



AISB
AMERICAN INTERNATIONAL
SCHOOL OF BUDAPEST

The American International School of Budapest

Seeks a Middle School Learning Support Services Teacher

The American International School of Budapest (AISB) seeks to appoint a Middle School Learning Support Services Teacher with a start date of August 1, 2024.

Founded in 1973, AISB is a private, non-profit educational institution. It is accredited by the Council of International Schools (CIS), and the Middle States Association of Colleges and Schools (MSACS.)

AISB is an International Baccalaureate (IB) World School and offers the Diploma program in addition to the American High School Diploma. AISB's basic tenet is to offer an international education through an American pedagogical approach, which highlights critical thinking skills, creativity and inquiry-based learning.

The School is a member of Central and Eastern European School Association (CEESA), Sports Council of International Schools (SCIS), International Baccalaureate (IB) and the International Schools Theatre Association (ISTA).

AISB occupies a single campus of 16 hectares on the northern outskirts of Budapest. The Middle/High School building houses more than 50 classrooms, library, cafeteria, design technology suite, double-sized gymnasium, single-size gymnasium, 25-meter swimming pool, 350-seat theatre, and performing and visual arts facilities. The Elementary building has more than 25 classrooms, library, cafeteria, EPIC and STEAM rooms, double-size gymnasium and performing and visual arts facilities. On the grounds there are 2 soccer fields, an athletics track with lights, 4 lighted tennis courts and a basketball court.

AISB has a very strong Student Support Program, and Service Learning Program running throughout the entire school. AISB graduates are welcomed each year to a broad range of the world's most selective colleges and universities.

Governance

AISB is governed by an 11 person Board of Trustees who are elected or appointed for two-year terms up to a maximum of 8 years' tenure.



School Mission, Vision and Values

MISSION

We empower our learners
to build their futures
and contribute
to a better world.

VISION

Future ready, today.

VALUES

Excellence, Wellbeing, Inclusion, Growth, Global Citizenship

- We pursue **EXCELLENCE** in all that we do.
- We promote **WELLBEING** so people flourish.
- We design learning that challenges each individual to **GROW**.
- We commit to **INCLUSION*** so that everyone belongs.
- We develop **GLOBAL CITIZENS** to make a positive impact together.

Enrollment

Current enrollment is 976 (ES: 401; MS: 233; HS: 342) there are 58 nationalities in the school with the top three being American (22%), Hungarian (20%), and Chinese (13%).

Faculty

In the 2023-24 school year, there are 122 full-time and 5 part-time faculty. 35% of faculty are U.S. citizens, 17% are Canadian, 13% are British. The remaining 35% of the faculty are from 14 other countries.

Non-Discrimination Policy

AISB does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age, sex or marital status in its educational programs, activities, and services or its employment practices.



Job Title: Middle School Learning Support Services Teacher

Reports To: Middle School Principal

Position Overview:

The teacher's primary function is to provide an environment that fosters the growth of each student academically, socially, and emotionally. The teacher works collaboratively with all faculty, staff, parents, and students to effectively implement the curriculum and to ensure all interactions meet the needs of all students in line with the Mission, Vision, and Values of the school. The LSS teacher works in both a small group setting and alongside classroom teachers as a co-teacher in the mainstream classes, as well as offering drop-in support in the morning, at lunch and after school.

Qualifications and Experience:

Personal Attributes

- Illustrates organizational and time-management skills
- Demonstrates initiative, flexibility, and a positive attitude
- Establishes cooperative and collaborative working relationships with staff, students, and parents because of strong communication and empathy skills
- Communicates effectively in English, both in written and oral form
- Accepts and manages change effectively
- Maintains a solution-based approach to problem solving
- Openly accepts and considers different perspectives
- Actively contributes to a positive school climate
- Seeks continuous improvement
- Exemplifies commitment to Professional Learning Community principles
- Demonstrates an interdisciplinary mindset/thinking: inquisitive beyond content area, possesses wide interests, and is a connector and collaborator beyond disciplines
- Engages in action research
- Demonstrates an understanding of and commitment to inclusive learning

