



POSITION DESCRIPTION

Learning Support Teacher

1. POSITION IDENTIFICATION

Position Title:	Learning Support Teacher (Middle School and Senior School).
Reporting To:	Head of Exceptional Learners
College Department:	Teaching staff
Position Classification:	Teaching Band Level

2. POSITION SUMMARY

The Learning Support teacher provides support for students with learning difficulties in the Middle School and Senior School and works under the direction of the Head of Exceptional Learners.

The position responsibilities are summarised in the following areas:

2.1 Key Responsibilities

Specific

Teaching and Learning

- Develop, implement and evaluate learning support programs.
- Develop and create Individual Learning Plans in consultation with parents/carers, teachers and the College Psychologists.
- Provide direct teaching and class support to students in the Middle School and Senior School.
- Assess, document and report on student progress and contribute to moderating processes.
- Develop and maintain skills in learning support and program interventions.
- Assist teachers to identify students in need of learning support across the Middle School and Senior School.
- Promote the effective teaching of students with additional educational needs
- Collaborate with relevant staff to provide informed transitions into year levels.
- Utilise a variety of teaching strategies to meet the needs of individual learners.
- Demonstrate an understanding of the types of assessment that promote learning and reflection in students.
- Use student data to differentiate instruction.
- Support teachers in the pedagogy of differentiated teaching and learning
- Liaise with teachers, Head of Exceptional Learners and Director of Academics and Professional Practice to determine eligible candidates for entry or exit of learning support programs according to set criteria.

- Promote and role model best practice teaching of students with additional educational needs through the Middle and Senior Schools. This includes sharing information with peers regarding pedagogy for appropriate intervention.
- Provide each student with support toward Complete Achievement as defined by The College by providing personalised, targeted instruction which best meet's the student's strengths, interests and learning needs.
- Monitor student assessments and assignments and their progress in various subject areas to assist in meeting deadlines.
- Create and maintain a safe, vibrant, and engaging learning environment (should go here not under admin)

2.2 Administration

- Contribute to the data collection process for the NDIS.
- Attend faculty meetings and other teaching team meetings as required
- Attend professional development as required.
- Maintain and communicate records of student progress against the ILP's
- Maintain adequate records of student's learning and progress
- Liaise with families of students receiving learning support
- Meet with the Head of Exceptional Learners to discuss Learning Support
- Create a seamless journey through Middle and Senior Schools for students with additional learning support needs.
- Create plans in collaboration with teachers for seamless transitions from Junior School to Middle School and Middle School to Senior School which ensure students with additional learning needs maintain a consistent level of support across sub schools.

2.3 General

- Assist the Principal in fulfilling the aims and purpose of Seymour College, by supporting the philosophy and ethos of the College as summarised in the College vision: Women of strength, optimism and justice, confident for the future and ready to take on the world.
- Cooperate fully with the Principal and other members of staff in keeping with the values and traditions of the College
- Actively support the strategic direction of Seymour College
- Demonstrate organisational, administrative and management practices appropriate to the position
- Support a vibrant learning environment within Seymour College
- Provide consistent public support both within and outside of Seymour College for school-wide policy initiatives
- Practice professional judgement and initiative commensurate with the role
- Comply with legislative requirements and the SA Enterprise Agreement 2017
- Perform duties according to College policies
- Carry out other duties related to the position as required

2.4 Communication

- Communicate effectively with students, parents and staff in relation to both academic and pastoral care matters as required
- Inform the Head of School of significant pastoral care matters
- Inform the Head of Exceptional Learners of significant academic matters
- Be accessible at reasonable times to students when assistance or guidance is sought
- Respond to parent enquiries in a professional, timely and efficient manner, following the College Communication Policy and guidelines
- Attend parent-teacher meetings, information evenings and other College community events as required
- Contribute to the development of policy, procedures and processes and provide recommendations to the Heads of School and Heads of Department for improvement

2.5 Risk Management

- Report directly to the Principal on any matters relating to Child Protection
- Inform the Director of Finance and Operations about risk management issues as they arise
- Assist in monitoring a safe and secure school environment for staff and students
- Participate in training, preparation and practice for responding to accidents, emergencies or other threats to safety or security of student, staff or other members of the College community.

3. SELECTION CRITERIA

3.1 Essential Criteria

3.1.1 Educational/Vocational Qualifications

- Current South Australian Teacher's Registration
- Relevant Learning Support teaching qualifications
- Current Working With Children's Check (WWCC) certificate
- Current Responding to Abuse and Neglect certificate
- Current First Aid certificate

3.1.2 Skills and Abilities

- An overriding commitment to, and high aspirations for, rigorous and innovative approaches to differentiation in teaching and learning
- A willingness and capacity to contribute to the development of a strong Department team
- The desire to improve and develop, both as a reflective practitioner and as a member of a wider staff team
- The ability to work under pressure whilst maintaining a sense of perspective and humour
- Commitment, honesty and integrity;
- Resilience, responsible risk-taking and tenacity;
- Forward thinking and progressive in approach.

3.1.3 Experience

- A highly skilled and experienced educator
- Experience in implementing learning support programs and structures to increase learning outcomes for students
- Extensive experience creating Individual Learning plans or similar and liaising with all relevant parties to measure and communicate progress
- Experience in leading course design, curriculum and assessment development;

3.1.4 Knowledge

- Knowledgeable and informative about types of disabilities and learning difficulties
- Knowledgeable about appropriate methodologies, programs and technologies which can assist learning support students to access the curriculum
- An understanding of assessment and reporting practices and a commitment to the development of online and continuous reporting development
- An understanding of future directions of education, including 21st Century learning skills, use of technology and problem, project and phenomenon-based learning
- A deep understanding of the interpretation, analysis and evaluation of student achievement data to personalise instruction