



Colegio Anglo Colombiano

Descripción de funciones

Position	Intensive Support Assistant
Section	Bach, Primary and Preschool
Program	PYP, MYP, DP
Line Manager	Intensive support leader / Educational Support Coordinator of each section
Number of positions in charge of	N/A
Name of the position	Intensive Support Assistant

MAIN RESPONSIBILITY

The main goal of the Intensive Support Assistant (ISA) is to facilitate access, participation and action of the learners in the Intensive Support Tier by identifying and removing learning barriers, and designing and implementing reasonable adjustments. Based on the UDL framework, **the ISAs will work closely with teachers during mainstream lessons to provide means of engagement, representation, action and expression** for students within the support register.

At all times, all ISAs should model good professional practice and our core values, uphold our principles and policies, and the good name of the Anglo. The Intensive Support Assistant should work collaboratively, attend relevant school events and work to achieve the whole school and Educational Support action and development plans. Colleagues should undertake any reasonable duties at the request of the Rector or Heads of Section.

SPECIFIC RESPONSIBILITIES

Design/ Plan

- Identify learning barriers and implement reasonable adjustments in the natural educational environment of the Intensive Support Learners.
- Design alongside line managers, teachers and Educational Support Staff, the flex or diversified curriculum.
- Co-Plan with line managers, teachers and Educational Support Staff the interventions and learning experiences for the Intensive Support students and other support students.
- Create and manage learning resources.

- Design PIAR alongside with the Educational Support Staff for the learners in the Intensive Support Tier, including setting and reviewing targets.
- Co-plan behavioural interventions and strategies to support student's wellbeing, regulation and socio-emotional development.

Deliver

- Delivering push-in and pull-out support interventions to learners that receive Intensive Support.
- Supporting class teachers, subject teachers (specialists) and teaching assistants by providing multiple means of engagement, representation, action and expression in the classroom for learners within the Intensive Support Tier and other support tiers.
- Implementing reasonable adjustments in their educational and natural environments.
- Implementing behavioural strategies and interventions to support student's wellbeing, regulation and socio-emotional development.

Progress monitoring and reporting

- Monitor Intensive Support learners progress through standardised data.
- Documenting the progress of each one of the learners according to the goals stated in the PIARs in the agreed follow-up documents (reports).
- Documenting learners' performance, progress and behaviour through the Intensive Educational Log on a daily basis for non verbal learners and every other cycle for the rest of the students that are enrolled in the Intensive Support Tier.
- Actively participate in parent/teacher meetings of Intensive Support learners.
- Participate in the follow-ups with external providers (Support teachers, Occupational Therapists, Language Therapists, Neuropsychologists, Mentors, Group Directors, amongst others).
- Actively collaborates with student briefings meetings/case conferences, to provide information regarding the student's learning profile and to share goals, and reasonable adjustments.

Additional responsibilities

- Monitor and intervene on the development of social, emotional and life skills of Intensive Support students during break and lunch times.
- Attend staff meetings, department meetings and workshops/training established by the section.
- Attend school trips or cultural visits.

- Attend the Intershouses or school cultural activities (Musical, Bailes, Declamación y Canto, MUN, among others).
- It is the employee's responsibility to comply with the SG-SST guidelines, including policies, procedures, and programmes established by the School. They must actively participate in preventive measures, report hazardous conditions, and contribute to the care of their own health and that of the educational community.

POSITION REQUIREMENTS

Studies	<ul style="list-style-type: none"> - University degree in any of the following areas: <ul style="list-style-type: none"> • Psychology • Language Therapy • Occupational therapy • Degree in Pedagogy
Additional knowledge	<p>Experience with High Variability / Neurodivergent students Universal Design for Learning Behavioural and pedagogical support</p>
Languages %	English 100%
Years of Experience	<ul style="list-style-type: none"> • 1 year (including internships)
School Competences	<ul style="list-style-type: none"> • Teamwork • Responsibility • Adaptability • Attitude towards standards • Honesty and transparency • Collaborative work
Position Competences	<ul style="list-style-type: none"> • Guidance and support to students, parents and teachers • Problem solving • Innovation and Creativity • Assertive Communication • Behavioural and emotional regulation strategies
Meetings in which should	<ul style="list-style-type: none"> • Section´s staff meetings • Department meetings

participate	<ul style="list-style-type: none">• Parent / teacher conferences• External therapy meetings
Update	February 2026