



Job Description

Elementary School Inclusion Lead Teacher

Starting Date: August 2027

Our Mission:

To inspire and challenge every learner to reach their full potential and become curious, independent, and compassionate citizens of the world.

Our Core Values:

- **Commitment to Excellence** - We tackle challenges willingly and persevere in order to succeed.
- **Compassion and Integrity** - We care for, respect, and value one another
- **Strength in Diversity** - We embrace our differences, enrich our community, and make meaningful connections, ensuring our global mindedness.
- **Innovative Spirit** - We are creative and curious learners, empowered to adapt to a rapidly changing world.
- **Lasting Impact** - We contribute to a sustainable future by taking care of our planet and leaving our environment better than we found it.

Our Definition of Learning:

Learning is a journey of authentic discovery to develop understanding, skills, and character. This includes four principles:

- Learning is **Iterative** - We learn through our mistakes, providing us opportunities to be creative and find solutions.
- Learning is **Exciting** - We learn when we are inspired, challenged, and active.
- Learning is **Meaningful** - We learn and grow when we apply our knowledge, skills, and understandings to real-world situations.
- Learning is **Social** - We learn through sharing, interacting, and collaborating

ISP Child Protection Policy Statement:

Schools strive to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as their physical, emotional, and social development. Child abuse and neglect are of growing concern in schools throughout the world.



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The International School of Panama, in keeping with our core beliefs and mission statement, has adopted a Child Protection Policy that will empower students, families and staff in matters related to the health, safety and care of children in attendance at our school.

This Child Protection Policy is the school's commitment to do our utmost to prevent and protect children from abuse. It is a statement of intent that demonstrates the school's commitment to safeguard children from harm and makes clear to all its members what is required in case of a known or suspected case of abuse. All ISP faculty, staff, and employees, as well as all students, parents and other relevant community members and service providers associated with the school (the "ISP Community"), have a legal obligation to report suspected incidences of child abuse or neglect whenever they have reasonable cause to believe that a child has suffered or is at risk of suffering any type of abuse regardless of the location where the abuse takes place.

You can find detailed information on our Child Protection Policy at isp.edu.pa

Overview of the Role

The Elementary Inclusion Lead Teacher creates inclusive, supportive, and developmentally appropriate learning environments where neurodiverse students with significant learning, behavioral, and adaptive needs feel a strong sense of belonging and are supported and challenged to grow academically, socially, and emotionally. They design and implement individualized, meaningful learning experiences grounded in the ISP Way, ensuring students have access to their homeroom communities, curriculum, and broader school experiences to the greatest extent possible.

The Inclusion Lead Teacher coordinates individualized programming, supports the development and implementation of Individualized Education Plans (IEPs) and



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Behavior Intervention Plans (BIPs), and collaborates closely with classroom teachers, Learning Assistants, Student Services, specialists, families, and outside professionals to respond to the strengths and needs of every learner.

As a leader within the Inclusion Program, they provide guidance and support to Inclusion Learning Assistants, promote inclusive practices across the school community, and contribute to a positive school culture through collaboration, reflection, continuous growth, and a shared commitment to all students.

Reports To: Coordinator of Student Services and Elementary Principal

Collaborates With: Assistant Principals, Learning Support Teachers, Classroom Teachers, Inclusion Learning Assistants, Counselors, Curriculum and Instruction Coordinators, Specialists, outside professionals, families, and other colleagues as appropriate.

Responsibilities including, but not limited to:

Professionalism

- Model the ISP mission, core values, and professional expectations in daily practice.
- Contribute positively to team decisions, shared school priorities, and the continued development of the Inclusion Program.
- Communicate with colleagues and members of the community with respect, kindness, and empathy.
- Build strong partnerships with families through regular, clear communication about student learning, progress, well-being, and individualized programming.



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- Collaborate across teams through shared planning, problem-solving, reflection, resources, and responsibilities to support student learning.
- Recognize that all students are our students and work collectively to support their success.
- Demonstrate a growth mindset and actively engage in ongoing professional learning related to inclusion, special education, and evidence-based practices.
- Seek, reflect on, and apply feedback, evidence, research, and collaboration to continually strengthen professional practice.
- Provide guidance, coaching, and support to Inclusion Learning Assistants in implementing academic, behavioral, social, adaptive, and executive functioning interventions in collaboration with the Coordinator of Student Services.
- Participate actively in professional learning, team meetings, school events, and other responsibilities connected to the broader school community.

