

Job Description

Job title	PYP Learning Enhancement Co-ordinator (Learning Support, G&T and BML)	Section/Department	Primary/Prep
Division/School	MCHK - School	Service location	Tai Po, New Territories
Reporting line	Head of Learning Enhancement (whole school) and Head of Prep	Effective date	August 2024

Roles and Responsibilities

Job Purpose	<p>The PYP Learning Enhancement Co-ordinator provides leadership and support to the PYP Learning Enhancement Team to ensure that PYP pupils who need additional support are appropriately supported. This includes pupils with learning, social, emotional and behavioural, communication difficulties, language needs and extension (G&T needs) or long-term medical issues impacting educational development. The PYP Learning Enhancement Co-ordinator works under the guidance of the Head of Prep and Head of Learning Enhancement (whole school) and is a member of the Prep Leadership Team.</p> <ul style="list-style-type: none"> • Undertake the teaching of LS, BML and G&T pupils, across the range of educational needs and primary ages; • Support pupils in their daily lessons, differentiating where appropriate; • Monitor pupils' development, contribute to planning and reviews for pupils; • Support staff training to meet the needs of the pupils in the classroom setting; • Supervise and guide the work of any support staff (including Educational Assistants (EAs) who are assigned to work with pupils; • Contribute to the overall development work of the teaching and learning team. • Support coordination of outside agencies including Speech and Language and Occupational Therapy • Support Specialist teachers with recommendations for supporting recommendations and training • Supports up-to-date reviews of targets for the PYP LE team, new referrals and regular updating of LE documentation
Main Academic Duties and Responsibilities	<ul style="list-style-type: none"> • Develop programmes for learning activities; • Plan, prepare and research lessons; • Share relevant changes in the LE world e.g removal of ABA therapy as a tool for ASD pupils • Support the recognition and pride of neurodiversity at MCHK and pupil awareness and ownership of diagnosis not as a deficit but as a positive movement • Prepare and adapt teaching materials; • Make use of special facilities and/or equipment; • Attend regular meetings and reviews; • Liaise with parents of children receiving LE support, other schools and external agencies, such as speech and language therapists, physiotherapists and educational psychologists alongside other members of the LE team;

- Work closely with class and specialist subject teachers to ensure a joined-up approach;
 - Case manage and monitor the progress of individual pupils, and set learning goals by designing individual learning plans and interventions to boost pupils' learning;
 - Provide support for Primary pupils who are LS, Gifted and Talented, have Social and Emotional needs or BMLL;
 - Provide a framework of intervention that enables the LET to work effectively with pupils of differing needs at whatever stage in their schooling;
 - Play an active role in ensuring that all staff become familiar with the expectations and processes that are outlined in the policy documents;
 - Create and support suitable learning targets for pupils identified as having additional needs through observation, assessment and planning procedures;
 - Provide planned interventions that are based on the principles of an inclusive model and universal design approach, (Intervention programmes will be designed in collaboration with classroom and subject teachers);
 - Track pupil progress through school-based assessments and adjust interventions accordingly;
 - Develop IEP plans, and LEP plans (or School Action plans) in partnership with the LE member responsible for a given pupil;
 - Coordinate duties and responsibilities of the Prep LE team to ensure equality of workload and that the highest-need pupils receive highest support
 - Establish a coherent partnership with class teachers and TPs whereby they are aware of their role in meeting pupil's individual needs in the classroom;
 - Meet regularly with teachers and TPs to ensure that they are aware of pupils' individual needs to monitor progress and to plan for differentiated teaching and learning strategies;
 - Communicate the interventions in place as well as changes in interventions to all necessary parties;
 - Organise and develop LE resources;
 - Facilitate positive relationships;
 - Continue to develop professional knowledge in the areas of LS, BML Social and Emotional Needs and A, G&T;
 - Regular updates to the LE register as directed by the LE team.
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- General Professional Responsibilities:
 - Attend meetings as part of the agreed meeting cycle;
 - Support and implement all relevant teaching and learning area policies;
 - Act as a role model to pupils in respect of dress, attendance, punctuality and general conduct;
 - Ensure that all deadlines are met as published in advance;
 - Undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Head of Prep or Deputy Head of Prep (e.g. duties, emergency cover);
 - Support/run at least 1 Co-Curricular Activities (after-school) activity per term relevant to LE needs;

	<ul style="list-style-type: none"> ● Handle parents' inquiries whenever appropriate; ● Prompt replies to parent questions via email, phone call or meeting as required; ● Play a full part in the school's admissions process including attending Saturday Admissions day(s) as required; and ● Assist with any other duties, tasks or jobs as may be reasonably requested by the Headmaster.
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Key Relationships	
Internal	<ul style="list-style-type: none"> ● Pupils who need additional support ● Class and specialist subject teachers ● LE TPs and Classroom TPs ● School support staff
External	<ul style="list-style-type: none"> ● Parents ● other schools and external agencies, such as speech and language therapists, physiotherapists and educational psychologists

Position Requirements	
Academic Requirements	<ul style="list-style-type: none"> ● Minimum a bachelor's degree and a teaching qualification; ● Relevant LS and Gifted Education qualifications/training; ● Training in ASD and ADHD from a progressive mindset an advantage; ● Training in support for SpLD in Numeracy an advantage;
Required Working Experience	<ul style="list-style-type: none"> ● Learning Enhancement practitioner with at least 5 years of teaching experience who is dedicated to enabling each and every child to achieve the highest possible standards; ● Knowledge in an international context and IB teaching is essential; ● Previous Classroom teaching experience is essential; ● Lower and Upper Prep experience is essential;
Competencies	<ul style="list-style-type: none"> ● A competent, confident and effective communicator; ● Detailed knowledge of a range of primary interventions to support learning and social/emotional growth; ● Ability to work collaboratively; ● Innovative, flexible and technologically adept; ● Ability to communicate with pupils, colleagues and parents, and to build strong relationships with all members of the school community;
Additional Requirements	<ul style="list-style-type: none"> ● Commitment to ensuring high standards of teaching and learning; ● Sensitivity to the cultural differences found in Hong Kong and the willingness to develop and maintain a cross-cultural approach to work; ● Flexible, resilient and able to work well under pressure and manage time effectively; ● A willingness and commitment to contribute fully to the life of the pupils and school <ul style="list-style-type: none"> ○ beyond the academic day, including active participation in the academic enrichment and co-curricular programmes.