

Learning Support Coordinator Role Description

Position Title: Learning Support Coordinator

Reports to: PYP, MYP and DP Principal-Coordinators

Receives Guidance From: the Principal-Coordinators and Director

Collaborates With: school psychologist / counselor, Dean of Students, Principal-Coordinators, Director, EAL teacher, classroom teachers, parents and external specialists as appropriate

Teaching Responsibilities: Targeted learning support instruction through push-in, pull-out, small group and individual support, as determined by student need.

Supervision Responsibilities: As per any teacher.

Role Overview: The Learning Support Coordinator serves as a pedagogical and student support leader across the PYP, MYP and DP programmes. The role focuses on building a clear, consistent and inclusive system that enables students with identified or emerging learning needs to access the curriculum, make measurable progress and develop independence.

The Learning Support Coordinator establishes, supports and refines a structured system of supporting students' learning needs and collaborates with the school psychologist / counselor, Dean of Students, Principal-Coordinators and Director to fully support students at ISE, academically, socio-emotionally, and behaviorally.

The role includes direct student support, teacher consultation, Individual Learning Plan and Support Plan development, intervention planning, documentation, progress monitoring, family communication and contribution to school-wide inclusive practice.

Key Responsibilities

Learning Support System and MTSS

- Establish, document, communicate and refine the school-wide Learning Support structure within a Multi-Tiered System of Supports (MTSS).
- Maintain a clear referral, identification, intervention and review process that is understood by teachers, leaders and parents.
- Clarify what teachers are expected to implement in the classroom before, during and after referral, including differentiation, accommodations, Universal Design for Learning (UDL) strategies and progress monitoring.
- Develop and communicate a Learning Support timetable each semester. The timetable should identify student support times, push-in and pull-out support, teacher consultation times, planning and documentation time, and availability for meetings.
- Monitor the Learning Support caseload and recommend adjustments to priorities, schedules and resourcing based on student need.



- Use observations, teacher input, student work, assessment information, screening information where available and progress data to identify learning barriers and determine appropriate interventions.
- Review the effectiveness of interventions and adjust support when progress is limited.

Individual Learning Plans and Support Plans

- Create, update and monitor Individual Learning Plans (ILPs) and Support Plans for students receiving regular learning support, accommodations or modifications.
- Ensure plans include student strengths, assessed needs, barriers to learning, measurable goals, classroom strategies, accommodations, intervention responsibilities, review dates, evidence of progress and exit criteria where appropriate.
- Formally review and communicate ILP and Support Plan progress at least twice per year, with a mid-year review whenever possible.
- Include students, teachers and parents in the development and review of plans in age-appropriate ways, with attention to student agency, and self-advocacy.
- Actively seek and incorporate input from parents, teachers, Principal-Coordination, the school psychologist / counselor and relevant external specialists.
- Ensure relevant teachers understand each plan, know what they are responsible for implementing and have access to practical strategies.

Teacher Collaboration and Inclusive Practice

- Work regularly with teachers and programme teams to support planning, differentiation, accommodation, modification where needed, and progress monitoring.
- Collaborate with Principal-Coordination and the EAL teacher when learning support needs intersect with language acquisition, curriculum access, assessment expectations or programme transitions.
- Participate in relevant programme-level meetings when Learning Support input is needed for student planning, unit planning, assessment, Personal Project, PYP to MYP transition, MYP to DP transition or DP assessment access arrangements.
- Provide classroom-based consultation, observation and feedback focused on practical next steps for supporting learners.
- Support teachers in distinguishing between learning support needs, language acquisition needs, attendance concerns, wellbeing concerns and behavior concerns, while recognizing that these may overlap.
- Develop shared resources, templates and tools that help teachers implement UDL, differentiation, executive function supports and accommodations consistently.



Direct Learning Support Instruction

- Plan and deliver targeted learning support through push-in, pull-out, individual and small group instruction.
- Align direct instruction with ILP goals, classroom learning, assessment evidence and the student's current level of independence.
- Teach strategies that strengthen access to learning, including organization, planning, working memory, reading comprehension, written expression, numeracy foundations, study skills, self-monitoring, task completion and reflection as appropriate.
- Support students across the school in developing Approaches to Learning (ATL) skills..
- Use evidence-informed approaches and appropriate materials to address identified needs.
- Document direct support provided and monitor progress toward specific goals.
- Build student independence and self-advocacy rather than creating unnecessary adult dependency.

Assessment, Access and Transitions

- Support teachers in designing accessible classroom assessments and applying appropriate accommodations without lowering learning expectations unless a formal modification is required.
- Coordinate documentation for internal accommodations and, where applicable, support programme leaders with documentation for external or IB assessment access arrangements.
- Contribute Learning Support input to admissions, placement and transition discussions when requested, while ensuring decisions are based on accurate information and the school's capacity to meet student needs.
- Support transitions between PYP, MYP and DP by sharing relevant learning profiles, strategies and documentation with receiving teams.
- Support DP students with study planning, executive function, academic reading and writing, assessment preparation and independent management of support strategies.
- Liaise with external specialists, with parent consent and in line with school procedures, to understand recommendations and help translate them into classroom practice.

