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## **Role Description**

May 2022

# **Senior School Learning Support Teacher**

### **Purpose and Outline of Role**

The Learning Support Teacher will have a strong background and formal qualifications in special education (ideally at Masters level). 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 Learning Support 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 Learning Support 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.

### **Reporting Relationships**

The Learning Support Teacher is responsible ultimately to the Principal in all aspects of the position and directly to the Head of Specialised Learning. 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, full-time appointment commencing as soon as possible. An immediate start is preferred for this role; however, this is 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 Head of Specialised Programs may from time to time direct

### **Key Competencies**

- Formal qualifications in Special Education, ideally to Diploma level
- Qualified to teach English or Maths in the secondary school
- 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

## **Applications**

- