



Internal Vacancies 2026-2028

The International School of Düsseldorf (ISD) is a well-established, not-for-profit, progressive K-12 IB World School (PYP, MYP, DP), in one of the most desirable locations in Europe. We are an international community of learners who work together to inspire our students to be confident, creative, critical and compassionate thinkers. The school is accredited by both the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC).

To support our Elementary School, we welcome applications for the following position:

Intensive Learning Support Teacher (Elementary School) (m/f/d) (Full-time)

Please see the job description below outlining the main responsibilities and the desired attributes and qualifications for the position holder.

Contract term: Starting August 1, 2026 - July 31, 2028

Closing date for applications: 30.4.2026.

Job Description

Intensive Learning Support Teacher (Elementary School)

Reports to: Elementary School Principal and works in close collaboration with the ES Coordinator of Student Success.

The Intensive Learning Support Teacher is a specialist educator within the Elementary School who provides targeted and intensive support for students with Intensive Learning Needs (ILN) within ISD's Multi-Tiered System of Supports (MTSS) framework.

This role combines direct student instruction, case management, and programme development, and plays a key role in shaping ISD's next phase of provision for students with intensive learning needs. In addition to supporting students within the current Elementary School environment, the successful candidate will contribute to the design, development, and implementation of a new Intensive Learning Needs programme in a new dedicated facility, making this an exciting opportunity to build practice, structures, and culture from the ground up.

The role is grounded in ISD's Guiding Statements (Vision, Mission, Core Values, Definition of Learning, and Definition of Internationalism) and aligned with IB PYP philosophy, inclusive education best practice, and international standards.

Key Responsibilities:

Student Support, Teaching, and Case Management

- Provide individualized and small-group instruction for students with intensive learning needs, primarily within MTSS Tier 3.
- Develop, implement, and regularly review Individual Learning Plans (ILPs) in collaboration with classroom teachers, the Coordinator of Student Success, parents, and specialists.
- Design highly individualized PYP-aligned learning experiences, ensuring access to the curriculum while responding to students' cognitive, social, emotional, and behavioural needs.
- Use assessment data, observations, and progress monitoring tools to inform instruction and adjust interventions.

- Support inclusion where appropriate through flexible learning environments, structured transitions, and scaffolded participation in homeroom and specialist classes.
- Maintain clear, confidential documentation of student learning, progress, and support plans in line with ISD policies and regulatory requirements.

MTSS and Inclusive Practice

- Work as a collaborative member of the Elementary School Learning Support Team to ensure coherence across Tier 1, 2, and 3 supports.
- Contribute specialist expertise to referral, entry, monitoring, and review processes for students requiring intensive support.
- Collaborate with classroom teachers to plan accommodations, modifications, and strategies that support access and engagement.
- Support transitions (within grades, between programmes, and into the Secondary School where appropriate) through careful planning and documentation.

Programme Development and Innovation

- Actively contribute to the development of ISD's Intensive Learning Needs programme, including:
 - Programme philosophy and guiding principles
 - Learning environments and resource needs
 - Documentation, routines, and student pathways
- Collaborate with school leadership and specialist teams in planning for the new ILN facility, including learning space design and operational considerations.
- Support the piloting, evaluation, and refinement of new approaches to intensive learning support within an international school context.

Collaboration with Para-Professionals

- In collaboration with the Coordinator of Student Success, work with a team of para-professionals / learning assistants, providing:
 - Clear direction and role clarity
 - Coaching and modelling of inclusive and supportive practices
 - Guidance on implementing ILPs and behaviour support strategies
- Foster a collaborative, respectful, and reflective team culture focused on student growth and dignity.

Collaboration and Communication

- Communicate proactively and sensitively with parents to ensure a shared understanding of goals, progress and next steps.
- Collaborate closely with:
 - Classroom teachers

- ES Coordinator of Student Success
- Elementary Leadership Team (including ES Middle Leaders)
- School counsellors, therapists, and external specialists (where applicable)
- Participate in multidisciplinary meetings and contribute to admissions and placement discussions when required.

Professional Learning and Contribution to School Life

- Engage in ongoing professional learning related to:
 - MTSS
 - Inclusive and special education
 - Neurodiversity-affirming practice
 - IB PYP and inquiry-based learning
 - Early Years pedagogy
- Share expertise with colleagues through informal coaching and collaborative planning.
- Attend in-service days, team meetings, and required school events.

Desired Qualifications and Experience

- Bachelor's or Master's degree in Special Education, Inclusive Education, or a related field (Master's preferred).
- Demonstrated experience supporting students with intensive learning needs, ideally in an international or inclusive school setting.
- Strong understanding of MTSS, ILPs, and data-informed intervention.
- Experience adapting or designing curriculum aligned to the IB PYP / constructivist approach to learning.
- Proven ability to work effectively with para-professionals and multidisciplinary teams.
- Knowledge of a range of learning profiles (e.g. language-based learning differences, autism spectrum, executive functioning challenges).
- Excellent communication, collaboration, and organizational skills.
- Culturally responsive, reflective, and committed to continuous professional growth.

Personal Attributes

- Student-centred, empathetic, and solutions-focused.
- Flexible and innovative, with a willingness to help build new systems and programs.
- Calm, patient, and resilient in complex situations.
- Aligned with ISD's values and commitment to inclusive, high-quality international education.