

# Inclusion Class Teacher

## Job Description

**Type:** Permanent

**Department:** Academic

**Line Manager:** Head of Inclusion

**Functional Reporting:** N/A

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### Rationale

The Inclusion Teacher supports the Head of Inclusion and Inclusion Coordinator to ensure that Special Educational Needs and Disabilities (SEND) provision is both efficiently and effectively managed. It is expected that all legal and statutory requirements as per Qatar MOEHE are met.

The Inclusion teacher takes responsibility for leading the provision for a dedicated Inclusion classroom for students with additional needs. This entails providing high quality teaching through an adapted curriculum in conjunction with the development and delivery of Individual Education Plans. The Inclusion Teacher is part of a multi-disciplinary Inclusion team supporting students on Tier 1, 2 and 3 of the Inclusion Register in dedicated classrooms.

### Key Duties and Areas of Responsibility

#### LEARNING AND TEACHING

##### Key Responsibilities:

##### Lead a Dedicated Classroom for students with Additional Learning Needs:

- Supporting students in a dedicated special needs classroom, ensuring that each student with special educational needs (SEN) is provided with the individualized support they need to fully engage with their learning. This involves tailoring teaching methods, materials, and activities to suit the unique learning styles and requirements of each student.
- Working closely with subject teachers and support staff to create an inclusive learning environment where students with SEN are able to participate meaningfully in all lessons, receive additional support when needed, and thrive academically and socially.

##### Assessment and Monitoring of Progress:

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A key aspect of the Inclusion Teacher role is to assess and track the progress of students with SEN. The teacher will regularly observe and document student performance, both academically and socially, using formative and summative assessments.

- Collaboration with the Inclusion Coordinator to ensure that students' Individual Education Plans (IEPs) are effectively addressing their needs and that academic progress is consistently monitored, making necessary adjustments to teaching approaches based on data.

**IEP Process and Implementation:**

- To be involved in the **IEP process** for students with SEN. You will collaborate with the Inclusion Coordinator, teachers, parents, and other professionals to develop and review **Individualised Education Plans (IEPs)** that are tailored to meet the specific needs of each student.
- To ensure that IEPs are implemented effectively in the classroom, adjusting teaching practices as necessary to meet each student's evolving needs.
- Conduct IEP reviews to assess progress, make adjustments to goals or strategies, and ensure that all relevant stakeholders are informed and involved.

**Curriculum Planning and Adaptation:**

- Plan and adapt the curriculum to meet the diverse needs of SEN students.
- Collaborate with subject teachers to ensure that lesson plans are inclusive and accessible for all learners.
- Modification and differentiation of lesson content, instructional methods, and assessment strategies to accommodate students with different abilities, ensuring they can engage meaningfully with the curriculum.

**Subject and Curriculum Knowledge:**

- To have a strong understanding of the school's curriculum and the subjects being taught across various grade levels.
- Ensure that students with SEN can access and participate in the full range of subject areas.
- Provide guidance and support to classroom teachers to ensure that content is appropriately modified or delivered in a way that supports the specific needs of students with disabilities or learning challenges.
- Remain updated on best practices in curriculum design for inclusive education and ensure that all students, regardless of their learning challenges, are able to achieve academic success.

**Collaboration with Therapists and Specialists:**

- Collaborate with an inhouse team of dedicated professionals, including speech therapists, occupational therapists, and other specialists.
- Create a holistic support system for each student.

**Inclusion and Advocacy:**

- Promote an inclusive and supportive classroom environment where all students feel valued and respected.
- Ensure that students with SEN are actively included in all class activities, fostering a culture of empathy, respect, and inclusivity.
- Advocate for the needs of SEN students, ensuring that their voices are heard and their learning requirements are met.

**Professional Development and Reflection:**

- Engage in training, workshops, and conferences that focus on best practices in special education and inclusive teaching.
- Reflect on teaching practices and seek feedback to improve and refine your approach.
- Remain updated with the latest research and strategies in SEN education.
- Ensuring that the students in your care receive the best possible educational experience.

**Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's/Inclusion Department's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

**Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school, including fulfilling extra-curricular activity expectations and other 'out of hours' requirements
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Contribute fully to the extra-curricular program within the department and assist in the organization and running of curriculum days such as Language Day
- Communicate effectively with parents with regard to pupils' achievements and well-being

**General**

- To complete all other tasks that can be reasonably expected of a teacher
- To be fully aware of Health and Safety across the school

**Health and Safety**

- Emphasizes the importance of safety in all areas of the curriculum, communicating to the pupils the importance of a responsible attitude towards personal safety, the safety of others and respect for The Hamilton International School's property and equipment
- Perform playground duties on time and with due diligence to safeguard Hamilton students
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities
- Assist in implementing all policies and rules governing student life and conduct

- Ensure that, all the necessary health and safety rules and procedures are being followed
- Maintain an awareness of all the health and safety measures to be taken when in school

## **PERSONAL AND PROFESSIONAL CONDUCT**

All teachers are expected to demonstrate consistently high standards of personal and professional conduct.

