



Position Description

Position:	Learning Support Teacher
Appointed by:	The Principal
Responsible to:	The Director of Safeguarding & School Operations
Location:	Role exists at each campus (Garnsey, St. Anne's, Bairnsdale)

School Overview:

Gippsland Grammar provides an outstanding contemporary, holistic education where our Community has a shared understanding of what we learn, how we learn and who we teach. Our School culture is centred around our core values of Compassion, Leadership, Excellence, Responsibility and Respect and develops people of character who act with integrity and wisdom.

At Gippsland Grammar, responsibility for the protection of children is shared because children are safeguarded only when all individuals accept responsibility and, work together and play their part in keeping children and young people safe from harm and abuse.

All staff are required to:

- Comply with the School's Student Protection Program (including the Student Protection and Safety Policy, Student Protection Staff Code of Conduct, and Make a Report Procedure), as well as their legal and professional obligations with respect to the prevention and reporting of actual or suspected child abuse and reportable conduct.
- It is each such staff member's individual responsibility to be aware of key risk indicators of child abuse or reportable conduct, to be observant, and to raise any concerns they may have with one of the Principal, the Leadership Team, the School's Student Protection Officers (and/or with external agencies, where required). In this regard, staff are encouraged to voice their concerns, no matter how minor, trivial or insignificant.
- All contractors and volunteers involved in student-connected work are required to adhere to the School's Student Protection and Safety Policy and Student Protection Staff Code of Conduct and are responsible for contributing to the safety and wellbeing of students in the school environment. They, too, have obligations with respect to the reporting of actual or suspected child abuse or reportable conduct allegations.

Again, the School expects contractors and volunteers to be attuned to their individual responsibilities and act according to their internal and external reporting obligations and the School's policies and procedures (including the Student Protection Program).

Job Description:

The Learning Support Teacher must have a passion for working with students with additional needs alongside a broad, deep understanding of best practices in inclusive education. This includes understanding current curriculum, programs, support strategies and effective pedagogical practices. They report directly to the Director of Safeguarding and School Operations and work collaboratively



with classroom teachers and members of the Learning Support team. The Learning Support Teacher is responsible for developing and delivering quality, evidence-based intervention to support the diverse needs of students at Gippsland Grammar. They must be prepared to actively continue their professional learning to ensure current information and practices are implemented.

At Gippsland Grammar, there is a zero tolerance for child abuse, and the School is committed to acting in children's best interests and keeping them safe from harm. The School regards its child protection responsibilities with the utmost importance and is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child-safe culture.

Objectives:

That the students in your care maximise their learning opportunities and achieve their absolute best in everything they undertake at our School.

Broadly, the role will involve:

- Exemplary literacy and numeracy teaching
- Excellent communication skills and flexibility to adapt to the needs of students.
- Targeting and needs-based curriculum/program design, development, and implementation.
- Working alongside the School Counsellor to support the emotional wellbeing of students with additional needs.
- Effective communication with students, teachers, and parents.

Duties:

a. Learning Support Teaching

- To maintain and review existing programs to ensure they reflect best practices.
- To determine students 'at risk' or requiring assistance to develop skills necessary for effective or efficient classroom participation.
- To determine students who may require curriculum adjustments, either extension or remediation
- In conjunction with classroom teachers, develop and maintain Individual Learning Plans (ILPs) for students, outlining relevant and recommended adjustments and goals, especially for those with additional needs.
- To liaise with parents, teachers, and requisite professionals concerning students experiencing learning difficulties.
- When required, advise and counsel parents whose children require testing to determine appropriate learning adjustments.
- Maintain contact with parents when necessary.
- Be available on Parent Interview Evenings to meet with parents of intervention students.
- Act as a resource to classroom teachers who require support with assisting students
- Liaise with the Director of Safeguarding and School Operations to discuss issues as and when they arise, including records and reports of students who have had assistance in previous years.
- To regularly attend Campus Staff Meetings and advocate for Learning Support initiatives and programs
- Attend and participate in staff professional development opportunities.
- Support Learning Assistants or Learning Support Officers with developing strategies for assisting students.



