



**TANGLIN TRUST**  
**SCHOOL**  
EST. 1925



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# Learning Support Teacher — Infant School

# Tanglin Trust School

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Tanglin Trust School is an international school in One-North, Singapore, offering an outstanding education for expatriate students. The school educates boys and girls aged 3-18 years. We respect and nurture all students as individuals, seeking to inspire and celebrate their efforts in pursuing intellectual, moral, cultural, social and physical development.

The school draws on a professional and dynamic staff, the commitment and aspirations of the community, and the resources of Singapore in its drive to become the best school in the world. Tanglin supports its students to be:

- Thinkers who acquire knowledge through resilient inquiry
- Principled and reflective global citizens
- Caring and thoughtful communicators
- Open minded and balanced
- Successful lifelong learners

## 100 Years of Excellence

Tanglin Trust School moves proudly toward its centenary in 2025. The school's strategic plan: *100 Years of Excellence* provides a clear direction for the school's journey. In doing so, we honour the past, embrace the present and aspire to the future. Our key strategic themes include:

### Team Tanglin

Tanglin Trust School aims to be recognised as an outward-looking, dynamic and high-profile centre for educational excellence that is warmly responsive to its community, socially responsible and proud to contribute to the future of Singapore and the world.

### Flourishing Individuals

Tanglin Trust School aims to nurture and inspire every individual, ensuring they feel happy, valued, and successful in achieving their intellectual, spiritual, cultural, social, and physical goals.

### Inspired Learners

Tanglin Trust School aims to be a distinctive international learning community, utilising both British-based and international learning programmes, to nurture and inspire lifelong learners who develop international-mindedness that will allow them to contribute to the world with confidence.

### Personal Best

Tanglin Trust School aims to be a safe, caring, yet stimulating environment where we provide high-quality co-curricular opportunities that encourage both broad participation and the achievement of excellence in the arts, sport, outdoor education, and international experiences.

### Our People

Tanglin Trust School aims to be recognised locally and internationally as a professionally stimulating and rewarding workplace that is committed to innovation, high-quality professional development, and the constant interchange of ideas as well as investing in staff who always seek to enhance the quality of education within and beyond the School.

### Sustainability

Tanglin Trust School aims to operate as a sustainable not-for-profit school that manages its finances to maximise educational opportunities for students while investing in the School's long-term security and the continuous improvement of its campus.

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## Digital First

The emergence of digital solutions for many elements of our lives has created new opportunities within education. Tanglin Trust School aims to develop and create a viable ecosystem that utilises technology to engage our community.

## The Institute@Tanglin

The Institute@Tanglin aims to be a forum that promotes excellence, provides thought leadership, and encourages discourse to inspire, challenge and prepare the next generation of leaders in our community.

## Diversity, Equity, Inclusion and, Justice (DEIJ)

There is a renewed focus on Diversity, Equity, Inclusion and, Justice (DEIJ) at Tanglin Trust School. We aim to provide for protected characteristics including race, disability, sex and religion by exploring actions to make our school more inclusive for all.

## 100 Years of Excellence

Tanglin Trust School's long and enduring history began in 1925 when five students stepped onto the grounds of a new school on the site of the Tanglin Club in Singapore. To celebrate its legacy and heritage, a passionate team came together to begin planning for Tanglin's Centenary celebrations in 2024/25.



# Our Mission and Vision

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## Tanglin Mission

Tanglin Trust School Singapore has a long tradition of providing British-based learning with an international perspective. At Tanglin, we strive to make every individual feel valued, happy and successful. Responsibility, enthusiasm and participation are actively encouraged and integrity is prized. Working together in a safe, caring yet stimulating environment, we set high expectations whilst offering strong support, resulting in a community of lifelong learners who can contribute with confidence to our world.

## Our Vision

We aspire to be the best school in the world with a dynamic learning community that nurtures and inspires every individual to be the best they can be. Our core values of Respect, Responsibility and Purpose are at the heart of everything we do across the school.



# Our Core Strengths

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## Academic

Our academic curriculum utilises both British-based and international learning programmes, organised through subject disciplines within a strong academic framework. Planned progression within each discipline supports students in broadening their knowledge and deepening their understanding of the world as they move through the school.

