

## Learning Support Teacher (7–12)

### ROLE DESCRIPTION

REPORTS TO	Principal
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### CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

### PURPOSE

The Learning Support Teacher (7-12) in a Catholic school has a unique role to play and is assigned with the task of ensuring each child has the opportunity to grow both academically and spiritually and to live a purposeful life. Examples of responsibilities of the Learning Support Teacher include but are not limited to the following:

- assist with the identification of students with special educational needs, consult and collaborate with parents, colleagues, CSO personnel and external providers, and facilitate referral and assessment procedures with Catholic Schools Office Student Support staff.
- deliver intervention, teach students, and assist teachers with curriculum differentiation, as specified by the Leader of Learning Support / Learning Support Coordinator.
- collaborate with class teachers and other relevant people to assist in the design, implementation, and monitoring and review of adjustments, as documented in the Personalised Plan (PP) or Learner Profile (LP).
- work collaboratively with other Learning Support personnel.
- contribute to the provision of staff professional development and parent education programs.
- liaise with relevant schools particularly in relation to transition periods.
- contribute to the preparation of documentation required under legislation in line with privacy, confidentiality, and disability obligations, for example, pre-enrolment documentation, and assist in the preparation of submissions for the Nationally Consistent Collection of Data (NCCD)
- support the development of inclusive learning environments
- assist in the implementation of programs and processes to support students with disability
- assist in building capacity of school staff in the area of Special Education

## VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

## CRITERIA/EXPERIENCE

1. Ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools
2. Experience working with students with disability (7-12)
3. Demonstrated ability to work collaboratively with school staff, CSO staff, and external stakeholders in order to establish productive partnerships and achieve educational outcomes for students
4. Experience in the delivery of professional learning for staff and parents
5. Demonstrated ability to effectively gather and utilise assessment data, and other relevant student data, to determine the adjustments required for individual students and groups of students
6. Demonstrated ability to collaboratively prepare Personalised Plans and Learner Profiles for students with disability
7. Experience in supporting student enrolment and transitions
8. Working knowledge of Disability legislation and the Nationally Consistent Collection of Data
9. Evidence of excellent organisational, interpersonal, and administrative skills

## QUALIFICATIONS/ACCREDITATIONS

- Qualifications as a four-year trained teacher and postgraduate qualifications in Special Education and/or extensive special education experience
- Active NESA Accreditation
- Current paid NSW Working with Children Check (WWCC) number
- Completion of anaphylaxis training
- Completion of CPR training

KEY WORKING RELATIONSHIPS	
<b>STAFF DIRECTLY REPORTING TO ROLE</b>	Learning Support Assistants
<b>INTERNAL</b>	Leader of Learning Support / Learning Support Coordinator CSO staff and designated Assistant Director Parishes Shared Services Other agencies of the Diocese (CatholicCare, St Nicholas Early Education and OOSH)
<b>EXTERNAL</b>	School and CSO networks Family and community partners Vocational Education partners Tertiary Education partners

## LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of good leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel Values, the **Learning Support Teacher (7-12)** is responsible for the following:

### LIVE YOUR FAITH

*By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action*

#### RESPONSIBILITIES

- Developing own faith and collaborating with colleagues to support the faith formation of students and colleagues
- Promoting and modelling Catholic teaching and values into curriculum areas, programs and professional conduct in an integrated and authentic way
- Promoting and supporting system and school pastoral care and wellbeing policies and programs
- Demonstrating a commitment to social justice and action in the school community
- Willingness to Comply or Compliance with the CSO Accreditation to Work, Teach and Lead Policy. Category B or D – Accreditation to Teach or Accreditation to Teach Religion

#### EXAMPLES OF IMPACT

- Modelling principles that are integral to Catholic values
- Ongoing commitment to ensuring teaching programs are enriched by the integration of Catholic social teachings
- Supporting the sacramental, liturgical, ritual and prayer life of the school
- Compliance with diocesan requirements for faith accreditation
- Participation in diocesan faith formation

### SUPPORT TEACHING AND LEARNING

*By promoting a shared understanding and clarity around how and what to teach*

#### RESPONSIBILITIES

Adhere to the Australian Professional Standards for Teachers. Specifically, the knowledge, practice and professional engagement needed for high quality effective teaching that improves student learning outcomes.

