

WAVERLEY CHRISTIAN COLLEGE Inc

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ABN: 48 847 193 961
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Position Description

Position: Secondary Learning Support Teacher
Campus: Wantirna South
Employment Status: FTE 0.4
Reports Directly To: Director of Learning Support

Role

The Secondary Learning Support Teacher works with the Secondary Learning Support Coordinator and Classroom Teachers to provide collaborative and inclusive learning practices through targeted teaching and program support for students with diverse needs.

Ministry Specifications

Teaching Responsibility

- Provide targeted teaching, typically in literacy, numeracy, social and executive functioning skills to small groups of students who require additional support
- Conduct observations and screening assessments for new student referrals and make recommendations to the LSC
- Plan, implement, monitor and evaluate programs for students with diverse needs in conjunction with appropriate Teachers, parents, students and other relevant professionals
- Assist teachers in developing student's Individual Education Plan (IEP) and/or Student Learning Plan (SLP)
- Facilitate collaborative teaching and planning, especially for students who require significant curriculum modifications or special accommodations
- Consult with parents, Student Wellbeing Coordinators and Staff at all levels to ensure the effective exchange of information regarding student needs, particularly for transfer and a smooth transition
- For students who have been referred (by teachers or parents), review previous history, results and College testing data, conduct observations and screening assessments and make recommendations to the LSC
- Ensure relevant student plans and profiles are developed and documented as required by Teachers and included for review in Student Support Group (SSG) meetings
- Attend Parent-Teacher Interviews with the Class Teacher as required and facilitate SSG meetings for students with diverse needs
- Liaise with Specialists regarding educational programs that pertain to Learning Support students and incorporate strategies and recommendations into the Individual Education/Learning Plan as part of the SSG process
- Respond to Learning Support Coordinator, teacher and parent inquiries regarding student learning needs and concerns and arrange a SSG meeting, if necessary, particularly if the parent has provided the classroom teacher with a report from a Specialist
- Maintain accurate, up-to-date online, records of Departmental discussions and decisions, student assessments, Specialist reports, Student Support Group meetings and review

procedures, including for the purposes of NCCD evidence requirements

- Provide professional advice and support to Class Teachers and Learning Support Assistants on:
 - how best to cater for the diverse learning needs of students in their classrooms
 - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- Maintain a resource bank of modification resources, and wherever possible, recommend and provide resources for the Class Teacher and Learning Support Assistants who work with special needs students
- Assist Teachers and Learning Support Assistants where appropriate with professional learning in the area of special education
- Provide feedback to the Learning Support Coordinator, and relevant staff about how the student is managing with activities, their general learning behaviour and any other observations
- Provide relevant information to the Learning Support Coordinator and Director of Learning Support about students for the preparation of the Nationally Consistent Collection of Data on School Students with Disability (NCCD)
- Liaise with Enrichment Staff regarding students who are twice-exceptional
- Provide input during class placement discussions annually

Professional Duties

- Model exemplary classroom practice when tailoring learning for students with diverse needs
- Attend LEAPS, staff and team meetings to discuss student's progress, curriculum, pastoral and other matters
- Promote the general progress and well-being of individual students and of any group of students assigned
- Participate in school-wide and LEAPS activities e.g. lunch/recess student supervision, Homework Club, Social Skills/Games Club, other supervision arrangements
- Develop and maintain an up-to-date knowledge of current thinking and major initiatives by engaging in professional learning to develop professional skills
- Model and promote exemplary inclusion and differentiation practices to teachers and Learning Support staff within the sub-school
- Advocate for students with diverse learning needs

Pastoral Care of Students

- Exercise a particular pastoral responsibility for students
- Know students well, including their diverse linguistic, cultural and social backgrounds
- Provide guidance and encouragement in the development of students' Christian character and social and emotional wellbeing
- Work with senior colleagues, support staff and agencies in ensuring student well-being and safety are paramount
- Partner with parents/caregivers in supportive ways and employing effective means of communication
- Show sensitivity toward students experiencing personal, social, or self-management issues
- Employ appropriate behaviour management strategies to ensure a safe, orderly and successful learning environment, addressing discipline issues promptly, fairly and

respectfully

- Lead and organise regular class devotions
- Support teachers with the follow up students where required

