

Inclusion Learning Support Assistant

Location: RLS, Dubai

Reporting to: Assistant Principal

About RLS

At Rashid and Latifa School Establishment (RLSE), our people are at the heart of everything we do. Our pioneering “People Policies” create the happiest place to work, aligning ourselves with the Sheikh's vision of “a future that belongs to those that can imagine it” His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai.

Rashid and Latifa School (RLS) was created as a unique entity by Royal Decree and is committed to providing world-class education in Dubai to **inspire future leaders of the UAE and beyond**. We seek to employ aspirational professionals who are fully engaged with the school's vision: **to nurture futurists and visionaries who contribute globally as courageous and empathetic leaders, igniting a mindset of possibility.**

Our principles

An education like no other to nurture:

- **Culture:** Passionate and proud UAE leaders
- **Wellness:** Kind, healthy and empathetic leaders
- **Play:** Curious, inquisitive and courageous leaders
- **Innovation:** Inventive, enterprising and creative leaders
- **Community:** Ethically informed, responsible global leaders

Once you step into Rashid and Latifa School (RLS), prepare to embark on a captivating journey where the rich tapestry of culture seamlessly intertwines with the cutting-edge world of innovation, shaping future leaders who honour tradition in a rapidly changing world.

Rashid and Latifa School is more than just a school. It stands today as a transformative force, ready to serve the UAE and beyond, where dreams are nurtured, and future leaders are forged.

What we offer

We offer a supportive and collaborative work environment, where your contributions are valued and recognised. In addition to opportunities for professional growth and development, we provide a competitive salary and benefits package.

Rashid and Latifa School (RLS) is committed to being a diverse and inclusive workplace and welcomes applications from all candidates who meet the job profile.

We are committed to safeguarding the welfare of all children. As an establishment, we recognise our responsibility to take all reasonable steps to promote safe practice and protect children from harm, abuse, neglect and exploitation. Our safeguarding infrastructure

will ensure best practice is followed and therefore applicants will be subject to rigorous checks and our interview process will prioritise safeguarding.

As part of our application process, we will ask you to provide details of your full employment history and at least three professional references for the past 10 years (including current Head of School or organisation), which will be verified during the interview process. Please ensure you have a copy of your passport, birth certificate, attested educational certificates, police check for every country where you have lived and experience letters for the past 10 years.

Department: Rashid and Latifa School Establishment

Reporting to: Assistant Principal

Main Purpose

Every educator at Rashid and Latifa School (RLS) is respected as a leader of learning and is responsible for inspiring academic excellence, encouraging curious minds and promoting the highest standards of achievement.

We are seeking a strong, passionate and innovative Inclusion Learning Support Assistant (ILSA) with a vibrant personality and the ability to connect with students, their families and all teachers through mutual trust and respect. Applicants should have a broad knowledge of how to support students with a range of additional needs and understand how to evaluate and develop English language and literacy skills.

Responsibilities

Leadership

- Demonstrate to colleagues a secure knowledge of the barriers to learning that may occur due to a physical, cognitive, sensory, communicative, behavioural or linguistic need
- Act as a source of expertise and where appropriate collaborate with teachers to adapt learning opportunities and environments for students with additional needs
- Advocate for students with additional needs where appropriate
- Contribute to a programme of professional development for educators on an area of expertise within and beyond the field of Inclusive Education and Special Educational Needs and Disability (SEND)
- Contribute expertise in using digital tools and assistive technology to support access to learning for students with additional needs
- Promote the ethos of Inclusive Education within the school community

Learning and Teaching

- Work cohesively with the Head of Inclusion and other members of the Inclusion Team to deliver the strategic plan for Inclusive Education, maintaining a purposeful and impactful learning environment at RLS
- Demonstrate a clear understanding of the needs of all pupils, including those with Special Educational Needs and/or Disabilities; those that are More Able, and those with English/Arabic as an Additional Language

- Be confident in supporting students of various ages and in different curriculum areas
- Utilise and evaluate distinctive teaching approaches to engage and support students with a range of needs and those who may be twice exceptional
- Promote independent learning through effective scaffolding techniques
- Support and guide student reflection on learning outcomes to promote learner autonomy
- Utilise various approaches to communication to engage students
- Promote a love of learning and intellectual curiosity
- Support teachers in setting aspirational targets that stretch and challenge students with additional needs
- Be familiar with how to establish achievable short-term targets and how these contribute to the achievement of long-term goals
- Be diligent in monitoring, tracking and recording progress towards learning targets
- Use a variety of means to collect data to demonstrates progress
- Demonstrate an awareness and experience of a range of learning interventions
- Plan and deliver small group and 1:1 intervention sessions aimed at addressing gaps in knowledge or specific learning needs in consultation with the Head of Inclusion
- Evaluate the response to intervention programmes through baseline and end of intervention assessment
- Demonstrate experience in supporting students with English or Arabic as a second language
- Digitally competent in the use of a range of platforms and applications to support learning
- Respond to, and react to, changing environments and demands swiftly and professionally

Other Responsibilities

- Be fully aware of the principles of safeguarding as they apply to all children
- Understand the safeguarding responsibilities of adults when working with vulnerable students in relation to the role
- Demonstrate a positive contribution to the wider life and ethos of the school
- Responsible for personal professional development opportunities through attendance at directed and voluntary training
- Participate in a cycle of performance enablement and receive advice on areas for development
- Undertake duties and administrative tasks as directed

Essential Qualities

- Demonstrate evidence of being a passionate, innovative Inclusion Learning Support Assistant (ILSA) with proven impact in the field of Inclusive Education
- Be educated to degree level and have an additional qualification(s) in areas related to Inclusive Education and supporting students with additional needs
- Have a minimum of 3 years outstanding practice in supporting students with additional needs and in Inclusive Education within a school setting



- Have specialism in working with students with Specific Learning Difficulties, ADHD, Autism, Communication and Interaction Difficulties
- Have an outstanding ability to communicate fluently in spoken and written English language
- Be kind and compassionate with a great sense of humour and the ability to engage a range of students of different ages
- Demonstrate an exceptional work ethic with a positive, solution focused attitude and a growth mindset
- Be a valuable team player, demonstrating respect for all members of the school
- Have in-depth knowledge of the English National Curriculum and Early Years Framework
- Be competence and confident in the use and application of technology and data to enhance student learning

Desirable Qualities

- Be bilingual and competent in both English and Modern Standard Arabic (MSA)
- Be a qualified specialist in working with students for whom English is an Additional Language
- Experience of transdisciplinary learning.
- Have experience of working with students across all phases of education