Chairo Christian School

ABN 12 451 824 370
CHAIRO PARENT GOVERNED CHRISTIAN EDUCATION LTD. ACN 659 952 299

~ LEARNING SUPPORT COORDINATOR ~

Title Learning Support Coordinator

Appointed by The Executive Principal

Responsible to The relevant Principal through the Head of Teaching & Learning

Role in the Management Structure

- The Executive Principal has responsibility, by delegation of the Board, for all the operations of Chairo Christian School, including the effectiveness of the educational practice and programs;
- The Principal (Drouin), Principal (Pakenham), Principal (Leongatha), Principal (Traralgon) assist the Executive Principal in their role as part of the Executive Management;
- Heads of Teaching & Learning supports the Principal with identification and implementation of teaching and learning initiatives, including curriculum and development of teachers
- The Head of School (Junior, Middle or Senior School) has specific responsibility for overseeing the regular day-to-day activities of their school section;
- The Learning Support Coordinator has specific responsibility for:
    - ensuring all students with additional needs have programs collaboratively developed, implemented, monitored, reviewed and refined.
    - facilitating the implementation and collection of evidence for NCCD at their campus in collaboration with leadership.
    - overseeing and training the Learning Support Assistants and their day to day activities in his/her School section.

Main Qualities and Objectives

A Learning Support Coordinator is required to:

- provide a Godly example to fellow staff and students through their teaching practice, manner, relationships and general lifestyle;
- have prior experience in working with students with diverse needs
- demonstrate an ability to engage effectively with colleagues to support the development of their practice in working with children and young people with diverse needs;
- work as part of a team;
- lead the coordination of Individual Education Plans and targeted support as required;
- meet accountability requirements for National Consistent Collection of Data (NCCD)
- demonstrate a sound knowledge, commitment to, and understanding of the Disability legislation and current practice, including NCCD.
- adhere to the ‘Standards of Professional Practice’ as required by the Victorian Institute of Teaching (VIT)

- perform effectively in environments with competing demands
- use initiative to resolve problems and conflicts in a constructive manner.
- demonstrate ability to work interdependently with others, as well independently with minimal or no supervision.
- maintain confidential, accurate, up to date and detailed records

Specific Duties

Students

- Help identify students requiring additional intervention support through thorough screening processes;
- Supporting students through promoting an inclusive school environment where all students participate, progress and make successful transitions;
- Working with students to provide direct support where appropriate;
- Ensuring a Learning Support Register of students' needs is kept up-to-date, and used regularly by authorised staff;
- Convening and acting as a consultant or Principal's nominee on Student Support Groups at least twice a year or more often as required, to develop and review student programs/IEPs in collaboration with parents, students, teachers and other professionals as required;
- Responding to referrals and follow up on required assessments;
- Planning/monitoring intervention programs in Literacy/Numeracy/Social skills in conjunction with relevant staff;
- Completing the required documentation for NCCD and State Support funding in conjunction with teachers and leadership;
- Coordinating special provision eg NAPLAN and VCE; in consultation with Heads of Schools;

Staff

- Supporting teachers in the:
  - individual education planning of adjustments for students with disabilities in consultation with parents and or students and,
  - monitor and review processes.
- Supporting teachers and support staff in implementing adjustments required for inclusion of students with diverse needs in the classroom
- Working with classroom teachers, other professionals and parents to identify student's needs early and respond in a timely manner with the right support;
- Providing the teachers and assistants with evidence-based strategies, practices, and guidance about what will make a positive difference for their students;
- Embedding a culture of collaboration between the Learning support staff and teaching professionals where different approaches are openly observed and shared;
- Working with the learning support team to decide on the best use of available learning support resources to meet the needs of children;

- Supporting staff in the NCCD process and development of teacher judgment and accountabilities.
- Assisting in the employment, timetabling and coordination of Learning Support Assistants who work in the area of inclusive education.
- Collaborating with teachers in relation to student assessment and reporting.
- Preparing and managing the Sub-school campus Learning Support budget.

Parents and Community

- Working with parents in a collaborative way, supporting parents to partner successfully with the school and develop an understanding of learning support processes and who to contact if needed.
- Ensuring parent and student voice is heard.
- Providing parents with access to resources and guidance at an early stage so they are able to be proactive in school engagement about their children.
- Helping teachers build capability and confidence in working in partnership with parents and working directly with parents on more complex or disputed matters.
- Promoting the Learning Support Program both within the School, in the School community and in the wider educational community.

School processes

- Following and ensuring information collection, documentation, sharing and privacy protocols are adhered to.
- Contributing to learning support system improvements.
- Support wider school initiatives within the department where relevant.

Enrolment

- Advising the Heads of School in relation to the enrolment of students with special needs; this includes support, inclusion and talent development.
- Providing enrolment assessment, advice and feedback to Enrolment Coordinator and relevant staff.
- Informing staff of any specific disability, and it's educational or management implications, prior to a student being enrolled in the School.

Standards of Performance

Performance will be measured using the Specific Areas of Responsibility and will be determined against evidence of the following particular standards.

- Achievement of stated goals, aims and objectives
- Contribution towards the development of distinctively Christ-centred curriculum
- Level of Executive Management satisfaction
- Development of effective curriculum documentation
- Upholding the dignity of the position of Learning Support Coordinator

Student Safety

The following responsibilities, qualifications, experience and attributes relate specifically to our child safety priority:

Responsibilities

School staff are required to be familiar with the contents of Chairo's Child Safety and Wellbeing Policy and Child Protection Program, and with their legal obligations with respect to the reporting of child abuse. It is each individual's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with one of the school's Child Protection Officers. Additionally, staff are responsible to deliver curriculum in a manner which caters for students with varied cultural and linguistic background needs as well as disabilities and to talk positively and encouragingly about our differences.

Qualifications, experience and attributes

- Be an active Christian who regularly and frequently attends a Christian church or fellowship and in addition be prepared to uphold the school's values and be supportive of, in agreement with, and willing to adhere to the Constitution of the Company.
- Experience in working with students with diverse learning needs, as well as a strong understanding of inclusive education
- Experience in working with the NCCD process.
- Post graduate qualifications highly regarded in the area of inclusive education or special educational needs.
- Display a high level of integrity and trust
- Ability to role model the school's values
- Ability to identify and minimise risks to child safety
- Relevant professional development in regards to child safety, cultural awareness and understanding students with disabilities