Professional Knowledge and Practice

- Take responsibility for the teaching of designated subjects in accordance with the College's curriculum programs, the Australian Curriculum Framework and State Curriculum requirements
- Know the relevant curriculum content and understand the fundamental concepts, structure and enquiry processes relevant to the programs taught
- Ensure course documentation meets the requirements of the Victorian Registration and Qualifications Authority
- Incorporate biblical principles and perspectives into the curriculum
- Structure lessons to meet the learning needs and cognitive and social development of students
- Understand and apply effective, developmentally appropriate learning and teaching strategies i.e. differentiated programs, direct teaching, clear learning intentions, feedback, formative assessment, higher order thinking skills, integration of digital technologies
- Keep abreast of current developments in special educational thinking, curricula and teaching practice
- Develop students' skills and understandings in literacy and numeracy and use information and communication technology to contextualise and expand students' modes and breadth of learning
- Create, with students, a highly stimulating productive and positive learning environment which stimulates learning and promotes excellence
- Evaluate all aspects of teaching practice to ensure they are meeting the learning needs of students
- Establish and achieve high expectations of students in relation to engagement with learning, work standards, behaviour, manners and self-management

Professional Engagement

- Support College-wide and sub-school curriculum and professional development priorities
- Maintain high quality, positive and effective working relationships with colleagues, contributing to team plans and programs
- Demonstrate respect and professionalism in all interactions with students, colleagues, parents and the community
- Value opportunities to engage with the school community within and beyond the classroom to enrich the educational context for students
- Ensure that all areas of the relevant Professional Standards for Teachers are being undertaken on a consistent basis
- Model effective learning by identifying own learning needs and analyse, evaluate and expand professional learning, both collegially and individually
- Contribute to the professional development of other staff members within the school by sharing knowledge, ideas and resources, and working as a member of a team
- Actively participate in and complete all aspects of the College's Staff Development Review process each year
- Analyse student progress and achievement to inform learning programs and teaching

approaches

- Support the HoTL by assisting with curriculum programming and development of assessment
- Support the Year Level Team Leader, providing input on pastoral care matters, booklists, excursion proposals, development of classroom resources, and other relevant matters

General

- Work in a co-operative and flexible manner, and maintain good working relationships with other colleagues of the school team
- Undertake such additional duties as might be reasonably requested by the Learning Support Coordinator and Director of Learning Support

Inherent Requirements of the Position

Teaching Staff - General

- Contribute proactively to a culture of child safety
- Prolonged periods of standing
- Voice projection
- Some bending, crouching and stretching
- Standing tasks requiring twisting and turning
- Ability to administer first aid
- Occasional lifting and carrying
- Using computer for prolonged periods of time
- Able to work in an outdoor environment and differing weather conditions, including camps, excursions, yard duties, etc.

Occupational Health and Safety Responsibilities

- Ensure, so far as is reasonably practicable, that work/study/classroom areas under your control are without risk to health and safety of occupants
- To have knowledge of, and comply with the College's OHS policies and procedures
- To comply with all safe work practices, ensuring reasonable care of your own health and safety and that of other staff, students and visitors
- Participate in relevant training and induction sessions
- To report all incidents and/or potential hazards via the reporting system of the Staff Portal as soon as possible

Administration / Duties

As part of your teaching role, you are expected to participate in a range of duties beyond classroom responsibilities. The College Calendar provides additional detailed information. These duties may include, but are not limited to:

- Attendance at school meetings and staff devotions
- Official functions within school time (assemblies, chapel, concerts, sports events)
- Official functions outside of normal school hours e.g. presentation night, Parent BBQ's
- Professional Development days, first day for all staff, Staff Retreat, end of year Staff Luncheon
- Parent-Teacher Interviews
- Participation in the General Working Bee
- Excursions, camps, competitions and other relevant curricular and co-curricular activities

College expectations of you include:

- Be familiar with, and supportive of, the College's policies regarding child safety
- Adherence to College Policies and Procedures
- Support of the Waverley Christian College ethos
- Upholding the College staff dress code
- The ability to carry out all administrative practices at the classroom level in a competent and professional manner. This covers, but is not limited to, keeping accurate Attendance Records, distribution of notices and newsletters, organization of resources, and care of furniture and property
- Accurately and appropriately complete all tasks of planning, evaluation and record keeping
- Maintain accurate records of student achievement including student profiles
- Provide a comprehensive 'hand over' of each student's performance/progress/needs to the following year's teacher
- Provide high quality reports to parents, both oral and written, and respond appropriately to written communiques
- Undertake yard and other supervision duties as required, and exercise responsibility for the welfare of students

Some duties will need to be performed at times other than during the school day or when students are in attendance, including on weekends. Your duties may be varied by the College from time to time in accordance with the College's operational requirements.

Other Key Relationships

- Director of Learning Support
- Head of School
- Head of Teaching and Learning
- Staff Team Leaders
- Student Wellbeing Coordinators
- Head of Campus
- Learning Support Assistants
- Teachers