



## **Position Description and Duty Statement**

<b>Title:</b>	Secondary Education Support Teacher
<b>Responsible to:</b>	Head of Education Support – Secondary
<b>Time Fraction:</b>	Full Time or Part Time
<b>Location:</b>	2 Nagle Avenue, Elsternwick 3185

### **Objectives of the Position**

The Education Support Teacher will provide direct and timely specialist assistance to students in regular classes with additional learning and support needs, with a focus on students who fall into the NCCD supplementary – Substantial Levels of Adjustment.

The role will reflect the needs of individual students and school priorities and programs that support students with additional learning and support needs. The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student's education.

### **Responsibilities and Duties:**

Position descriptions are not intended to outline a list of all tasks that are required by the role. We trust our staff to achieve the key outcome of the role, and how they achieve these outcomes will inform the total and evolving responsibilities of the role. That said, some of the key current responsibilities include:

- Provide additional support and individualised instruction in a highly structured manner, including adjustments for students to most courses, curriculum areas, activities & assessments.
- Provide personalised and explicit instruction to support one or more learning areas
- Plan personal care and/or safety support or intervention, in addition to active monitoring and supervision.
- Expected to undertake all duties of teaching staff including playground supervision, off campus professional development and school directed activities.
- Provide adjustments to enable access to learning, which includes, but is not limited to:
  - Specialised equipment
  - Specific planning for access to activities or facilities
  - Modification to school environments, such as buildings and facilities
  - Environmental adjustments to support participation in learning
- Support Year 7 transition program assisting students with differing learning needs to transition from year 6 into year 7 successfully and writing transition support plans for each student, communicating these to families and future year senior school staff.
- Support students both within the classroom and outside of the classroom to assist in their individual learning needs. This includes sitting in class with students and

assisting their learning through prompting, adapting delivery of lessons to best suit student needs, clarifying/ breaking down tasks into smaller more achievable steps.

- Supporting students both academically as well as socially.
- Conduct discussions with students around their goals and how they can achieve these as well as areas of concern for them and how we can assist.
- Collaborate with teachers to make adjustments to their programs, lesson plans and classroom teaching environment to best suit the needs of students and monitor these adjustments.
- Implement standardised assessments on students to identify level of ability in literacy and evaluated these and used this information to develop individual learning plans.
- Identify students requiring additional support in the areas of Literacy and Numeracy.
- Communicate and collaborate with external therapists of students, organised school-based therapy sessions.
- Supervise exams for students with disability provisions.
- Collate data required for the National Consistent Collection of Data (NCCD) submissions and offer advice and support to the teaching team in collecting data for NCCD.
- Writing meeting agendas, minutes, leading discussions and planning around student support requirements.
- Write Individual Learning Plans (ILPs) and review ILPs, communicating these plans and reviews with parents/carers.
- Communicate student progress with parents/carers.

### **Key relationships**

- Head of Education Support Secondary
- Director of Teaching and Learning
- Head of Secondary School
- Teaching and non-teaching staff
- Students
- Parents, guardians and families of students

### **Duties will also include:**

- Work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- Plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- Plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- Model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- Provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social



integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.

- Provide professional specialist advice, support and mentoring to classroom teachers on: - how best to cater for the diverse learning needs in their classrooms, and
- How to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- Provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team
- Assist with professional learning for class teachers and support officers

### **College Expectations:**

At Leibler Yavneh College all staff are contributing to the learning, teaching and caring of our students. As such every staff member is directly involved in creating a positive learning environment where students and staff can flourish. Staff are expected to engage with the broader College community in a professional manner and model our values of Respect, Integrity, Gratitude, Honour and Tradition in all they undertake. Participating in College events supports a sense of belonging building positive relationship and creates an understanding of the ethos of the College.

### **Child Safety**

Leibler Yavneh College is a child safe employer and is committed to the welfare of children and their protection. Leibler Yavneh College has a zero tolerance for child abuse stance. All potential employees and volunteers will be required to comply with the School's Child Protection and Safety Policies and the College Code of Conduct. All applicants will be required to undergo a rigorous background check. Leibler Yavneh College employees must complete on an annual basis a Mandatory Reporting online training module and other Child Safety training scheduled throughout the year.

### **Qualifications/Registration:**

- A minimum of 12 months demonstrated experience in a similar role, with a record of delivering exceptional customer service to both internal and external stakeholders.
- Must hold a current VIT registration.
- Special Education qualifications are desired.