- Maintain up-to-date records of student intervention and adjustments.
- Assist with preparing funding applications, such as State Services Funding or NCCD submissions for students, ensuring that student records are up to date and deadlines are met.
- Attend SSG meetings, as appropriate, for students requiring specific assistance and upload any meeting minutes to the student's DocMan file once completed.
- Support the Head of Campus with enrolment interviews as needed when interviews involve students with additional needs or requiring a modified program or additional support.
- Advise on special considerations for assessments (NAPLAN, VCE Exams and other standardised tests) for students with additional needs. Support the implementation of these assessments across the campus.
- Maintain current records for assessment reports, communication, observations, SSG minutes and learning plans, uploading these to central storage locations (Synergetic and Teams).

b. General and Administrative Duties

- Maintain appropriate records and write reports as required at the end of each semester.
- Contribute to curriculum development and co-curricular activities.
- Attend staff meetings as timetabled and take action as appropriate.
- Have a duty of care for the behaviour of all students.
- Participate in Camps as required by the school.
- Undertake yard duty supervision as rostered.
- Develop and maintain collegial and professional relationships with fellow staff members.
- Adhere to all School policies as published on VOS.
- Be on-site during working hours for lesson planning, student supervision and organisation.

c. Co-curricular Involvement

- Fulfil co-curricular requirements in accordance with School guidelines – including sports.
- Act as a role model for participating students
- Keep accurate records of student attendance and participation in the activity.
- Where appropriate, nominate participating students for awards.
- Create and maintain a safe environment in which students may enjoy their participation.
- Oversee the revision and care of relevant equipment, materials and first aid requirements.
- Apart from fulfilling the basic tasks of a teacher at this School, there may be occasions when the School requires extra assistance and support, and the Head of Campus will let you know when your knowledge, experience and skill may be needed.
- Attend in-service and professional development courses offered by the School throughout the year.

d. To implement the School's educational model- Academic Care at Gippsland Grammar

Principles of Academic Care at Gippsland Grammar

Academic Care at Gippsland Grammar promotes our five core values of compassion, leadership, excellence, respect and responsibility.

Academic Care, where students are understood not just as learners but as part of a caring community of learners, requires teachers to develop curriculum and approaches to teaching and learning that are



made visible and **enhance student learning, wellbeing and resilience and to embed these in classroom experiences.**

Academic Care at Gippsland Grammar builds positive self-esteem, connectedness and self-efficacy through pedagogies and organisational structures and through adults' relationships with students in and beyond the classroom.

Academic Care activates personal growth. This mindset enables one to cope with challenges and struggle; to endure and persist; and to create and develop a range of strategies and skills that can be used flexibly to flourish.

Academic Care is underpinned by our teachers' passion for the ongoing development of their professional learning, collegiality and collaborative practices, and their commitment to students at the centre of everything we do.

Curriculum

The Gippsland Grammar educational model outlines curriculum implementation, which ranges from the organisation to the practice of education. It is an engaging curriculum that seeks to meet our students' educational needs, interests, talents and aspirations.

At Gippsland Grammar

- the Australian Curriculum provides our curriculum framework;
- teachers access a planned curriculum which is fully mapped, current and dynamic;
- a variety of programs and support structures meet diverse student needs;
- learning opportunities enable students to connect to virtual and real-world situations and environments;
- students have service opportunities and collaborate to make a difference in both local and global contexts;
- well-defined assessment practices are used;
- teachers analyse quantitative and qualitative data to monitor student achievement, progress and connectedness and to inform their teaching; and
- an engaging, stimulating, challenging and diverse variety of co-curricular opportunities is available.

Teaching and Learning

The Gippsland Grammar educational model outlines best practice pedagogy in the classroom. At Gippsland Grammar

- we provide engaging and stimulating classroom environments where our students feel safe and willing to take risks in their learning;
- our classrooms are places where our students can succeed, and there is an understanding between our students and teachers of what success looks like;
- learning is paramount, and strategies are developed to intervene, extend or encourage our students to achieve their best;
- our teachers demonstrate expertise and lead our students to develop their own understandings, skills and knowledge;
- students benefit from effective and frequent feedback from their teachers, peers and others;



- learning is challenging, and our students are supported to become resilient and persistent learners;
- our classrooms are places where learning can be collaborative, creative and fun; and
- our teachers use contemporary Information Communication Technologies to enhance teaching and learning and to promote flexibility and independence.

Wellbeing

The School has a clearly defined educational model that outlines our best practice approach to student wellbeing. This Academic Care model seeks to promote wellbeing using positive education approaches and to ensure that it is evident across all areas from the ELC to Year 12. At Gippsland Grammar

- the inextricable connection between wellbeing and learning is evident in everything we do;
- students feel safe and supported by teachers;
- our students learn in a calm and focussed environment;
- there are clear and consistent behavioural and learning expectations made explicit to all students;
- behaviours and relationships are managed in a restorative way;
- relationships are respectful and characterised by positive dialogue and active listening;
- teachers know their students, and use positive education strategies in the classroom and beyond;
- a Growth Mindset is evident in all aspects of School life;
- students learn in spaces which reflect the enjoyment and value of learning; and
- a personal development program is explicit and based around the core pillars of Wellness, Achievement, Relationships and Community Involvement.

Child Safety

Staff are responsible for supporting the safety and wellbeing of the School's students as follows:

- a. Behave as a positive role model to students, including through words, conduct and actions.
Actively promote the safety, welfare and wellbeing of students.
- b. Provide a learning experience which is consistent with the School's and relevant professional or occupational codes of conduct, which supports students to achieve their personal best, and takes into account individual learning and behavioural needs.
- c. Act consistently (both in person and in the online environment) with the School's student safety and wellbeing strategies.
- d. Be vigilant and proactive with regard to student safety and child protection concerns, and take all reasonable steps to protect students from such harm (examples of which include, but are not limited to bullying, discrimination, grooming, harassment, neglect, sexual misconduct, sexual offences, physical violence, reportable conduct and victimisation).



- e. Encourage and support students who raise safety concerns (including about actual and suspected child abuse or reportable conduct).
- f. Provide age-appropriate supervision for students.
- g. Comply with any directions, guidelines, policies, procedures and rules promoted by the School with respect to student safety.
- h. Knowledge understanding and adherence to all School and staff obligations regarding student safety, including Ministerial Order 870 – Child Safe Obligations other child safe requirements mandated by legislation (as amended from time to time).
- i. Commitment to providing a child safe environment and child safe conduct in all aspects of employment at the School.
- j. Comply with all aspects of the School's Child Protection Program, including the School's Child Safe Policy Statement and Child Safety Staff Code of Conduct.
- k. Willingness, understanding and ability to report student safety concerns in line with the School's policies (such as the Make a Report Procedure) and applicable mandatory reporting requirements.
- l. Complete annual training in Child Safety as required.

Key Selection Criteria:

- a. Current registration with the VIT
- b. Relevant tertiary qualifications in primary teaching, preferably with elements of focus on inclusive education.
- c. Be experienced in providing academic assistance and tuition to students with additional learning needs (noting that appointment will not be dependent on the amount of experience, but rather quality of potential).
- d. Hold or be willing to obtain a current First Aid certificate and Anaphylaxis Certificate.
- e. Be a passionate and inspirational teacher.
- f. Hold strong interpersonal skills, with the ability to build rapport and interact with both colleagues, parents and students.
- g. Be a willing and competent user of ICTs.
- h. Be an effective and compassionate communicator.
- i. Ability to work independently, but also as part of a dynamic, creative and collaborative team.
- j. Be willing to participate in and also encourage students to fully participate in the life of our school.



- k. Be committed to providing a child safe environment.