

## Senior School Learning Enhancement Teacher

### Purpose and Outline of Role

The Senior School Learning Enhancement Teacher will have a strong background in teaching and hold the relevant qualifications and/or have significant experience in special education. At Queenwood the needs of students with weaker academic abilities are met by clearly differentiated programs and teaching from classroom teachers in the mainstream classroom. The Senior School Learning Enhancement Teacher is a skilled practitioner in special education who works with the small minority of students whose learning difficulties or disabilities are such that their learning needs cannot be met through classroom differentiation alone.

The Senior School Learning Enhancement Teacher will work within whole-school initiatives to improve outcomes for students with special education needs. This will involve intervention with students individually or in small groups, as well as providing advice and assistance to classroom teachers and curriculum leaders in adapting classroom practice and curriculum in all KLAs to the needs of these students. There is a special focus within this role on literacy and numeracy.

All teachers at Queenwood are expected to contribute to the pastoral care programs and the wider life of the School, and the majority of teachers are required to act as Tutors within the School's pastoral care systems for which an additional allowance is payable.

### Reporting Relationships

The Senior School Learning Enhancement Teacher is responsible ultimately to the Principal in all aspects of the position and directly to the Director of Learning Enhancement (K-12). On a day-to-day basis, she/he will work closely with Heads of Department and Senior School Classroom Teachers.

### Employment Basis

This is a permanent part time (0.8FTE), position, to commence Monday, 26 May 2025. The start date and load may be negotiable for the right candidate.

### Role Responsibilities

- Provide support to school teams and individual teachers in identifying students who require withdrawal and intervention, by:
  - analysing data on student achievement
  - observing and assessing students both formally and informally
  - examining the results of diagnostic testing
  - working collaboratively with classroom teachers to monitor progress
- Administer standardised and diagnostic assessments.
- Identify and implement evidence-based strategies to support students with special education needs who require withdrawal and intervention.
- Work collaboratively with classroom teachers in assessing and monitoring the progress of students challenged by the literacy and numeracy demands of the curriculum to identify students in need of specific intervention.
- Communicate, collaborate and provide regular feedback to Year coordinators, tutors and specialist teachers on individual students.

- Identify and implement evidence-based strategies to support students with special education needs who require withdrawal and intervention.
- Provide direct support for students with special educational needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour.
- Devise and deliver effective educational programs for identified students to improve their learning outcomes, with a focus on literacy and numeracy.
- Monitor and evaluate teaching programs for students with special education needs in conjunction with specialist classroom teachers.
- Plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the specialist teacher, student and/or parent or carer.
- Manage and implement special provisions for eligible students (e.g. for NAPLAN and the Higher School Certificate/IB).
- Advise and support families on how to maximise learning opportunities for identified students at school and at home.
- Plan for and manage transition to school process for identified students commencing Year 7 at the Senior School.
- Work collaboratively with other specialists and therapists to coordinate services which improve a students' learning.
- In collaboration with specialist teachers, report student progress to parents both through oral and written means.
- Maintain school files, keeping accurate records of all intervention, assessment, communication etc.
- Keep up to date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities.
- Attend meetings, training, school functions as required and perform regular duties such as playground duty, invigilation etc. Some of these may require attendance out of hours.
- Engage in an annual review and development process in alignment with the Australian Professional Teaching Standards in the spirit of ongoing professional learning.
- Participate in the School's outdoor education program during Camp Week.
- Contribute to departmental and School programs and activities beyond the curriculum.
- Perform such other duties as the Principal or Director of Learning Enhancement (K-12) may from time to time direct.

### **Key Competencies**

- Qualifications and/or significant experience in Special Education.
- Understanding of current theory and practices in relation to Special Education.
- Knowledge of, and ability to implement and interpret, a range of standardised and diagnostic assessments.
- Demonstrated ability to select and use appropriately, a wide range of teaching and learning strategies and develop and implement Individual Education Plans for students with special educational needs.
- Demonstrated ability to write appropriate and targeted student progress reports.
- Demonstrated ability to provide critical analysis of each student's progress to School staff, outside agencies, therapists and parents.
- Experience in using ICT to support student learning as well as to collect, organise, analyse and process data.
- Ability to initiate, plan and implement programs, policies and procedures in response to new needs and priorities that impact upon the school's overall effectiveness.

- Experience in developing classroom management strategies for students with challenging behaviours.
- Demonstrated capacity to contribute to the building of confidence and self-esteem of students with identified needs.
- Demonstrated capacity to deal sensitively with parent concerns regarding the emerging and ongoing educational needs of their child.

### **Personal Attributes**

- A willingness to support the values and ethos of the School.
- An understanding of the need to maintain confidentiality and commitment to professional conduct in keeping with the Queenwood staff code of conduct.
- A demonstrated high level of communication and interpersonal skills when relating to students, colleagues, parents and the broader community.
- A demonstrated capacity to develop collaborative and constructive working relationships that promote quality teaching and learning practices.
- A demonstrated capacity to evaluate and critically reflect upon one's own professional practice and to assist and support colleagues to develop their skills.

### **Concluding Remarks**

This position description is intended to give an indication of the scope and nature of work that an employee at this level may be expected to perform. However, the statement does not restrict the employer's right to require the employee to perform any task that is within the employee's competency and skill that is reasonable incidental to or associated with the position held.

### **Work, Health & Safety**

The School is committed to providing a healthy and safe workplace for everyone. All staff have a responsibility to take reasonable care for their own safety and that of everyone else at school or involved in school activities. As such, you must comply with reasonable Workplace Health and Safety instructions, policies and procedures, including the provision of care to students within the scope of your role. You will also participate in school safety, such as by completing risk assessments, addressing hazards and reporting safety incidents.

### **Statement of Commitment to Child Safety and Wellbeing**

Queenwood is dedicated to creating a safe and child-friendly environment for all children and young people in our care. We emphasise a zero-tolerance policy for child abuse and harm, prioritising the best interests of students and their safety. The School is fully committed to complying with child protection laws and regulations, and we aim to foster a child-safe culture. Every member of the school community is responsible for ensuring the wellbeing and safety of all students, with a focus on keeping students' safety paramount in all their actions and decisions.

## Applications

Please email applications and/or send enquiries to: [employment@queenwood.nsw.edu.au](mailto:employment@queenwood.nsw.edu.au)

Applications should include:

- Your WWC & NESA number
- Resume & cover letter addressing the criteria / position requirements
- Queenwood Teaching Staff Application Form
- Your email address
- Names and phone numbers of three confidential referees

The successful applicant must be legally permitted to work in Australia, hold a valid working with children clearance and be accredited with NESA to teach in NSW.

Closing Date for applications is **9am, Wednesday, 9 April 2025**. Invitations to interview for this role may be extended prior to the closing date and Queenwood reserves the right to reduce the application period and/or remove the job advertisement early should a suitable applicant be found.

Please note that as part of our recruitment process, all prospective candidates are subject to rigorous background, qualification and employment checks, including the verification of references.