Student Support Team Process

- Lead or co-lead Student Support Team meetings focused on students of concern, intervention planning and review.
- Prepare agendas, clarify purpose and expected outcomes, document decisions,



assign responsibilities and follow up on agreed actions.

- Ensure meetings are practical and student-centered, with attention to academic, social-emotional and behavioral factors that may affect learning.
- Maintain clear records of students discussed, interventions agreed, review dates and outcomes.
- Escalate concerns to the appropriate Principal-Coordinator, school psychologist / counselor, Dean of Students or Director when needs exceed classroom or Learning Support intervention alone.

Communication and Partnership

- Communicate ILPs, Support Plans, accommodations and strategies to teachers in a clear and timely way.
- Clarify what support teachers are expected to provide, what the Learning Support Coordinator will provide and when progress will be reviewed.
- Communicate with parents respectfully and proactively about learning needs, support plans, progress and review processes.
- Explain accommodations, interventions and goals in practical language.
- Invite parent and student input into ILPs, Support Plans and review meetings.
- Help students understand their learning strengths, challenges, goals and support strategies in age-appropriate ways.
- Promote student agency, self-advocacy and responsible use of accommodations.
- Guide parents toward external evaluation or specialist support when appropriate, without making medical or clinical diagnoses.
- Provide regular updates to Principal-Coordinators and the Director on Learning Support structures, caseload trends, significant concerns, resource needs and system improvements.

Professional Learning and School Improvement

- Provide practical guidance, resources and targeted professional learning that strengthens teachers' confidence and consistency in supporting diverse learners.
- Offer at least two practical mini-workshops per school year for faculty, focused on areas such as Tier 1 supports, executive function, differentiation, UDL, accommodations or interpreting learning profiles.
- Contribute to school improvement work related to inclusion, student support, MTSS, UDL and high-quality teaching and learning.
- Keep current with effective learning support practices and relevant IB expectations.
- Recommend improvements to Learning Support procedures, documentation and communication based on evidence and feedback.
- Contribute to a school culture in which diverse learning needs are understood as a shared responsibility.



Data, Documentation and Confidentiality

- Maintain accurate, confidential and up-to-date records of referrals, observations, interventions, ILPs, Support Plans, meeting notes, parent communication and progress data.
- Ensure documentation is completed within agreed timelines and stored according to school procedures.
- Handle sensitive information appropriately, follow GDPR expectations and school communication procedures, and share information only with staff who need it to support the student.

Skills and Qualifications

- Degree-qualified, certified teacher with a field of study, certification or substantial professional training in Special Educational Needs, Learning Support, Inclusive Education or a closely related field.
- At least two years of practical experience in an educational environment working with special needs students.
- Growth mindset and willingness to learn international school learning support best practices.
- Knowledge of, or strong willingness to learn, the IB PYP, MYP and DP frameworks and the role of inclusion within an IB continuum school.
- Ability to interpret student work, classroom data, teacher observations and external specialist reports to inform practical support.
- Excellent interpersonal skills and the ability to collaborate with students, parents, teachers, leaders and external specialists.
- Strong written and oral communication skills in English.
- Excellent organization, documentation and follow-through.
- High level of confidentiality, professional integrity and sound judgment.
- Strong understanding of MTSS, differentiation, accommodations, and evidence-informed intervention, or strong willingness to learn.

General Professional Expectations

- Promote the ISE Mission, Vision and Values and contribute to a safe, caring, respectful and inclusive learning environment.
- Follow the Staff Handbook, Student-Parent Handbook, school policies, communication expectations and relevant data protection requirements.
- Participate in faculty meetings, student support meetings, programme meetings, conferences, professional learning and school improvement processes as required.
- Maintain accurate records, completing assigned documentation within agreed timelines.
- Work with colleagues, support staff, parents and external agencies in matters of





mutual concern and student support.

- Maintain professional competence through school-provided and self-directed professional learning.
- Perform duties assigned by the Director or Principal-Coordinators that are consistent with the purpose and level of the role.
- Maintain appropriate student-staff relationships and report concerns through the school's established procedures.

Important to Note

This job description indicates the general nature and level of work expected of the incumbent. It is not designed to cover or contain a comprehensive listing of all activities, duties or responsibilities required. The incumbent may be asked to perform other duties as required, provided they are consistent with the purpose and level of the role.

Further revisions to this job description should be initiated by the Director and Human Resources Manager.

APPROVED: 23 June, 2026

Director: _____ Date: _____

Employee: _____ Date: _____

