



AISB
AMERICAN INTERNATIONAL
SCHOOL OF BUDAPEST

The American International School of Budapest seeks a High School Learning Support Services Teacher

Introduction

The American International School of Budapest (AISB) seeks to appoint a High School Learning Support Services (LSS) Teacher from August 1, 2025.

Founded in 1973, AISB is a private, non-profit educational institution. It is accredited by the Council of International Schools (CIS) and the Middle States Association of Colleges and Schools (MSA).

AISB is an International Baccalaureate (IB) World School and offers the IB Diploma program in addition to our American High School Diploma and our Innovation Diploma. Students can graduate with a combination of these Diplomas accredited by CIS and the Middle States Association. The high school program is based on an American educational model within an international context with a focus on critical thinking skills, creativity, and inquiry-based learning. All courses focus on developing the knowledge, skills, dispositions, and a global perspective to equip students to flourish in a rapidly changing workplace. All students have access to a wide range of courses and pathways to cater to students' different interests and needs. English is the language of instruction, except in World Language courses.

The School is a member of the Central and Eastern European School Association (CEESA), the Sports Council of International Schools (SCIS), the International Baccalaureate (IB), and the International Schools Theatre Association (ISTA).

AISB occupies a single campus of 19 hectares on the western outskirts of Budapest. The Middle/High School building houses 51 classrooms, library, cafeteria, computer rooms, double-sized gymnasium, single-size gymnasium, 25-meter swimming pool, 350-seat theatre, and performing and visual arts facilities. The Elementary building has 27 classrooms, library, cafeteria, computer rooms, double-size gymnasium, and performing and visual arts facilities. In the grounds, there are two soccer fields, an athletics track with lights, 4 floodlit tennis courts and a basketball court.

AISB has a strong Student Support Program, and a varied Extra-Curricular program running throughout the school. AISB graduates are welcomed each year to a broad range of the world's most selective colleges and universities.

Governance

AISB is governed by an 11-person Board of Directors who are elected or appointed for two-year terms up to a maximum of 8 years' tenure.

Enrollment

Current enrollment is 958 (ES: 385; MS: 240; HS: 333). There are approximately 60 nationalities in the school, the top four being Hungarian (20%), American (17%), Korean (16%), and Chinese (11%).

Faculty

In the 2024-25 school year, there are 126 faculty. Of these, 45% are U.S. citizens, 20% are Canadian, 18% are British. The remaining 34% of the faculty are from 13 other countries.

Non-Discrimination Policy

AISB does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age, sex, or marital status in its educational programs, activities, and services or its employment practices.



AISB
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School Mission, Vision, and Values

MISSION

We empower our learners to build their futures and contribute to a better world.

VISION

Future-ready, today

VALUES

Excellence, Wellbeing, Inclusion, Growth, Global Citizenship

- We pursue **EXCELLENCE** in all that we do.
- We promote **WELLBEING** so people flourish*.
- We design learning that challenges each individual to **GROW**.
- We commit to **INCLUSION*** so that everyone belongs.
- We develop **GLOBAL CITIZENS** to make a positive impact together.



Job Title: High School Learning Support Services (LSS) Teacher

Reports To: High School Principal

Position Overview:

AISB is seeking an enthusiastic and knowledgeable High School Learning Support Teacher. The LSS teacher provides specialized instruction and support to students with diverse learning needs, working in both a small group setting and alongside classroom teachers as a co-teacher in the mainstream classes, as well as offering drop-in support in the morning, at lunch and after school. The ideal candidate will have a strong background in special education and experience working with high school students in a multicultural, international school setting. In addition, the teacher would be expected to work as part of a grade-level team in the advisory program, with responsibility for 10-12 students.

Qualifications and Experience:

Personal Attributes

- Establishes cooperative and collaborative working relationships with staff, students, and parents through strong communication and empathy skills
- Demonstrates strong organizational and time-management skills
- Communicates effectively in English, both in written and oral form
- Accepts and manages change effectively
- Demonstrates initiative, flexibility, and a positive attitude
- Maintains a solution-based approach to problem-solving
- Openly accepts and considers different perspectives
- Contributes to a positive school climate
- Demonstrates an interdisciplinary mindset/thinking: inquisitive beyond the content area, possesses wide interests and is a connector and collaborator beyond disciplines
- Engages in professional inquiry for personal and collegial growth
- Demonstrates an understanding of and commitment to inclusive learning

Knowledge

- Demonstrates solid understanding of appropriate pedagogical practice to support students with learning differences across a broad spectrum of developmental and behavioral needs in a variety of subject areas
- Demonstrates solid understanding of the IB Diploma program and its demands on students in terms of knowledge, skills, and dispositions
- Understands Backward Design planning and the importance of collaboration for the program to be successful
- Understands Standards-Based Teaching, Grading, and Reporting
- Demonstrates an understanding of how to teach a concept-based curriculum and integrate inquiry into the learning experience for students.
- Can unpack standards/benchmarks and communicate learning objectives in student-friendly terms
- Demonstrates an understanding of typical developmental characteristics of adolescents

Qualifications & Experience

- Bachelor's degree in Special Education, Learning Support, or a related field; Master's degree preferred.
- Certification or licensure in Special Education or Learning Support.



