

WAVERLEY CHRISTIAN COLLEGE Inc

1248 High Street Road, Wantirna South Vic 3152
college@wcc.vic.edu.au | www.wcc.vic.edu.au | Tel: +613 9871 8600
20 College Drive, Narre Warren South Vic 3805
wns@wcc.vic.edu.au | www.wcc.vic.edu.au | Tel: +613 8765 7700



ABN: 48 847 193 961
Reg No: A0018722X

Position Description

Name:

Position: Primary LEAPS Teacher

Campus: Wantirna South

Employment Status: FTE 0.8

Reports Directly to: Primary LEAPS Coordinator

Role:

The Primary Teacher - LEAPS works with the Director of Learning Support and classroom Teachers in providing support for students with diverse needs. The facilitation of the following responsibilities is under the guidance and direction of the Primary LEAPS Coordinator.

Ministry Specifications

LEAPS Responsibilities:

In consultation with the Primary Learning Support Coordinator:

- Provide targeted teaching of literacy, numeracy, social and organisational skills to small groups of students who require additional support
- Conduct formative and summative assessments and write reports for students who receive intervention through LEAPS programs
- Plan, implement, monitor and evaluate programs for students with diverse needs in conjunction with the Class Teacher
- Assist Class Teachers in writing up a student's Individual Education Plan (IEP)
- Facilitate collaborative teaching and planning for students who require 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 and screen and provide support as necessary
- Ensure Individual Education/Learning Plans and Profiles are written up as required by the Class Teacher and included for review in PSG meetings
- Attend Parent Teacher Interviews with the Class Teacher as required and facilitate Program Support Group meetings for students with diverse needs
- Liaise with Specialists regarding educational programs that pertain to LEAPS students and incorporate strategies and recommendations into the Individual Education/Learning Plan as part of the PSG process
- Respond to Learning Support Coordinator, teacher and parent inquiries regarding student learning needs and concerns and set up a PSG meeting, if necessary,

particularly if the parent has provided the classroom teacher with a report from a Specialist

- Maintain online records of Departmental discussions and decisions, student assessments, Specialist reports, Program Support Group meetings and review procedures
- 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
- 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 Class Teacher, Director of Learning Support and other relevant parties about how the student is coping with activities, their general learning behaviour and any other observations
- Provide relevant information to the Primary 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

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
- 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
- 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

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 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 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
- 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 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:

- 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 Primary
- Director of Teaching and Learning
- Staff Team Leaders
- Head of Teaching and Learning
- Learning Support Coordinators
- Student Wellbeing Coordinators
- Head of Campus