Teachers must maintain high standards of ethics and behavior, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the cultural expectations of Qatar and the policies and expectations of the school which set out their professional duties and responsibilities.

### **Other duties and responsibilities**

Any other duties that the Principal may from time to time ask the post-holder to perform

### **Position Requirements**

#### **Education:**

- Bachelor's Degree in teaching from an accredited institution – Special Education.
- Required teaching certification for Qatar MOEHE
- Meet professional teacher education requirements of school
- Child Care and Protection

**Experience:** Minimum 2 years' relevant experience

**Language:** English is mandatory

### **Required Skills and Knowledge**

#### **Knowledge**

## Competencies

- In-depth knowledge and understanding of School and associated assessment methods
- Up to date curriculum developments
- Application of effective teaching and learning theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)
- Proven management skills
- Excellent communication skills and command of the English language, in spoken and written form
- Presentation skills with the ability to present information in a concise and professional manner to a variety of audiences
- Organization skills: well organized and able to prioritize, multi tasks and meet deadlines
- The ability to work on a regular and punctual basis
- Flexible and work well under pressure
- Customer service
- Critical thinking
- Ability to negotiate, persuade and motivate others
- Willing attitude to be a part of the school team
- Strong sense of professionalism
- Safeguarding and welfare of children
- A collaborative team-player with excellent interpersonal skills whilst recognizing and transcending cultural differences
- The ability to develop good personal relationships within a team
- Behaviour management
- Demonstrated competency to use computer applications related to the role, including word processing and spreadsheet applications
- Accurate data collection ability
- Record keeping and report preparation methods
- Interpersonal skills including tact, courtesy and patience
- Customer focused
- Willingness to undertake appropriate Professional Development

## Attributes

- Empathetic listener
- Integrity and confidentiality
- Internationally minded
- Emotional intelligence
- Intercultural awareness, creative
- Flexible and a can-do attitude
- Passionate about delivering quality education
- Able to command respect of pupils, colleagues and parents
- Driven by wanting to improve quality and develop the school
- Reliable with an attention to detail and a commitment to quality

- An innovator with a willingness to embrace change

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

As a member of the staff of THIS you will need to comply with the below:

- Compliance with the school's Vision, Mission and Policies
- Positive Professional Relationship with all staff members are maintained.
- Contact with students is on a strictly professional basis with the physical and emotional safety of students being of paramount importance.
- The hours of work as arranged with the principal are strictly followed.
- This position entails working with information, much of which is held in confidence. Under no circumstances is this confidentiality to be compromised.

**Important Note:**

ISP is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment. Successful applicants will have to provide Criminal Background Checks for any country you have permanently lived and or worked in over the last ten years.

**The International Schools Partnership**

The Hamilton International School is part of The International Schools Partnership (ISP).

The International Schools Partnership (ISP) is a growing group of committed colleagues in financially responsible schools around the world, all of which aim to be the school of choice in their local area. Learning is at the heart of everything we do for our pupils, colleagues and parents. We are committed to getting better, all the time.

We believe that successful schools are the ones that put learning at the heart of everything they do, always aiming to create rounded individuals that are able to forge successful careers and lives in a rapidly changing world. Our goal is to enable our schools as the leading school of choice in their local area. We are a truly international group working in different cultures and speaking different languages. We work

across countries and cultures, too, by working with each other and with other schools and communities. At ISP we continue to engage with schools around the world who are interested in becoming part of our global group of schools and look forward to welcoming more pupils and staff to the group.

All our schools:

- Help children and pupils learn to levels that amaze them.
- Inspire children and pupils to be successful now and equip them to be successful later.
- Are truly international, working in partnerships within and across regions, cultures and languages.
- Aim to be the schools of choice for children, pupils and their families, wherever we are.

The Hamilton International School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All shortlisted candidates and post holders are subject to appropriate International Criminal and Child Protection Background Checks or equivalent, covering the previous 10 years of employment history. The Hamilton International School recruit teachers in several ways including direct application to the school and through international teacher recruitment agencies and organizations.

Approvals	
Employee Signature:	Date: