



Vision: Aquinas College's vision is to educate boys to become the men the world needs.

Strategic Purpose: Aquinas College's purpose, in partnership with parents and guardians, is to provide a Catholic education for boys in the Edmund Rice Tradition.

Our Values: Faith in action | Justice with compassion | Service with generosity
Respect for all | Excellence every day

EREA Touchstones: Liberating education | Gospel spirituality | Inclusive community | Justice and solidarity

POSITION DESCRIPTION

Instructions

1. Read the Position Description carefully.
 2. If you need anything clarified, ask Director of Learning Support.
 3. Keep a copy available for you to refer to at work.
- Please note: As the needs of the College evolve your Position Description may need to be revised. This would occur in collaboration between you and the Director of Learning Support.

POSITION TITLE:	LEARNING SUPPORT TEACHER ADVISOR	
REPORTS TO:	DIRECTOR OF LEARNING SUPPORT	
SCHOOL / DEPARTMENT:	LEARNING SUPPORT	
MAIN PEOPLE INTERACTIONS:	INTERNAL Education Assistants Teaching Colleagues College Psychologists Pastoral Care Team College Support Services (see Staff Handbook)	EXTERNAL Parents/ Guardians Providers/Suppliers
POSITION PURPOSE:	To provide assistance to teachers through the development of support materials for targeted teaching of students with special learning needs. Proactively liaise with teachers and parents/guardians of students with special needs.	
EXPECTED BEHAVIOURS AND ATTITUDES:	<ol style="list-style-type: none"> 1. Actively support the Edmund Rice Charism, Edmund Rice Schooling and the Catholic ethos; 2. Actively support a child safety culture, with a zero tolerance for child abuse; 3. Adhere to the Aquinas College values at all times; 4. Adhere to the College's Policy, Procedures and Codes; 5. Adhere to health and safety procedures and actively contributes to maintain a safe, healthy and tidy environment; and 6. Display: <ul style="list-style-type: none"> o a commitment to the Catholic ethos; o energy, enthusiasm and drive; o diplomacy and tact; o a commitment to confidentiality; o honesty and integrity; o an outstanding work ethic; o loyalty to the role, people and the College; o a positive and proactive attitude; and o respect for self and others. 	

	KEY POSITION RESPONSIBILITIES:	TASK FOCUS AREAS TO BE DEMONSTRATED:
	UPHOLD THE CATHOLIC ETHOS AND THE EDMUND RICE TRADITION	Active support of the Catholic ethos and values of the College; Active promotion of the College's evangelising mission through its life and curriculum; Involvement in the life of the College; and Support for the EREA touchstones (Charter).
	ACTIVELY SUPPORT PASTORAL CARE	Working in accordance with the College's Pastoral Care programs; Proactively communicating with parents/guardians in a timely manner; and Maintaining the confidentiality of delicate or sensitive information at all times.
	ACTIVELY SUPPORT COLLEGE OPERATIONS	Comply with all relevant legislative, regulatory obligations, College policies and procedures; Participate in the College's before school, after school or weekend co-curricular activities; Complete administrative and operational activities in alignment with College requirements; and A willingness to undertake tasks as requested by the Headmaster or their delegate.
	PROVIDE EFFECTIVE LEARNING SUPPORT ADVICE	Create detailed Individual Plans (IPs) for students with specific learning needs; Conduct data analysis to create student profiles and targeted programs to suit their needs; Consult with all learning area teachers and provide advice on the formulation and application of IPs, modified programs and goals; and Coordinate and facilitate meetings with parents/guardians and relevant professional stakeholders.
Australian Professional Standards for Teachers	KNOW STUDENTS AND HOW THEY LEARN	An awareness of students' physical, social, intellectual development and their characteristics; An understanding of how students learn; An understanding of students with diverse linguistic, cultural, religious and socioeconomic backgrounds; Strategy development and application to teach Aboriginal and Torres Strait Islander students; Differentiated teaching to meet the specific learning needs of students across the full range of abilities; and Strategy development and application to support the full participation of students with disabilities.
	KNOW THE CONTENT AND HOW TO TEACH IT	An understanding of content and teaching strategies for the specific teaching area; An understanding of content selection and organisation; An understanding of curriculum, assessment and reporting; An understanding and respect for Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians; Promotion of literacy and numeracy strategies; and Effective utilisation of Information and Communication Technology (ICT).
	PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	Establishing challenging learning goals; Planning, structuring and sequencing of learning programs; Using a range of teaching strategies; Appropriate selection and use of resources; Effective classroom communication; Evaluation and improvement of teaching programs; and Engagement with parents/guardians in the educative process.
	CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	Support of student participation; Management of classroom activities; Management of challenging behaviour; Management to maintain student safety; and Use of ICT safely, responsibly and ethically.
	ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	Strategy development and application for assessing student learning; Creating and maintaining appropriate support materials to aid the achievement of learning goals for students requiring curriculum adjustments; Timely and effective feedback to students on their learning; Consistent and comparable judgements; Interpretation of student data; and Reporting on student achievement.
	ENGAGE IN PROFESSIONAL LEARNING	Identifying and planning professional learning needs; Engagement in professional learning and improving practice; Engagement with colleagues and improving practice; and Applying professional learning and improving student learning.

CRITERIA:	
QUALIFICATIONS:	Tertiary qualifications specific to the specialist area of education; Teachers Registration Board (TRB) registration; Working with Children Check clearance; Satisfactory national police clearance; Have or be prepared to obtain Accreditation to teach in a Catholic School or equivalent; and Have or be prepared to undertake Mandatory Reporting training or similar.
KNOWLEDGE AND EXPERIENCE:	Knowledge of the Western Australian K-10 Curriculum Outline and WACE courses (SCSA) and all other relevant disability and related legislation and regulations, e.g. The Disability Act (2005); Experience developing appropriate support materials, including IEPs, EPs and CAPs to meet curriculum adjustments that reflect the learning goals for students; Experience in the development and teaching of English Literacy programs (desirable); Practical work experience with learning support; An understanding of tertiary and State Training Providers' (STPs) entrance requirements; A commitment to using ICT in the classroom; A commitment to delivering an educational vision with a strong sense of purpose; and Experience in or knowledge of boys' educational philosophies and a commitment to applying them.
SKILLS AND ABILITIES:	Strong interpersonal skills, enabling harmonious and positive relationships with colleagues, students and parents/guardians; Ability to create IEPs/EPs/CAPs; Sound written and verbal communication skills; Strong time management and organisational skills; Well-developed ICT skills; and Ability to work autonomously and as part of a team.

ACKNOWLEDGEMENT

I _____ have read and understand the expectations detailed in this position description and accept the responsibilities of this role. I will use all my knowledge, experience, skills and abilities to meet requirements, as set out in this Position Description.

EMPLOYEE NAME: _____

EMPLOYEE SIGNATURE: _____

DATE: _____

HEADMASTER (OR DELEGATE)
NAME: _____

HEADMASTER (OR DELEGATE)
SIGNATURE: _____

DATE: _____