
Job Description

Inclusion Coordinator

Position Overview

This position encompasses the development, management and continued improvement of the Inclusion Programme at Bogaerts International School. The Inclusion Coordinator manages and oversees all aspects of the Inclusion program and supports students, parents, and staff in accommodating the unique needs of all students with learning challenges (henceforth referred to as LC students) at the school. The Inclusion Coordinator collaborates with teaching staff, school leadership, parents, students and external professionals in the fulfillment of this role.

This position is a part-time position. FTE is determined in conjunction with other teaching duties and /or leadership positions. The remuneration for this position is that of a Program Coordinator (Category 4) plus professional development and advancement within the pedagogical team based on student population growth.

Reports to:

- Head of School

Position Responsibilities

Administration

- Keep the BIS Inclusion Policy current with EU, EC and UN guidance and recommendations;
- Manage any members of the Inclusion team and their activities on campus (Speech therapists, 1 on 1 LS Aids, shadow teachers, etc);
- Develop, establish and maintain Accommodations documents for students with diagnosed disabilities;
- Develop, establish and maintain IEPs (Individualised Education Plans) for students with diagnosed disabilities, as needed;
- Maintain and keep current the BIS Inclusion Program shared drive, where all student files are stored and updated, and where all potential and confirmed LC students are tracked;
- Maintain detailed and accurate records regarding externally provided reports, IEPs, specific recommended accommodations, student assessments, work samples etc.;

Pedagogy

- Collaborate with section Coordinators to keep abreast of developments in subject related curricula and syllabi at BIS;
- Create and conduct professional development sessions for school staff in relation to the fulfillment of all recommended accommodations , as well as of IEPs;
- Provide ongoing professional support to teachers regarding implementation of accommodations for students with special learning needs, including but not limited to modification of learning resources, assessment modification, differentiation, appropriate use of technology, preferential seating etc.;
- Visit classes regularly to monitor LC students and ensure that relevant accommodations are put in place;
- Support students during push-in sessions (in-class visits) and pull-out sessions (out of class support), as and if necessary;
- In collaboration with the section Coordinators, ensure that LC students receive the recommended and approved accommodations during official and internal exams and assessments;
- Observe non-diagnosed students with learning difficulties and advise parents on potential needs.

Communication

- Maintain a working list of recommended external specialists to assist parents and families with all non-school satisfied LC needs (speech therapists, occupational therapists, diagnosticians, psychologists, psychiatrists, etc);
- Collaborate with external specialists who have provided information on the background and needs of each LC student and incorporate the findings into the relevant Accommodations documents and/or IEPs;
- Coordinate all on-campus services with external specialists for all LC students;

Community

- Model the Bogaerts International School mission and vision and commit to its philosophy;
- Promote the image and uphold the reputation of Bogaerts International School at all times;
- Promote a culture of mutual respect, compassion and inter-cultural understanding, within and across departments, creating a culture of support and encouragement;
- Foster a safe and high-trust environment where students, teachers, and staff develop positive and appropriate relationships and feel safe, respected, and valued;
- Create and contribute to a positive learning community and refrain from

toxic behaviours which harm the collaborative environment;

- Embody the attributes of the IB Learner Profile and act with integrity and professionalism;
- Collaborate with the Head of Admissions and relevant Coordinators in relation to prospective LC students;
- Liaise with parents of LC students and keep them informed of their child's progress and learning needs;
- Maintain high levels of confidentiality and privacy while ensuring stakeholders have sufficient information to cater for the needs of students;
- Foster a safe and high-trust environment where students, teachers, and staff develop positive and appropriate relationships and feel safe, respected, and valued;

Position Profile

A candidate must possess:

- A teaching degree in education from a reputable university or college;
- A teaching credential where Special Education was at least part of the curriculum;
- At least five years of experience in a teaching role with no less than 2 of these 5 years being in a Special Education classroom;
- Excellent organizational skills, both physical and digital;
- Extensive experience holding and leading meetings with parents, teaching staff, students and external professionals;
- Native/fluent spoken and written skills in the English language;
- Experience within IB world schools;
- Excellent interpersonal and communication skills.

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