

Personalized Learning Development Support Facilitator

ARIS, as a fully Personalized Learning school, has a vibrant and growing Personalized Learning Department. Our classes are fully integrated, following personalized learning and differentiated instruction to tap into the strengths of each student. The department takes utmost care for students who need extra support to propel them to reach their goals. The four key areas include Children with a formal SEN assessment report, Children who may not be making the expected progress, Gifted and Talented Children and every Child in the care of facilitators at ARIS.

This is across both Primary and Secondary campus with two experienced Personalised Learning Department Co-ordinators. Aside from Differentiation which is followed throughout the school, the department also offers a variety of specialized support programmes, depending on a student's need. Pull-out support is when a student is taken out of the classroom for a period of time for personalized instruction, and One-on-one support that appoints a shadow-teacher who is in constant contact with a student in order to provide learning support.

The Department has also grown into providing well-being sessions for students that goes with the new ARIS Well-being Model.

He/She Should:

- Ensure the implementation of personalized learning programmes to provide children with social, emotional and/or learning needs.
- Commit to the day-to-day operation of the PLD policy
- Offer quality provision to pupils with special educational needs to support students in attaining targets and follow on continuous progress.
- Work with Personalized Learning Plans (PLPs) for SEND students and Personalized Intervention Plans (PIPs) for students on intervention plans and will regularly provide feedback.
- Implement the ARIS Learning Support Protocols and provide the needed data for school use and parental feedback.

Qualifications:

- A graduate subject specialist with a **teaching certification**.
- A minimum of three years teaching experience in a reputable institution is preferred.

Qualities:

Dedication to the job, the ARIS core values, subject-specific expertise, student centred teaching approaches, the ability to apply differentiation in the classroom, effective classroom management as well as good relations with students, staff and parents are the qualities sought.

She or He should teach students in a way that will enable them to gain a commitment to, skills in, and a thorough knowledge of the specific subject area assigned.