



Stamford American
INTERNATIONAL SCHOOL

JOB DESCRIPTION

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

Position Title	Special Education Teacher (High School), SSD	Reference: NOV2024SSD
Function/Department	Student Support Services	Location: Stamford
Manager Name & Title	Student Support Coordinator (Secondary), SSD	
Position Type	Fixed Term	
Position Status	Full Time	

Position Objective

The Student Support Department (SSD) is looking for a highly qualified Special Education Teacher with previous experience in delivering individualized intervention to join our team of multidisciplinary professionals. Utilizing a MTSS (Multi-Tiered System of Support) Model, the primary role of the Special Education Teacher is to provide Tier 3/intensive intervention directly to students as well as design individualized education for students that require increased support, curricular modification, and explicit instruction.

Responsibilities

The job holder’s responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact will be adhered to and will ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, they must report any concerns to the School’s Designated Safeguarding Lead or to the Head or indeed to the Cognita Regional Safeguarding Manager so that a referral can be made accordingly to the relevant third party services.

Delivers effective and efficient individualized intervention to students

- Utilizes data-based decision making and evidence-based strategies to provide individualized education
- Plans, prepares, and delivers intensive intervention in a one-on-one and small group settings
- Collaborates with colleagues/general education teachers, service providers, community programs, parent/guardians to deliver effective intervention to increase independence in the general education classroom
- Establishes positive, safe, and trusting relationships with older students, their families and teachers to encourage student progress related to students’ needs
- Coordinates services alongside Occupational Therapists, Speech-Language Therapists, and Student Support Teachers for the purposes of addressing the individual needs of students
- Manages student behavior for the purpose of providing a safe and optimal learning environment

Regularly assesses students’ progress to modify instruction/intervention

- Collects and analyzes screening as well as progress monitoring data to identify student needs, modify instruction and curriculum, and report progress to parents, faculty, staff, and administration
- Summarizes assessment results and incorporates information into an appropriate support plan

Serves as a case manager for students receiving Tier 3 support services

- Gathers relevant background information related to students’ strengths and challenges



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- Maintains updated and accurate student files which adhere to high-levels of confidentiality
- Coordinates, facilitates, and maintains records on meetings with parents, teachers, and internal/external service providers

Provides consultation to teachers, parents, and other service providers to foster greater academic and social/emotional skill development across all students

- Participates on a multi-disciplinary team of professionals by utilizing a problem-solve approach
- Prepares and disseminates professional resources according to student need
- Offers ongoing support to faculty, staff, and parents in order to accelerate student growth
- Establishes and maintains ongoing professional collaboration with service providers on and off campus in order to maximize student impact in all areas of development

Offers professional development to the wider school community

- Develops and facilitates presentations for faculty, staff, and parents related to prevention and intervention strategies for students with learning and/or developmental challenges intervention services and support to students

Position Requirements

- Minimum of 3 years of experience working within special education with relevant qualifications
- Exceptional interpersonal communication and professional collaboration skills
- Must demonstrate flexibility, strong work habits, and a positive attitude
- Strong organizational skills and excellent command of the English language
- Proficiency in using computers and other forms of technology
- Strong references and attendance record
- Demonstrates the Stamford Values – Courage, Ingenuity, Compassion, Integrity

Qualifications

Required:

- Current Special Education Teaching Certification from an accredited educational institution or equivalent certification
- Minimum 3 years' experience working within a special education department
- Previous experience and/or training using recognized screening and progress monitoring assessments

Preferred:

- Knowledge and experience delivering Tier 3 support services within an MTSS Model Training and/or previous experience with using recognised Tier 3 intervention programs and assessments

Contacts

- Other Stamford Teaching and Non-Teaching Staff
- Parents and Students
- PTA

Working Conditions



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- School Environment
- Working hours 8:00am to 4.30pm, Monday to Friday, plus occasional staff meetings and trainings
- School holidays are paid and free except staff days and training days (please refer to the website to see the school calendar with school holiday dates)

Terms of Employment

- Medical Benefits: Medical insurance provided where applicable
- Sick Leave/Hosp: 60 days hospitalization leave including 14 days sick leave
- Probation Period: 3 months from date of commencement
- Referee request: Required
- Background Check: Required

Stamford American International School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Pre-employment background checks are mandatory and appointments are strictly subject to confirmation that all reference and background checks are completed to the satisfaction of Cognita, SAIS' holding organization.

We are an equal opportunity employer and disallow discrimination of age, ethnic origin, nationality, gender, religion, sexual orientation, family status, pregnancy, marital status, medical or mental health history, physical characteristics or disability. We welcome applications from all qualified candidates.

Please note that only shortlisted candidates will be notified.