



Learning Support Teacher

The aim of St Columba Anglican School is to be the most outstanding regional school in New South Wales. It is the product of the vision of a community to build a school with access to all who want their children to achieve the highest standards of education and behaviour. St Columba Anglican School is founded on faith. The Christian ethos is present in its caring philosophy and its concern to produce educated leadership. The School is a community school in the sense that its doors are open to all, so long as they are sympathetic to and support the School's Christian foundation.

Purpose

- The purpose of the Learning Support Teacher is to identify, assess, support, monitor and evaluate students' specific learning needs, in collaboration with other members of the School community involved with students, recognising and valuing the diversity in our student population.
- The Learning Support Teacher will be fully aware of the symbiotic relationship that exists between teaching and learning, pastoral care and the centrality of cura personalis (care for the whole person) in the SCAS context.
- In this role, the Learning Support Teacher will be required to be fully aware and accepting of the School's Child Protection program and ensure the wellbeing and protection of every child in the School's care.
- The Learning Support Teacher will provide an additional and specialist resource to teachers, supporting differentiation for learners with identified support and education needs.
- Working under the instruction of the Head of Learning Support, the Learning Support Teacher collaborates with teachers to implement support for students with additional/higher learning needs.
- The Learning Support Teacher will work across a variety of areas including literacy, numeracy, behaviour management, organisation and social skills development, enhancing the development of confident and capable learners.

Essential Criteria

- Relevant Teaching qualifications and preferable Post Graduate Qualifications in Special Education or Education.
- NESAs Registration.
- Updated knowledge of NCCD procedures and policies.
- Well-developed teamwork, communication and interpersonal skills.
- Demonstrate current knowledge of legislation and practices in regard to students with learning difficulties, disabilities and learning support needs.
- Ability to engage students in an education programs spanning from K-12.
- Ability to utilise appropriate technologies to enhance the teaching programs.
- Understanding and respect for professional confidentiality requirements.
- Be prepared to participate fully in the School's co-curricular program i.e. attend camps, excursions and events, as required.



Essential Competencies

Ability to:

- Effectively work as part of a team within an educational setting.
- Organise work priorities in line with the School's vision and strategy.
- Follow directions from line managers.
- Assist in the preparation and organisation of classroom teaching tools and processes as required.
- Establish good relationships with parents and with other staff members.

Knowledge, Skills and Responsibilities

- Motivating students to develop skills, attitudes and knowledge needed to provide a good educational foundation, in accordance with each student's ability.
- Maintaining currency on educational theory and practice.
- Follow school policies and procedures.

Lines of Management and Collaboration

- This position reports directly to the Head of Learning Support.
- Ultimately, all staff are responsible to the Principal.
- The Learning Support Teacher participates fully in the life of the School.

Duties and Responsibilities

General

The Learning Support Teacher:

- Reports to and follows instruction from the Head of Learning Support.
- Acts within the laws and regulations governing schools, including Child Protection and WHS.
- Professionally follows the responsibilities and expectations as an employee of the School.

Acting on the instruction of the Head of Learning Support, the Learning Support teacher will, in a mode designated by the Head of Learning Support:

- Provide testing for students nominated through the School's referral protocols.
- When required, makes adjustments to curriculum or approaches to learning and teaching, taking into account the educational needs of individual students.
- Record and share information in regard to NCCD.
- Teaches allocated intervention groups and lessons as directed.



- Develops, as required, for approval by the Head of Learning Support, Individual Plans for students, including teaching and learning strategies for the classroom and specialist teachers and teaching aides.
- Provides detailed information for students transitioning to new schools, classes, years or stages.
- Organises special provisions for examinations including organising readers and writers for external and internal exams and liaising with NESA.
- Assists in the identification, development and facilitation of support in order to meet the learning needs of students.
- Provides shoulder-to-shoulder professional support for classroom teaching staff in creating an inclusive curriculum.
- Provides direct, explicit and intensive teaching for students with specific needs, identified through assessment procedures in the form of small groups, conducting a class or supporting within the classroom.
- Works shoulder-to-shoulder in classrooms to assist teachers in implementing approved Individual Plans.
- Teaches allocated groups and lessons as directed.
- Provides appropriate advocacy for students with specific needs.
- Supports the creation of enrichment programs that focus on personal growth of the student.
- Provides support and/or professional development for teachers and aides to assist in differentiating for higher needs students.
- Maintains a strong working knowledge of current best practice in Learning Support.
- Liaise with external professionals such as psychologists, speech therapists, occupational therapists in a confidential manner.

Administration

- Records and shares information in regard to support needs for all assessments.
- Maintains detailed and accurate records in line with the School and legislative requirements.
- Maintains detailed and accurate records of all students receiving special provisions, adaptations of curriculum, physical support or government allocated funds.
- Records and shares information in regard to NCCD.
- Actively supervises and completes playground duties, as required including before and after school.
- Produces written reports as required.

General

- Meets all requirements nominated in the Staff Handbook.
- Completes all documentation as required.
- Attends all meetings required to fulfill the role, including mandatory professional development.



- Attends excursions and camps as required to support higher needs students.
- Undertakes extra curricular activities in line with School expectations.
- Provides such supervision and playground duties as required.

The Head of Learning Support or Head of School may allocate other duties to the Learning Support Teacher in accordance with the School's needs.

Performance Indicators

Teamwork

- Makes a positive contribution at team meetings.
- Relates appropriately to all team members.
- Accepts and follows instruction from line managers.

Teaching and Learning

- Fully completes all timetabled tasks.
- Develops and gains approval of Individual Plans and teaching and learning activities .
- Works shoulder to shoulder with teaching staff as required.

Administration and Reporting

- Follows required record-keeping processes.
- Provides data for special provisions applications and oversees their application to the assessment process.
- Completes online and digital reports as required reports .