide designated Safeguarding Lead in order to refer and report in accordance to the DCI safeguarding policy.***

* Collaborate with and serve on interdisciplinary teams for the continual development and implementation of tiered programming to support students with special education needs to include, but not limited to:
  + Collecting and analyzing cognitive, academic, emotional and behavioral assessment data for prevention and intervention recommendations
  + Recommending, supporting and implementing early intervention, targeted and intensive services
  + Supporting a tiered systems approach through a continuum of data collection, evaluation, analysis, documentation and recommendation
  + Developing cohesive systems and processes for special education programming that are inclusive and culturally and contextually responsive
* Work closely with interdisciplinary teams, including pastoral and academic staff, to enhance student learning and wellbeing through the development of individual education plans to support personalized pathways.
* Collaborate with relevant staff and stakeholders to support the strategic development and implementation of effective and inclusive special education needs programming and through differentiated instruction, co-teaching, co-planning and flexible grouping
* Serve as part of a wider team to make informed decisions and to ensure the articulation and vertical alignment of services and transitions from school to school and Year to Year for all students receiving special education services
* Engage with evidence-based practices and tiered approaches for identification and intervention appropriate to stages of child development and identified need
* Ensure school-wide protocol, legal, ethical and organizational requirements for referral processes, data analysis and student records are implemented and adhered to, to include privacy and documentation standards for students receiving special education services and internal/external assessment accommodation requirements
* Collaborate with professional learning leads and other staff members to identify areas and ways to support professional learning on campus in the areas of special education needs
* Collaborate with relevant leadership and faculty to ensure compliance with accrediting agencies in areas of special education services

**Skills/Experience/Qualifications**

* Relevant qualification/certification in special education and relevant experience working within a school setting at stated developmental and age level
* Relevant experience in the administration, interpretation and reporting on psychoeducational assessments
* Deep knowledge of developing individual education/learning plans to include: creating individual goals, measurement, evaluation, providing support and dismissal
* Experience working with international students and families with a deep, working knowledge of the importance of culturally responsive practice
* Experience working interdepartmentally in the development, implementation and support of tiered systems and processes to include relevant assessment practices, documentation, data tracking and analysis
* Relevant and responsive knowledge of current practice to support co-teaching, parallel planning and flexible grouping within inclusive settings
* Comfortable working with outside agencies and community members to support programming in additional support areas as needed to include occupational therapists, educational psychologists, mental health providers, and speech and language therapists

**DCI Values & Behaviors**

DCI’s culture reflects our core values. We live our values in everything we do. Our behaviors reflect our values as follows…….

**Worldwise**

* We build bridges to the world to make a positive difference
* We care for one another, our communities and our planet
* We are connected
* The future is always one step ahead yet we are already equipped with the skills, courage, compassion to navigate it with confidence

**Students Come First**

* We exist to serve our students. Every decision driven by their wellbeing. We inspire every student to turn their dreams and ambitions into personal bests.
* We take ownership of our learning. Find ways to bring it to life. To give quality feedback and make every moment count.

**One Family of Schools**

* We leverage our diversity, embrace our global family. We accomplish what a single person or school alone, cannot.
* We draw on our collaborative spirit, our collective talents. To take new ideas and turn them into real opportunities.

**Pioneering Spirit**

* We are proud of our tradition of innovation. We have the humility to question our way of doing things. We are open to the potential of change.
* We do not fear mistakes. We learn from them and leap forward.
* We will take the path less travelled. Because we see what others don’t. We take moments to reflect, to shape the journey ahead.

**DCI Capabilities**

At DCI, we have 7 leadership capabilities of success regardless of job role. These are derived from our Core Values, Education and People strategies that are critical both now and for the future. They describe the expectations of employees to enable and achieve high levels of performance.

**Innovation and change agility**

Drive and promote innovation among the Dulwich community, fostering a culture where staff and students continually develop impact-driven ideas and practices, learn from mistakes and demonstrate a readiness to adapt to the future.

**Strategic thinking and focus**

Develop and implement strategies to enable the achievement of DCI’s strategic objectives, create alignment around the shared vision and values, and use new ways of thinking to respond appropriately to existing or potential problems and opportunities.

**Living learning**

Demonstrate a commitment to continuous capability development and professional lifelong learning for self and others, encouraging active development and application of new knowledge and skills across Dulwich.

**Nurturing community**

Cultivate trusted, respectful and constructive relationships with staff, students, parents and other stakeholders to create a collaborative and cohesive Dulwich community which focuses on achieving the shared strategic objectives of the global family of schools.

**Cultural responsiveness**

Demonstrate an understanding of diversity in norms, values, beliefs, customs, and points of view to create culturally responsive practices which positively manage differences, leverage diversity of thought and align with DCI’s core values and strategic objectives.

**Pedagogical leadership**

Demonstrate an understanding of the philosophies that underpin the teaching and learning processes in Dulwich to develop practices, systems and structures which drive excellence within the learning environment and promote students’ development

**Reflective thinking and inquiry**

Drive and promote reflection and inquiry among the Dulwich community, fostering a culture where staff and students continually self-evaluate to develop new objective-driven ideas and practices for continuous improvement.

***Dulwich College is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We follow safe recruiting practices which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. All appointments are subject to interview, identify checks, criminal record checks and successful references.***