Through their studies, Tanglin learners develop the skills they will need for future success in self-directed lifelong learning, namely:

- Critical and Creative Thinking
- Communication
- Social and Collaborative Skills
- Self-Management
- Research

## Pastoral

At Tanglin, we continuously develop strategies and initiatives that keep us at the forefront of outstanding pastoral care. A well-embedded pastoral system nurtures positive relationships and promotes an ethos that both values and celebrates children as individuals while creating a strong sense of community. Drawing on available research from the field of Positive Psychology, the Lifeskills curriculum aims to equip students with the knowledge, skills and understanding necessary to lead confident, healthy and independent lives. Our Coordinated Wellbeing Services team – consisting of the Nursing team, Counselling team, Family Support Liaison and Educational Psychologist – provide additional specialist support, and can advise teachers and work with students/families as and when required.







## Co-Curriculum

The co-curriculum programme is central to a student's education at Tanglin. Co-Curricular Activities (CCAs) play a crucial part in all staff and students' weekly schedules, and all staff are expected to be involved with the leading and developing of co-curricular options, either in areas associated with their subject specialism or in an area in which they have experience or interest. Through The Arts, Sport, academic enrichment, clubs and societies and Outdoor Education, students' learning is enriched and developed. The co-curriculum is supported by significant time, resource and CPD opportunities, and staff are encouraged to utilise and develop their personal passions and hobbies.

# Campus & Facilities

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Tanglin Trust School offers world-class learning and sporting facilities in an environment that is highly conducive to student development. The School is situated on Portsdown Road, approximately 15 minutes drive from the city centre, in Singapore's dynamic 'one-north' district, a hub for knowledge-driven industries that are set amongst the heritage and nature areas of Rochester Park, the Wessex Estate and Nepal Hill. Tanglin is easily accessible from Singapore's main residential areas.

The School comprises separate modern buildings for Infant, Junior and Senior School students. There is also Sixth Form Centre, Berrick Building, Nixon Building, as well as the Tanglin Centenary Building which was completed in January 2023.

In addition to architect-designed classrooms set around bright and colourful common areas that promote a sense of community, these buildings also feature large multi-purpose assembly and sporting halls, music rooms, indoor facilities for orchestras and choirs, suites for the study of Information and Communications Technology, drama studios, science laboratories, libraries, health centres staffed by professional nurses and food service areas.

Sports facilities outside The Tanglin Centenary Building include a 25-metre swimming pool; four gymnasias; large outdoor playgrounds; full-size rugby and football pitches, plus three 5-a-side football pitches; long/triple jump pits; netball, badminton and volleyball courts; and a fitness centre.

The Tanglin Centenary Building is also a venue of exciting opportunities for the school and includes:

- Main Reception
- Gymnastics Centre
- 50-metre Swimming Pool
- Cricket Deck
- Physiotherapy Clinic
- Infant Dining Hall
- Infant Music and Multipurpose Space
- Music School: for Senior Music teaching, instrumental tuition, and ensemble rehearsal spaces
- Sports and Activities Office
- Parent Café and Co-working Space
- Lifeskills Classrooms
- Counselling Services
- The Institute
- 15-metre Rock Climbing Wall



# The Institute

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Tanglin launched the Institute@Tanglin in 2022. It aims to be a forum that promotes excellence, provides thought leadership, and encourages discourse to inspire, challenge and prepare the next generation of leaders in our community. The Institute will be a space that brings together a range of current and future disciplines, teachers, learners, facilitators and mentors, to work collaboratively to envision and drive new and improved outcomes within our already dynamic learning community.

**Scholarship:** Create more opportunities for faculty and student research projects, providing a platform to present and discuss research with experts from academia and industry, nurturing greater in-depth study e.g. Faculty Research Forum.

**Inquiry:** Provide opportunities outside the classroom to develop skills, capabilities, and interdisciplinary thinking through greater hands-on learning with external experts/practitioners e.g. SC Ventures.

**Partnerships:** External collaborations with corporate, government and educational entities in the delivery of Institute programmes e.g. NXplorers.

