



POSITION DESCRIPTION

PRIMARY LEARNING ENHANCEMENT TEACHER (SUPPORT and EXTENSION)

In a natural, sustainable environment Billanook College aspires to provide an accessible, uniquely caring learning community in which students confidently create and navigate their own learning pathways. We do so with respect and appreciation of diversity, equity, justice and our place in a changing world.

At Billanook, our staff are central to our mission. We aim to recruit and sustain a workforce focused on the shared vision of Billanook College.

POSITION OUTLINE

This part-time 0.6 FTE, fixed-term position requires a suitably qualified and experienced Learning Enhancement Teacher.

The Learning Enhancement Teacher will provide an additional and specialist resource to Primary Teachers, supporting differentiation for learners with identified support education needs at Primary School level (Prep – Year 6).

The teacher will convene regular Program Support Group Meetings for designated students and be responsible for individualising instruction and allocating support resources. They will maintain detailed and accurate records in line with legislative requirements. This role responds to the contemporary need for differentiated learning and early intervention which both enhance the development of confident and capable learners. The Learning Enhancement Teacher will be accountable to the Head of Support Education (direct report) and the Head of Primary School.

The teacher will be part of the Dame Phyllis Frost Centre (DPFC), the College's dedicated Support Education Centre. The Centre operates on the premise that all children can learn and should be given the opportunity to maximise their learning potential. Support is primarily offered in the form of assistance integrated within the classroom with withdrawal and small group tuition (if and when applicable), curriculum adjustments and ongoing support to teaching staff.

The successful applicant will have specialist qualifications and experience as well as the capacity to draw on patience, humour and flexibility.

RESPONSIBILITIES AND DUTIES

Role Specific Duties

- Provide focused support of Primary students who require support as identified by Head of Support Education.
- Work with teaching teams to support differentiation and early intervention for all learners with identified support needs.
- Collaboratively plan for, teach and monitor individual students P- 6.
- Be the Learning Enhancement Teacher for Primary students that are neurodivergent as identified by the Learning Leader – Support Education.
- Support the Head of Support Education with Government funding documentation and applications



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- Work as part of the whole school Learning Enhancement Team
- Support classroom teachers in the development of Individual Learning Plans for identified students.
- Maintain comprehensive records of student progress, including minutes of Program Support Group Meetings and documents related to Government funding.
- In consultation with the Head of Support Education, organise and run Program Support Group (PSG) Meetings for all relevant Primary (integrated) students.
- Support individual and cohort testing.
- Supervision and additional duties in accordance with expectations of Primary Teachers

Note: The Head of Support Education (in consultation with Head of Primary) will be responsible for enrolment enquiries / interviews for new students with identified support needs as well as adjustment and provision arrangements (e.g. for NAPLAN testing), Primary (DPFC) support staffing, policy and outside referrals to external clinicians.

Professional Knowledge

- Teach the agreed curriculum and adhere to all Victorian Curriculum requirements as appropriate.
- Respond to the needs of students within their educational contexts.
- Know students well, including their diverse academic, linguistic, cultural and social backgrounds.
- Structure lessons to meet the physical, social and intellectual development and characteristics of students.
- Know the content of subjects and curriculum, and understand the fundamental concepts, structure and enquiry processes relevant to the programs taught.
- Understand what constitutes effective, developmentally appropriate strategies in learning and teaching programs and use this knowledge to make content meaningful to students.
- Develop students' literacy and numeracy within their subject areas, and use information and communication technology to contextualise and expand students' modes and breadth of learning.

Professional Practice

- Operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents.
- Make learning engaging, valued, and create and maintain a safe, inclusive and challenging learning environment and implement fair and equitable behaviour management plans.
- Use sophisticated techniques to foster unique learning experiences for students by differentiating instruction
- Utilise a repertoire of effective teaching strategies and implement them to offer well-designed teaching programs and lessons.
- Evaluate all aspects of teaching practice to ensure they are meeting the learning needs of students.
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

Professional Engagement



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- Adhere to all School policies and procedures.
- Model effective learning by identifying own learning needs and analyse, evaluate and expand professional learning, both collegially and individually.
- Demonstrate respect and professionalism in all interactions with students, colleagues, parents and the community.
- Display sensitivity to the needs of parents and communicate effectively with them about their children's learning.
- Value opportunities to engage with the school community within and beyond the classroom to enrich the educational context for students.
- Contribute to collegial discourse and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Embrace pastoral care responsibilities as determined by the Head of School.
- Actively participate and attend College events as required such as information evenings, presentation nights, productions and other special events.
- Undertake excursions, competitions and other relevant curricular and co-curricular activities.
- Attend School assemblies and staff meetings, and be responsible for all required student supervisory duties.
- Other duties as assigned from time to time by the Head of School, Deputy Principal or Principal.

Child Safety

- Provide a safe and welcoming environment for all Billanook students and any young people who visit Billanook to engage in College approved activities.
- Promote the safety and wellbeing of children and young people to whom Billanook College provides services.
- Ensure that all interactions with students are positive and safe.
- Provide adequate care and supervision of all students, not only on the campus but whenever students are involved in Billanook College approved activities.
- Act as a positive role model at all times for students.
- Be aware and observant of key indicators of child abuse, neglect and harm with your students.
- Listen and respond to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another.
- Report any suspicions, concerns, allegations or disclosures of alleged abuse to a Child Safety Officer. Follow the College guidelines *Responding to Concerns about Child Abuse, Harm and Safety (available on MyConnect)*.
- Maintain valid VIT or WWCC (Employee) documentation.
- Report to the Principal any criminal charges or convictions received during the course of employment or volunteering that may indicate a possible risk to children and young people, including any such charges or convictions prior to employment.
- Participate in Child Safety and Wellbeing training.

Occupational Health and Safety

- Participate in OHS related training.
- Adhere to Billanook College's OHS policies and procedures.



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- Comply with instructions given for the health and safety of themselves and of others and adhere to safe work procedures.
- Actively participate in the development of risk assessment and / or job safety analysis, identifying, assessing and controlling hazards.
- Report all hazards, injuries, incidents and near misses via *Complispace* and to the Chair of the OHS Committee.
- Assist with workplace inspections.
- Co-operate with management in its fulfilment of its OHS legislative objectives.
- Take reasonable care to ensure their own health and safety and that of others, and to abide by their duty of care provided for in the legislation.

KEY SELECTION CRITERIA

- Supportive of the values of Billanook College and Independent School education.
- Qualified Primary or Secondary teacher with appropriate tertiary qualifications to teach from Prep to Year 6.
- Understanding of the Nationally Consistent Collection of Data (NCCD) yearly process
- Demonstrated knowledge and experience in Support Education essential with post-graduate qualifications in Support Education well regarded.
- Sound knowledge of the Victorian Curriculum.
- Demonstrated capacity to work in teaching teams, providing suitable adjustments for learners.
- Demonstrated capacity to accommodate different learning styles and mixed ability groups.
- Comfortable with and confident in utilising appropriate technologies for learning. Familiarity with an eLearning environment essential.
- Innovative in approach, able to enthuse and generate a passion for learning.
- Preparedness to participate in the pastoral, sporting and co-curricular program.
- Sound knowledge of current OH&S legislation and guidelines and a commitment to ensuring a safe working environment.
- Current first aid qualifications including Anaphylaxis Management and Emergency Asthma Management training preferable.
- Sound understanding of the Child Safe Standards and other mandatory reporting requirements as they apply to Victorian Schools, and a strong commitment to providing a child safe environment at all times.
- Commitment to the College's Child Safety Policy and Code of Conduct.
- Commitment to the principles of equal opportunity and equity in education.
- Current registration with the Victorian Institute of Teaching (VIT).

TERMS AND CONDITIONS

The terms and conditions of employment are set out in the *Billanook College (Teachers) Enterprise Agreement 2023* and the *Educational Services (Teachers) Award 2020*.

Billanook College is committed to the principles of Equal Opportunity Employment and the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.



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CHILD SAFETY SCREENING

Billanook College is committed to the safety, wellbeing and inclusion of our students. The College has no tolerance for child abuse and is a child safe employer.

All potential employees and volunteers will be required to comply with the College's Child Safety and Wellbeing Policy and Code of Conduct, which are available on our website. Billanook College performs thorough assessments of potential and existing employees in accordance with the legislated Child Safe Standards. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person and is suitable for child related work in a school environment. The screening process includes, but is not limited to, the checking of potential and existing employees' qualifications, identity, references, VIT registration, criminal record and Working with Children checks.