



# ROLE DESCRIPTION

## LEARNING SUPPORT TEACHER

### 1. PURPOSE

The Learning Support Teacher ensures that students with physical, psychological, behavioural, sensory and intellectual disabilities, as well as students with Autism Spectrum Disorder and specific learning difficulties, have access to and participate in relevant and challenging curriculum.

They develop personalised plans to accommodate students with disabilities including alternative assessment tools and settings, curriculum adjustments, instructional adaptations, appropriate technology and equipment, environmental modifications, teaching arrangements and behaviour management programs in accordance with relevant legislation.

Engage with students and parents/guardians in collaborative planning processes

### 2. REPORTING RELATIONSHIPS

The role reports to the Head of Learning Support, and liaises closely with members of the Learning Support team as well as other teaching staff within the school

### 3. RESPONSIBILITIES

**Student identification and withdrawal learning support groups – Stages 4, 5 and 6**

- Identify students through analysis of results from Allwell testing, NAPLAN, reports from feeder schools and conversations with classroom teachers and parents.
- Administer, score and analysis data from standardised literacy and numeracy tests, such as the Neale Analysis of Reading Ability, the South Australian Spelling test and the York Assessment of Reading.

- Regularly review student performance on Learning Support programs through standardised testing, school reporting process, updating of personalized plans and feedback to parents.
- Group students and timetable Learning Support classes to fit in with student timetables and flexible and responsive to the implications of withdrawal of students on classroom teachers.
- Program and deliver specially tailored lessons for intervention groups of students with special needs, including students with disabilities or learning difficulties, students whose first language is not English, students in out-of-home care and Aboriginal and Torres Strait Islander students.
- Teach Direct Instruction lessons at a high level of proficiency.
- Deliver NESA courses to groups of students including, but not **exclusively**, those with special needs; programs may include Stage 5 Work Education and Stage 6 Work and the Community. Develop and adjust programs. Complete program review and registration. Assess and report on student performance.
- Assist in the organizing and supervision of examinations for students receiving Disability Examination Provisions.
- Assist with setting up, delivery and follow up of online National Testing Program in Literacy and Numeracy (NAPLAN) and Allwell testing.
- Convene individual support programs, such as social skills and travel training, as needed.
- Implementing strategies that address homophobia, sexism and racism in the context of a school that with a diverse range of students, including students with disabilities and same sex attracted students.
- Support across the curriculum to students with special needs in preparation for and during co-curricular activities, excursions and camps.
- Develop knowledge and skills of cultural sensitivity in relation to teaching students from Aboriginal and Torres Strait Islander backgrounds.

### **Support as collaborative teacher with mainstream classes**

- Work collaboratively with teachers in the mainstream classroom setting using techniques such as team teaching, individual and small group assistance, in both practical and theory classes.
- Assist mainstream teachers in adjustment of resources to differentiate the curriculum.
- Adjust assessment tasks across the curriculum for students with special needs.
- Communicate regularly with teachers about student progress, make suggestions regarding adjustments and follow through with students to ensure that students submit work.

### **Administration and other duties**

- Liaise with Junior School Learning Support teachers, HOD Learning Support, mainstream teachers, school psychologists and counselors, external educational specialists and families about the progress of students in their charge.
- Develop and update personalised plans for students in the areas of curriculum, communication, social skills, safety, mobility and self-care. Facilitate personalized planning meetings with parents, Heads of House, Mentors, mainstream teachers and other educational specialists.
- Moderation of students counted in the Nationally Consistent Collection of Data for students with disability.
- Assist in reviewing new student applications and participate in enrolment interviews for students with special needs.
- Assist with planning and delivery of case meetings involving class teachers and staff with relevant responsibilities to develop programs for students with high support needs. Regular contact/meetings with parents of students with high support needs.
- Assist with staff development including, but not limited to, literacy and numeracy and Disability Discrimination Act.
- Attend Parent Teacher day/nights throughout the year
- Undertake other duties as required in the Learning Support Department, eg faculty meetings

### **4. REQUIREMENTS**

It is a requirement that the Learning Support Teacher is loyal to the ethos of the College and the Edmund Rice Charter and will demonstrably enact College Policies and support the Executive and Head of College.

#### **Knowledge and experience**

- Relevant degree qualification
- Maintenance of current accreditation standards
- High level of subject knowledge

#### **Practical and specialist skills**

- Current Teacher Registration
- Keeps abreast of statutory requirements in curriculum expressed by NESA and other professional bodies.
- Currency with specific subject teaching trends, best practice and the NSW Education Standards Authority (NESA) regulations and expectations
- High computer literacy in a Mac environment

## Competencies

- **Accountable**  
Delivers on commitments, takes responsibility for actions, decisions and outcomes and ensures the same of others.
- **Attention to Detail**  
Thoroughness in completing all tasks with high concern for accuracy, quality and doing things properly. Follows established procedures where applicable.
- **Commitment**  
Dedicated to a course of action, believes in the value of own contribution to Waverley College, and makes the extra effort for the school.
- **Communication**  
Exchanges thoughts, opinions, ideas, messages and information through speech, writing or behaviour. Expresses information and ideas clearly and effectively.
- **Continual Learning**  
Grasps the essence of new information, develops new knowledge and acquires new technical and business capabilities through self-development and seeking feedback from others. Recognises own strengths and weaknesses and pursues opportunities to develop.
- **Embraces diversity**  
Establishes and maintains a motivated and efficient work environment where people of diverse backgrounds are represented, valued and respected.
- **Integrity**  
Ability to maintain social, organisational and ethical values in all work activities. Displays a consistent set of principles.
- **Interpersonal skills**  
Ability to manage relationships and interactions with other individuals or groups. Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations.
- **Planning & Organising**  
Uses time effectively and has the ability to successfully break project/job requirements down into tasks, establish objectives, milestones and frameworks in order to deliver results.

- **Responsible**

Taking accountability and being answerable for one's actions and outcomes. Takes ownership and control in order to fulfil one's obligations to make things happen.

- **Teamwork**

Willingness to participate as a member of a group that shares a common interest working together co-operatively and productively to achieve results. Effective contributor that interacts within the group and participates in activities.