



## LEARNING SUPPORT (INTERVENTION) TEACHER POSITION DESCRIPTION

<b>Position Title:</b>	<b>Learning Support (Intervention) Teacher</b>		
<b>Classification:</b>	According to experience outlined in the pay scale of VCEMEA	<b>No. Direct Reports: Nil</b>	<b>FTE: 1.0 FTE</b>
<b>Reports to:</b>	<b>Learning Enhancement Leader</b>	<b>Fixed</b> <input type="checkbox"/> <b>Ongoing</b> <input type="checkbox"/>	

<b>Position Expectation</b>	<b>Child Safety</b> <ul style="list-style-type: none"> <li>• A sound knowledge of legal obligations relating to child safety under Ministerial Order No. 1359 Child Safe Standards.</li> <li>• Working familiarity with Child Safe requirements and expectations.</li> <li>• Responsible for applying the College's Child Safety and Protection Policy and procedures including being compliant with the EREA Child Safety Code of Conduct.</li> <li>• Be proactive in reporting any concerns or identified risk, always monitor and support student wellbeing in a manner which reflects school values.</li> </ul>		
<b>Position Summary:</b>	<p>The Learning Support Teacher, upon appointment, agrees to discharge the duties outlined below. Reporting to the Learning Enhancement and Diversity (LEaD) Leader, they are responsible for ensuring that St Bernard's College's learning and teaching programs are contemporary, rigorous, engaging, and reflect its vision and values. Ideally, this will be a teacher with a specific qualification in this area of education and/or a teacher with Primary Education training and experience</p> <p>The Learning Support Teacher's major areas of responsibility are incorporated into a normal teaching role. The additional areas of responsibility are:</p> <ol style="list-style-type: none"> <li>1. To implement the College's programs that support students with additional needs: learning, social-emotional, physical or other.</li> <li>2. To assist with the College's response to the Nationally Consistent Collection of Data (NCCD) process.</li> <li>3. To provide effective, accurate and comprehensive support for all aspects of Learning Diversity initiatives.</li> <li>4. To deliver targeted interventions in the literacy and numeracy areas (for example: MultiLit and GRIN (Getting Ready in Numeracy))</li> <li>5. To adhere to the Position Description that applies to all Teachers.</li> </ol>		
<b>Position Characteristics</b>	<b>Significant internal/external relationships</b>	<b>Internal</b> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Deputy Principal</li> <li>• Key Learning Leaders</li> </ul>	

		<ul style="list-style-type: none"> <li>• Year Level Leaders</li> <li>• St Bernard's College teaching staff</li> </ul> <p><b>External</b></p> <ul style="list-style-type: none"> <li>• Parent/Guardian of student</li> </ul>
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<b>Key Responsibilities and outcomes</b>	<b>To implement the College's programs that support students with additional needs: learning, social-emotional, physical or other.</b>	<p>Support student additional learning needs:</p> <p>Achieving this includes:</p> <ul style="list-style-type: none"> <li>• Work in partnership with teachers to implement aspects of Individualised Learning Plans (ILPs) for groups of students including- leading small group instruction and adapting lessons for individual students under the guidance of their subject teachers.</li> <li>• Support teaching staff and Learning Support Officers (LSOs) in all subject areas to create relevant goals for students with additional learning needs- using the Victorian Curriculum F-10 and other resources.</li> <li>• Implements screenings, collects diagnostic and progress monitoring data for the purpose of identification of student's needs and instruction/intervention design.</li> <li>• Attends the Learning Enhancement and Diversity Team meetings</li> </ul>
	<b>To assist with the College's response to the Nationally Consistent Collection of Data (NCCD) process.</b>	<p>Assist with the College's response to the Nationally Consistent Collection of Data (NCCD) process:</p> <p>Achieving this includes:</p> <ul style="list-style-type: none"> <li>• Assisting with the collection and recording of detailed notes and data surrounding individual adjustments made to meet the learner's needs.</li> <li>• Participating in the NCCD Moderation process.</li> <li>• Assisting with the College's annual processes to support the NCCD collection under the direction of the Deputy Principal – Learning and Teaching.</li> <li>• Utilising MACS and other professional networks to ensure that St Bernard's College response to the NCCD process reflects best practice.</li> <li>• In consultation with the Learning Enhancement and Diversity Leader analyse the annual NCCD data and identifying and exploring trends in this data and potential opportunities/challenges it presents the College.</li> </ul>
	<b>Assist the LEaD Leader with service provision</b>	<p>Assisting with services across the Learning Diversity Team:</p> <p>Achieving this includes:</p> <ul style="list-style-type: none"> <li>• Supporting the transition of students with additional needs to St Bernard's College.</li> <li>• Assisting the LEaD Leader in liaising with the staff and leadership of primary schools to enable effective and accurate communication about students with additional needs ahead of their transition to the College.</li> <li>• Ensuring that accurate and comprehensive information is available to all staff about students with additional needs in a timely and easily accessible manner.</li> <li>• Ensuring effective communication occurs between parents, students, staff and, where necessary, external agencies to support the needs of students in their learning and wellbeing.</li> <li>• Interpret and act upon assessments conducted by professionals such as Educational Psychologists and Speech Pathologists.</li> </ul>