- Minimum of 2 years of experience working as a Learning Support Teacher, preferably at the high school level and in an international or multicultural setting.
- Strong understanding of special education laws, IEP development, and inclusive education practices.
- Experience with various instructional strategies, assessment tools, and assistive technologies for students with learning disabilities.
- Technology literate in Web and Google Applications; uses Google docs effectively to share with students and to collaborate with colleagues while maintaining appropriate confidentiality settings

Preferred Skills and Experience

- Master's Degree in education with a specialization in learning support
- Experience with the Multi-Tiered System of Support (MTSS) model
- Experience modifying curriculum for students with more intensive learning needs.
- Familiarity with international curricula including the IB program and the ability to support students within this framework
- Certification and experience supporting English language learners
- Certification and experience working with highly able and high-achieving students
- Experience working with the Universal Design for Learning framework
- Experience with Course Management software (e.g., Veracross, Google Apps) and online grading
- Experience with online curriculum documentation (e.g., Atlas Rubicon)
- Experience with Advisory and Community Service programs
- Demonstration of ongoing professional development in areas of best practice

LSS-Specific Skills and Responsibilities

- Evaluate new students entering the High School
- Evaluate referrals and educational testing results
- Develop, implement, and support individual education plans when warranted (in AISB parlance, "Learning Support Plan" and "Targeted Intervention Plan")
- Plan and attend regular Student Support Team meetings to determine future actions and support
- Communicate regularly with administration, parents, teachers about student support strategies, accommodations, and progress
- Support students to achieve the AISB curricular standards and benchmarks
- Support teachers to make appropriate accommodations for students with mild learning differences or other special needs; develop/conduct in-service training for teachers as necessary
- Modify curriculum delivery and assessment of knowledge, understanding and skills for individual students
- Provide accommodations for external examinations (e.g., MAP, CAT4, IB), manage any necessary paperwork and stay updated on any changes made by external providers for requirements
- Maintain an appropriate level of confidentiality
- Administer some diagnostic testing (short of a full-scale ed-psych evaluation)
- Maintain working records for students who receive student support services, which may include writing samples, a reading log, inventories, or other working documents.

Key Responsibilities for all Teachers

- Implements school policies and procedures to support AISB's Mission, Vision, and Values
- Actively incorporates current research-based teaching practices and department essential agreements into daily teaching and learning



- Promotes an inquiry-based approach to teaching within a standards-based curriculum
- Collaboratively plans with teaching partners and other faculty members
- Effectively prepares long-term and short-term lesson plans; maintains overall units on Atlas using the UbD format
- Teaches, assesses, and reports on the standards and benchmarks for the course as well as Learning Identities
- Provides ongoing feedback to students that encourages growth and development
- Maintains accurate and complete records of student progress and development for ongoing communication with parents, including but not limited to: goal setting, report writing, portfolios, and conferences
- Maintains and regularly updates their online course management tool (Google, Veracross)
- Implements differentiation techniques for students who excel and for those who need additional support, including English Language Learners
- Collaborates with the divisional counselor and other teachers to ensure the social, emotional, and educational needs of students are met
- Integrates technology with intentionality, as appropriate, to leverage learning
- Manages student behavior in the classroom through the establishment of expectations and reinforcement of standards of conduct in alignment with the behavior expectations of the school
- Responds to misbehavior in an appropriate manner that respects student dignity, while reinforcing the responsibility of making the right choices
- Performs certain pastoral duties (in line with the school guidelines) as an advisor for a small group of students
- Performs additional duties effectively (during and outside the regular school day) as required by the school
- Proactively participates in and/or leads extracurricular activities, including participation in overnight Fall Tips in grades 6-12
- Proactively participates in faculty meetings and parent meetings as required

***AISB takes child safeguarding measures seriously.
Appointments are subject to satisfactory enhanced criminal checks.***

The school reserves the right to appoint a candidate to the position ahead of the announced deadline, should a suitable applicant be identified.

Updated October 2024