

ROLE DESCRIPTION

Title:	Learning Support Teacher (Full time, Part time)
Date reviewed:	June 2023
Reporting to:	Head of Learning Support (7-12)
Supervised by:	Head of Learning Support (7-12)
Supervises:	Educational Assistants as required
Liaison with:	Class teachers, Year Advisors, School Counsellors, Dean of Academic Studies, Deans of Students, parents & Students
Department:	Learning Support Senior School
MEA	NSW Christian Schools Teaching Staff Multi-Enterprise Agreement
Classification:	Teaching classification
FTE:	Full-time (1.0 FTE)
Qualifications/skills:	NESA accredited teacher, Learning Support qualifications or willingness to undertake further study

VISION

To develop in each child their unique qualities, equipping them to enjoy a successful Christ-centred life.

RESPONSIBLE FOR

Promoting an inclusive educational environment through teaching students, supporting teachers and case managing. This may include identifying, implementing and reviewing support for students with additional needs, documenting, communicating and following best practise. including students with disabilities and learning difficulties.

ROLE OVERVIEW

- Teacher support & Curriculum differentiation
- Collaborative engagement with families and professionals

KEY RESULTS AREA

Specific Accountability	Performance Standards
Teacher Support and Curriculum differentiation	<ul style="list-style-type: none"> • Responsible for the identification, planning, implementation and monitoring of student needs and supports. • Liaises with class teachers regarding suitable strategies to support students with learning difficulties and disabilities. • Writes, implements and monitors, and reports on, Intervention Programs (including MultiLit, Study Skills classes).

	<ul style="list-style-type: none"> • Fulfils school requirements for student supervision (including playground duties, camps, school events). • Possesses highly developed interpersonal skills and communicates positively with students, staff and parents. • Facilitates regular Individual Planning meetings with parents and teachers. • Organises meetings with teachers, parents and specialists to discuss effective strategies to address student's needs. • Collaborates with school counsellors and Wellbeing staff.
Department Administration	<ul style="list-style-type: none"> • Has knowledge of Disability legislation, and the process of NCCD. • Has excellent organisational skills, demonstrating attention to detail, thorough and transparent processes. • Supervises special provisions for assessments and standardised tests. • Analyses assessment data and standardised test results to identify student needs and determine relevant intervention programs. • Assesses and refers students to relevant specialists for assessment and treatment when appropriate. • Examines specialist reports and identifies recommended adjustments and creates Individual Plans in consultation with parents. • Monitors the implementation of Individual Plans (with teachers) and reviews as needed. • Collates all student NCCD data and moderates with Learning Support staff. • Participating in department meetings, yearly handovers, transition programs. • Other duties as directed by the Head of Learning Support.
Other duties	<ul style="list-style-type: none"> • Other duties and expectations as outlined in the general Classroom Teacher role description.