

WAVERLEY CHRISTIAN COLLEGE Inc

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Position Description

Name:

Position:

Secondary LEAPS Coordinator

Learning Support Teacher

Campus:

Wantirna South

Employment Status:

FTE 0.6

Reports Directly To:

Director of Learning Support

Role

The Secondary LEAPS Coordinator works with the LEAPS team, staff and parents in providing support for students with diverse needs.

Coordinator Responsibilities:

Student Plans

- Update and disseminate student learning plans and profiles (per semester) to reflect current programs, assessments, adjustments and other relevant information for teaching staff
- Facilitate collaborative planning for students requiring curriculum modifications or special accommodations
- Assist subject teachers and Year Level Coordinators in writing up Individual Education Plans (IEPs) for students receiving significant levels of modification

Communication

- Consult with parents, Year Level Coordinators and teaching staff to ensure the effective exchange of information regarding LEAPS student needs, including transfer and transition
- Provide professional advice, support and resources to teachers and learning support assistants on catering for diverse needs students
- Work effectively in partnership with families to maximise learning opportunities for students at school and at home

Meetings

- Provide LEAPS updates at fortnightly LEAPS team staff meetings
- Provide a brief regular update at secondary staff meetings regarding LEAPS student needs and events
- Attend Year Level Coordinator and Team Leader meetings as required
- Meet with the Director of Learning Support once a week to discuss LEAPS matters
- Facilitate moderation sessions for NCCD students at each year level with the relevant Year Level Coordinator, Learning Support Assistant, and Director of Learning Support

Records

- Appropriately and accurately record all communication associated with the provision of support
- Maintain online records of departmental discussions and decisions, student assessments, specialist reports, support group meetings, learning plans and all forms of communication

Student Referrals

- Respond to teacher and parent inquiries/referrals regarding student learning needs and concerns and set up support group meetings if necessary
- Conduct screening assessments and make relevant recommendations to parent(s) and teachers in consultation with the Director of Learning Support
- Write up and disseminate new student learning plans as required

LEAPS programs

- Plan, implement, monitor and evaluate programs for students with diverse needs in conjunction with teachers, parents, students and other relevant professionals
- Ensure the provision of LEAPS literacy, numeracy, social, homework and organisational skills to small groups of students requiring additional support
- Write semester based LEAPS Support Plans for students who receive intervention through LEAPS programs

Learning Support Assistants

- Coordinate the Learning Support Assistants to ensure the effective coverage of LEAPS student needs in mainstream classes and other support/withdrawal sessions, including tests and exams
- Liaise and plan with Learning Support Assistants by receiving feedback on how LEAPS students are coping with classes, their general learning behaviour and any other observations
- Monitor and keep records of concerns that arise in regards to Learning Support Assistants and ensure that all concerns are reported to the Director of Learning Support

LEAPS Administration and Timetabling

- Coordinate with the LEAPS Administrator the facilitation of the following processes: scheduling support group meetings, the updating of learning plans and profiles, student coverage timetabling, learning support assistant timetabling, exam timetabling, LEAPS folder maintenance, the printing of required documentation for the NCCD moderation process and other tasks that are supported by the LEAPS administrator

Resources

- Coordinate the acquisition of new and ongoing resource requirements from the budget

Professional Duties:

- Model exemplary classroom practice when tailoring learning for students with diverse needs
- 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
- Develop and maintain an up-to-date knowledge of current thinking and major initiatives by attending courses to develop professional skills

Pastoral Care of Students:

- Exercise a particular pastoral responsibility for students, most particularly those in the home class
- 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

- 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
- Follow up students in regards to lateness and absences

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 documentation meets the requirements of the Victorian Registration and Qualifications Authority
- Incorporate biblical principles and perspectives into the curriculum
- 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
- 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 so as 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
- Actively participate in and complete all aspects of the College's Staff Development Review process each year
- Analyse student progress and achievement so as 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 Director of Learning Support

Inherent Requirements of the Position (Teaching Staff – General):

- 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 to the Bursar and Property Manager 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, 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:

- 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:

- Staff Team Leaders
- Head of Teaching and Learning
- LEAPS Coordinator
- Chaplains
- Head of Secondary
- Head of Campus