Inclusion and Belonging

- Create caring, inclusive, and respectful learning environments where every student feels known, valued, safe, and a strong sense of belonging.
- Promote meaningful participation of students in the Inclusion Program within their homeroom communities and broader school experiences, with appropriate individualized supports.
- Design individualized learning environments and experiences that recognize learner variability and provide appropriate access, support, and challenge.
- Develop individualized student schedules that maximize participation in the least restrictive environment while ensuring access to targeted instruction and additional support when needed.

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- Promote understanding, acceptance, and appreciation of neurodiversity throughout the school community.
- Support teachers and Learning Assistants in implementing inclusive practices, accommodations, modifications, and individualized interventions.
- Teach, model, practice, and reinforce clear expectations, routines, and behaviors that create safe, predictable, and positive learning environments.
- Support the development of students' independence, communication, social-emotional skills, and self-advocacy through individualized and developmentally appropriate practices.

Effective Teaching and Learning

- Develop, implement, and regularly review Individualized Education Plans (IEPs) and Behavior Intervention Plans (BIPs) in collaboration with families, teachers, Student Services, and other relevant professionals.
- Establish measurable student goals and plan individualized instruction using clear learning outcomes, evidence of understanding, and students' academic, behavioral, and adaptive needs.
- Design and deliver structured, meaningful learning experiences grounded in the ISP definition of learning as iterative, meaningful, social, and exciting.
- Plan for learner variability using Universal Design for Learning (UDL), differentiation, modifications, and other evidence-based practices to provide multiple pathways for students to access, engage with, and demonstrate learning.
- Provide targeted, individualized instruction and interventions within homeroom classrooms, small-group settings, and supplemental learning spaces, as appropriate to student needs.

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- Collect and analyze assessment data, observations, work samples, behavioral information, and ongoing progress-monitoring data to identify student strengths, needs, and next steps.
- Adapt instruction, interventions, learning environments, and individualized programming based on evidence of student learning and progress.
- Coordinate the schedules and responsibilities of Inclusion Learning Assistants to ensure consistent, effective, and targeted student support.
- Collaborate with classroom teachers and Inclusion Learning Assistants to ensure individualized goals, accommodations, modifications, and interventions are implemented consistently across learning environments.
- Partner with outside professionals and service providers, as appropriate, to align strategies and strengthen individualized student support.
- Maintain accurate and organized records of student progress, individualized plans, interventions, and communication with families and colleagues.
- Provide students with timely, specific, and developmentally appropriate feedback that supports academic, behavioral, social-emotional, and adaptive growth.

What You Bring

- A commitment to actively living ISP's mission and core values.
- A strong belief that all students can learn, belong, and contribute meaningfully to their school community.
- A deep understanding and appreciation of neurodiversity and the strengths and needs of students requiring intensive individualized support.
- A commitment to creating an inclusive international school community that values cultural, linguistic, and learning diversity.
- Strong relationship-building, communication, and collaboration skills with students, families, colleagues, and outside professionals.

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- The ability to guide, coach, and support Learning Assistants and colleagues in implementing inclusive and individualized practices.
- A reflective, growth-oriented approach to professional practice.
- Flexibility, creativity, resourcefulness, and a willingness to adapt and learn.
- Strong organizational, time-management, and problem-solving skills.
- A high degree of professionalism, reliability, discretion, and sound judgment.
- Strong instructional practices and expertise in supporting students with complex learning, behavioral, and adaptive needs.

Basic Qualifications

- Bachelor's or Master's degree in Special Education or a related field.
- Minimum of five years of relevant experience in special education or supporting students with diverse and complex learning needs.
- English proficiency.
- Demonstrated experience developing, implementing, and monitoring Individualized Education Plans (IEPs) and Behavior Intervention Plans (BIPs).
- Knowledge of evidence-based instructional practices, individualized programming, assessment, and progress monitoring.
- Experience with Universal Design for Learning, differentiation, accommodations, and curriculum modifications.
- Experience supporting neurodiverse students with significant academic, behavioral, social-emotional, and adaptive needs.
- Experience guiding or coaching Learning Assistants or other educational support staff is highly desirable.
- Previous experience with Responsive Classroom or similar relationship-based approaches to classroom culture and behavior is desirable.
- Previous international school experience is desirable.
- Previous leadership experience is desirable.