		<ul style="list-style-type: none"> <li>• Conduct observations and provide feedback to the LEaD Leader and teaching staff.</li> <li>• Participate in and documenting Program Support Group (PSGs) Meetings with parents, facilitating as required.</li> <li>• Attending parent meetings, parent/teacher interviews, and school meetings as required.</li> <li>• Accessing ongoing professional learning for all College staff directed towards developing knowledge of the particular needs of individuals and groups, and possible responses to these needs.</li> <li>• Maintaining an awareness of contemporary practices and initiatives around catering to students with additional needs.</li> </ul>
	<b>Provide effective, accurate and comprehensive administrative support</b>	<p>Provide effective, accurate and comprehensive administrative support for all aspects of Learning Support.</p> <p>This responsibility includes:</p> <ul style="list-style-type: none"> <li>• Support and facilitate the development and recording of Individualised Learning Plans (ILPs).</li> <li>• Assist with the identification and monitoring of students with learning difficulties with the provision of specialised tests for students with diagnosed or undiagnosed needs.</li> <li>• Where necessary, assisting with the writing and submission of funding, referrals for testing and other requests for systemic authorities to support additional needs students.</li> <li>• Organise, prioritise, work under time constraints, and to be flexible in an environment of multiple tasks and changing priorities</li> </ul>
	<b>To deliver targeted interventions in literacy and numeracy.</b>	<p>To deliver targeted interventions in literacy and numeracy.</p> <p>This responsibility includes:</p> <ul style="list-style-type: none"> <li>• Review of the school's data, specialist and screening assessments, overview of learning performance in each subject area to identify students who require intervention.</li> <li>• Plan lessons and write course descriptions for the intervention classes in consultation with the LEaD Leader and fellow Learning Support Teachers.</li> <li>• Monitors and reports student progress</li> </ul>
	<b>To adhere to the Classroom Teacher Position Description</b>	Refer to Classroom Teacher's Position Description.
	<b>Team Membership</b>	<ul style="list-style-type: none"> <li>• Learning Enhancement and Diversity Team</li> <li>• NCCD</li> <li>• KLAS</li> </ul>
	<b>Other duties</b>	<ul style="list-style-type: none"> <li>• Other duties as required.</li> </ul>

<b>Criteria</b>	<b>Capabilities and Behaviours</b>	Communicate effectively	<ul style="list-style-type: none"> <li>Communicates clearly and effectively at all levels.</li> <li>Strong written and oral communication skills.</li> <li>Well-developed listening skills.</li> </ul>
		Interpersonal skills	<ul style="list-style-type: none"> <li>Effectively deals with others, both internally and externally in a professional manner.</li> <li>Ability to remain calm and composed when faced with challenging situations.</li> <li>Diligent in following up on matters.</li> </ul>
		Confidentiality	<ul style="list-style-type: none"> <li>ability and preparedness to deal with confidential documentation and information in the strictest confidence at all times.</li> </ul>
		Foster teamwork	<ul style="list-style-type: none"> <li>Be able to work cooperatively and effectively with others to set goals, resolve problems, and make decisions that enhance the College effectiveness.</li> <li>Plan and coordinate allocated tasks to meet team objectives and share ideas about methods to improve administrative practices.</li> </ul>
		Organisational ability	<ul style="list-style-type: none"> <li>Demonstrates high level of organisational ability and initiative including capacity to set priorities and work to deadlines.</li> </ul>
		Initiative	<ul style="list-style-type: none"> <li>Highly motivated.</li> <li>Ready to act without waiting for directions.</li> <li>Self-starting and self-disciplined.</li> </ul>
		Communicate effectively	<ul style="list-style-type: none"> <li>Communicates clearly and effectively at all levels.</li> <li>Strong written and oral communication skills.</li> <li>Well-developed listening skills.</li> </ul>
		Interpersonal skills	<ul style="list-style-type: none"> <li>Effectively deals with others, both internally and externally in a professional manner.</li> <li>Ability to remain calm and composed when faced with challenging situations.</li> <li>Diligent in following up on matters.</li> </ul>
		Confidentiality	<ul style="list-style-type: none"> <li>ability and preparedness to deal with confidential documentation and information in the strictest confidence at all times.</li> </ul>

<b>Criteria</b>	<b>Knowledge and Experience</b>	<b>KEY SELECTION CRITERIA</b> <ol style="list-style-type: none"> <li>1. Demonstrates a strong understanding of, and commitment, to the <u>EREA</u> Catholic Secondary School.</li> <li>2. Demonstrate an understanding and acceptance of the St Bernard's College's Vision and Mission Statement and the values that underpin it.</li> <li>3. Show the capacity to provide leadership that is characterised by a desire for continuous improvement, lateral thinking and innovation.</li> <li>4. Be an exemplary teacher.</li> <li>5. Postgraduate qualifications and experience in the area of differentiated learning.</li> <li>6. Have knowledge and expertise in a range of subject areas across the Victorian Curriculum F-10.</li> <li>7. Have proven organisational skills.</li> <li>8. Demonstrate highly developed interpersonal and communication skills and the ability to liaise and communicate effectively with people at all levels and from varying backgrounds.</li> <li>9. Have displayed a commitment to teamwork.</li> <li>10. Have a proven capacity to work independently and effectively in the face of changing priorities, deadlines and pressures.</li> </ol>
	<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Teaching qualifications and experience;</li> <li>• Current Victorian Institute of Teaching Registration;</li> </ul>

## Signature

### *Employee*

I have read this document and fully understand all my duties and responsibilities as outlined above.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### *Manager*

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_