**Thought Leadership:** Engage inspiring individuals and organisations to expand our thinking across our strategic themes and inspire discourse and learning beyond the classroom across a range of subjects and interests e.g. David Faulkner Speaker Series.





# Life at Tanglin

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We enjoy a fast-paced environment where communication, collaboration and contribution are highly valued. With more than 2,800 students across the school, Tanglin is a hive of activity, both within and outside the classroom. While academic standards are high, individual development and personal achievement are equally as important.

## Professional Development

Professional development at Tanglin includes a range of learning opportunities, including workshops, accredited courses, conferences, inspirational speakers, coaching, and staff-led pilots and initiatives. We believe great professional development promotes, develops and supports dialogue, challenge, and the exchange of ideas between educators; enabling both staff and students to flourish.

At Tanglin, we value meaningful relationships and connection, and believe the act of learning and connecting with others through professional development supports wellbeing and a sense of belonging. Coaching is a significant part of our broad and robust professional development provision; it is not mandated or directed. Our approach to coaching – and professional development in general – encourages and commends those who seek out opportunities to grow and develop.





# Infant School

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Tanglin's Infant School is committed to ensuring our children embark on their learning journey in an environment that provides stimulating and exciting experiences, and where the strong pastoral ethos helps the children feel safe, secure and happy to learn.

We value each child as an individual and work hard to nurture their personal strengths and interests, cultivating a love of learning across a broad and balanced curriculum. This is achieved through creative and integrated learning experiences in a stimulating environment where children feel valued, confident and independent. All this is underpinned by our commitment to supporting every child's social, emotional, spiritual and cultural awareness.

A wealth of special days, events and outdoor education trips extend and enhance the classroom activities, and often act as a catalyst for new learning. We have our own onsite Forest School provision which is currently part of our Nursery and Reception curriculum but is accessed by all Infants during the course of the year as part of their outdoor education. In our Infant School, we creatively nurture each individual and our teaching reflects our belief that happy and confident children learn most effectively. Children are given opportunities to be active members of the school community. From representing their class on the School Council to being Planet Protectors, Wellbeing Warriors, Song Leaders, Tech Leaders, and Playtime Buddies, they are encouraged to develop early leadership skills.

The Infant School is an accredited member of the Independent Association of Prep Schools (IAPS) and the first school in Asia to receive the Curiosity Approach accreditation.





# The Role

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The appointee works within the parameters of the Tanglin Learning Support Policy which is in line with the UK. 'Special educational needs and disability code of practice: 0 to 25 years' (SEND CoP; DfE, 2015), the Equality Act 2010, and the School's Diversity Equity and Inclusion Policy.

The role reports to Head of Infant School through Head of Learning Support (LS).

# Key Responsibilities

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- Manage an effective, orderly and safe learning environment.
- Follow the School's policies and procedures with regard to discipline and behaviour, daily routines, duties, home learning, leave of absence, and outdoor education, as laid down in the Staff Handbook.
- Attend and contribute to meetings of a professional nature as and when required.
- Contribute to the strengthening of the parent-teacher partnership in individual and whole school initiatives as and when required.
- Contribute to the maintenance and development of the curriculum by being a member of a vertical curriculum team across all year groups Nursery to Year 2.
- Participate in the Review and Development process to reflect upon and self-evaluate professional priorities, maintaining an accurate and up to date record on Clear Review.
- Take part in relevant professional development activities to enhance skills, knowledge and understanding, and maintain an accurate and up-to-date record of that professional development.
- As part of Tanglin's commitment to professional development, using 30 minutes of PPA time per term to peer observe colleagues and reflect upon own practice.
- Support teachers and Teaching and Learning Assistants (TLAs) in developing their professional practice within class/unit and conducting Clear Review conversations with Specialist Teaching and Learning Assistants (STLAs) in accordance with the school's process.
- Fulfill an active supervision role during lunches and break times.
- Contribute to departmental action plans and the Infant School Improvement Plan.
- Fulfill CCA commitment.
- Be responsible for reporting any concerns about a child to the Designated Safeguarding Lead and updating CPOMS.
- Embrace the School's commitment to creating a diverse and inclusive environment.