Knowledge

- Demonstrates solid understanding of appropriate pedagogical practice to support students with learning differences
- Understands Backward Design planning and the importance of collaboration for the program to be successful
- Understands Standards-Based Teaching, Grading, and Reporting
- Can unpack standards/benchmarks and communicate learning objectives in student-friendly terms
- Demonstrates an understanding of typical developmental characteristics of adolescents



Qualifications & Experience

- Holds a valid teaching certification (or equivalent) in special education / student support
- Minimum two years experience in a Learning Support environment
- Recent experience and a passion for working with middle school students
- Technology literate in Web and Google Applications; uses Google docs effectively to share with students and to collaborate with colleagues while maintaining appropriate confidentiality settings

Preferred Skills and Experience

- Master's Degree in education with a specialization in learning support
- Experience with the Response to Intervention (RTI) model
- Certification and/or experience supporting English Language Learners
- Experience with Course Management software (e.g., Veracross, Google Apps) and online grading
- Experience with online curriculum documentation (e.g., Atlas Rubicon)
- Demonstration of ongoing professional development in areas of best practice
- Gifted and Talented endorsement or certification

LSS-Specific Skills and Responsibilities

- Evaluate new students entering the Middle School
- Evaluate referrals and educational testing results
- Develop, implement, and support individual education plans when warranted (in AISB parlance, "Learning Support Plan" and "Targeted Intervention Plan")
- Attend regular Student Support Team meetings to determine future actions and support
- Communicate regularly with administration, parents, teachers about student support strategies, accommodations, and progress (e.g., in person, email, report cards, Data Dashboard)
- Support students to achieve the AISB curricular standards and benchmarks
- Support teachers to make appropriate accommodations for students with mild learning differences or other special needs; develop/conduct in-service training for teachers as necessary
- Modify curriculum delivery and assessment of knowledge, understanding and skills for individual students
- Provide accommodations for external examinations (e.g., MAP, ERB)
- Maintain an appropriate level of confidentiality
- Administer some diagnostic testing (short of a full-scale ed-psych evaluation)
- Maintain working records for students who receive student support services, which may include writing samples, a reading log, inventories, or other working documents.



Key Responsibilities for all Teachers

- Implements school policies and procedures to support AISB's Mission, Vision, and Values
- Actively incorporates current research-based teaching practices and department essential agreements into daily teaching and learning
- Promotes an inquiry-based approach to teaching within a standards-based curriculum
- Collaboratively plans with teaching partners and other faculty members
- Effectively prepares long-term and short-term lesson plans; maintains overall units on Atlas using the UbD format
- Teaches, assesses, and reports on the standards and benchmarks for the course as well as Learning Identities
- Provides ongoing feedback to students that encourages growth and development
- Maintains accurate and complete records of student progress and development for ongoing communication with parents, including but not limited to: goal setting, report writing, portfolios, and conferences
- Maintains and regularly updates their online course management tool (Google, Veracross)
- Implements differentiation techniques for students who excel and for those who need additional support, including English Language Learners
- Collaborates with the divisional counselor and other teachers to ensure the social, emotional, and educational needs of students are met
- Integrates technology with intentionality, as appropriate, to leverage learning
- Manages student behavior in the classroom through establishment of expectations and reinforcement of standards of conduct in alignment with the behavior expectations of the school
- Responds to misbehavior in an appropriate manner that respects student dignity, while reinforcing the responsibility of making the right choices
- Performs certain pastoral duties (in line with the school guidelines) as an advisor for a small group of students
- Performs additional duties effectively (during and outside the regular school day) as required by the school
- Proactively participates in and/or leads extracurricular activities, including participation in overnight Fall Tips in grades 6-12
- Proactively participates in faculty meetings and parent meetings as required

AISB takes child safeguarding measures seriously.

Appointments are subject to satisfactory enhanced criminal checks.

The school reserves the right to appoint a candidate to the position ahead of the announced deadline, should a suitable applicant be identified.

Updated October 2023