#### **Knows students and how they learn:**

#### EXAMPLES OF IMPACT

- Setting challenging learning goals and clear success criteria that meet the needs of all students across the range of abilities, cultural backgrounds and developmental stages
- Using data effectively to evaluate improvement and adjust implementation as required

- Designing and implementing evidence based teaching strategies

**Knows content and how to teach it by:**

- Using knowledge of content, relevant syllabus documents, teaching strategies and appropriate assessment and reporting requirements to plan effective learning sequences

**Plans for and implements effective teaching and learning by:**

- Developing effective learning programs that engage students and promote learning using a variety of strategies, resources and ICT
- Designing and implementing intervention strategies for students at risk (including the most able students)
- Establishing and maintaining routines and an orderly environment where students are focused and engaged in their learning

**Creates and maintains supportive and safe learning environments by:**

- Building and maintaining respectful, inclusive and positive relationships with students and fostering such relationships between students

**Assesses, provides feedback and reports on student learning by:**

- Using a wide variety of formal and informal assessment tools to assess student learning
- Providing timely and effective feedback to students encouraging them to reflect on and monitor their learning
- Reporting effectively to parents/caregivers about student learning

- Appropriate referral of students for assistance in improving student outcomes
- Teaching programs include impactful evidence based pedagogical strategies that develop knowledge, skills and attributes for learning for all students
- Use of Formative Assessment Strategies/tools at multiple points of the teaching cycle to inform learning, check for understanding and plan ahead
- Students have the capacity to answer the five questions 'what are we learning?', 'How are you doing?', 'How do you know?', 'How can you improve?', 'Where do you go for help?'
- Compliance with CSO and NESA curriculum requirements
- Reflection and evaluation of quality teaching and learning programs, varied teaching and learning strategies that challenges each learner to experience success
- Clear expectations are established with students and discipline issues are addressed in a fair, respectful and timely manner
- Modelling and teaching social emotional skills and competencies
- Records of students learning progress

**LEAD IMPROVEMENT INNOVATION AND CHANGE**

*By working purposefully to support a shared system and school vision and the delivery of improvement initiatives*

**RESPONSIBILITIES**

- Ensuring authentic integration of the Australian Curriculum's General Capabilities into teaching programs
- Work collaboratively with colleagues to improve professional knowledge and practice

**EXAMPLES OF IMPACT**

- Programs provide opportunity for collaboration and independent work
- Supporting School Leadership Teams in implementing new initiatives in the school as appropriate

**MAINTAIN FOCUS ON EVIDENCE AND IMPACT**

*By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> <li>Contributing to delivery of School and System Improvement priorities relevant to own area of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Working collaboratively with colleagues across the school to support and contribute to the school's strategic focus for learning; and school improvement plan</li> </ul>

### DEVELOP SELF AND OTHERS

*By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p><b>Engages in professional learning by:</b></p> <ul style="list-style-type: none"> <li>Contributing to the provision of staff professional development and parent education programs</li> <li>Active participation in professional learning meetings and collaborative inquiry with a focus on teaching and learning and student engagement</li> <li>Actively engaging with the PP&amp;D process and effective utilisation of the <i>Australian Professional Standards for Teachers</i></li> </ul>	<ul style="list-style-type: none"> <li>Maintaining high standards of professional practice by observation of class teaching, practice and reciprocal peer review followed by constructive dialogue</li> <li>Collaborating effectively with colleagues and professional networks to share ideas, tools and strategies with a focus on quality learning outcomes</li> <li>Supporting the professional learning of colleagues and building the capacity of classroom teachers to support children with a disability</li> </ul>

### ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY

*By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p><b>Engages professionally with colleagues, parents and carers and the community by:</b></p> <ul style="list-style-type: none"> <li>Engaging in meaningful partnerships with colleagues, families, parish and community members to enhance student learning and wellbeing outcomes</li> <li>Actively participating in School events, e.g. school masses and liturgies, formation.</li> <li>Adhering to System and School codes of conduct, policies and professional standards</li> <li>Presenting a professional image in personal presentation and in all communication and interaction</li> </ul>	<ul style="list-style-type: none"> <li>Using effective communication approaches to update and involve all families regarding student learning outcomes in compliance with CSO guidelines</li> <li>Ensuring respectful communication and effective resolution and decision-making processes with all stakeholders, e.g. FACS, AITSL, ACARA, etc.</li> <li>Supporting and contributing to organisation of excursions/incursions and extra-curricular events as required</li> <li>Building relationships and using effective communication with relevant community organisations, e.g. NDIS service providers, health professionals, non-profit/community support organisations</li> </ul>

### MANAGE RESOURCES EFFECTIVELY

*By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> <li>• Identify resources and implement effective strategies to create learning and social opportunities for students with special education needs</li> <li>• Effectively manage the school's special education resources to contribute to improved outcomes</li> <li>• Complying with school and system policies and procedures to ensure compliance; minimise risk; and a strong safety culture</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring deadlines, curriculum and administrative tasks are dealt with in a timely and effective manner</li> <li>• Guiding best use of learning support resources within the school e.g., development of timetables for Learning Support Assistants</li> </ul>

## FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk and operates scanning or manual issuing equipment
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating, instructing and supervising students