# Specialist Responsibilities

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- Act as a Link teacher between Learning Support and a designated year group, conducting reviews and coordinating class teacher support, as designated by Head of Learning Support.
- Respond to referral forms (sent by class teachers) by carrying out observations and Learning Support assessments to develop a broader understanding of a child's strengths and areas of need.
- Follow internal assessments, providing feedback, strategies and next steps to the LS Team, Class Teachers, TLAs, Specialist Teachers, STLAs and parents.
- Liaise with class and specialist teachers regarding individual children who may have Learning Support to advise on Quality First Teaching (QFT) strategies and classroom-based adaptations and provide specific and specialist resources to support children in classrooms and during specialist sessions.
- Follow the graduated response (assess, plan, do and review) by using observation, assessment and in-school data to inform the planning and delivery of evidence-based interventions with individuals/groups; groups of children are taught in line with the Four Broad Areas of Need as outlined in the Code of Practice 2015.
- Support and liaise with STLAs to identify, assess, set targets and plan for children accessing interventions.
- Maintain detailed record keeping about children using school determined systems, including records of referrals, assessment, progress data, Personalised Learning Plans (PLPs), parent meetings, and the effectiveness of interventions for individuals and groups.
- Be responsible for completing appropriate referrals, through IHOLS, to Educational Psychologist and supporting class teachers and parents through formal assessment process when necessary.
- Maintain communication with School's Educational Psychologist, Head of Learning Support, and external specialists e.g. scheduling onsite visits, completing visit documentation and record keeping, (e.g. Speech & Language Therapists, Occupational Therapists), as needed. Share recommendations from external specialists to class teachers and specialists and support/monitor their implementation.
- Actively participate in data progress meetings and working with HODA and AHODA to respond to emerging data trends.
- Plan and deliver workshops for parents or staff, where appropriate.
- Attend and contribute to relevant reports, year group orientations, information sessions, open mornings and Parent Teacher Conferences (PTCs).
- Provide and lead LS CPD for LS colleagues, Class Teachers, TLAs, Specialist Teachers and STLAs.
- Support children on the LS register in class during transition (including class mixing), special days, events, sports days, concerts, performances and during offsite visits, as appropriate; this includes Liaising with Junior School LS staff and class teachers during Y2/3 transition process and ensuring the sharing and transfer of all relevant information and documentation takes place.
- Attend team meetings as appropriate throughout the year, and meeting with the HOLS weekly during KITS, to monitor and evaluate provision, intervention and practice.
- Cover for a class teacher, in exceptional circumstances, as and when directed by the Head of School/Deputy Heads Academic or Pastoral.

# Personal Attributes

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- Able to engage, enthuse and inspire others.
- High levels of personal integrity.
- Proven ability to use initiative, assume responsibility for tasks and projects and to resolve problems.
- Enjoys personal challenges and can give support to others.
- Able to manage own wellbeing and support others with theirs.
- Believe positivity is as important as performance in the workplace and amongst the community.
- Enjoy connecting with all members of our community.
- Has a sense of humour.

Tanglin Trust School believes that each employee makes a valuable and significant contribution to our success, and that contributions should not be limited to the assigned responsibilities above. This job description is designed to outline primary responsibilities but not limit the employee, nor Tanglin Trust School, to only the duties identified. It is the expectation of the school that each employee will offer his/her services wherever and whenever necessary to ensure the success of our organisation.





# Safeguarding

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to provide an Enhanced DBS disclosure certificate, or equivalent.





# How to Apply

Tanglin Trust School is an equal opportunities employer committed to the ongoing professional development of all our employees.

We are looking for people who can bring new perspectives, life experiences and skills that will enrich our community and the learning of our students, both inside and outside the classroom. If you share our vision and are keen to embrace the challenges and rewards of life in an established international school in Singapore, we would love to hear from you.



In your application, please provide the names and email addresses of three people from whom confidential references may be obtained. Please indicate their professional relationship to you; **one referee should be your present Head of School.**

We are delighted to partner with Edvectus who will manage the recruitment of all international educators for our school. You can contact Edvectus for all inquiries at: [tanglin@edvectus.com](mailto:tanglin@edvectus.com).

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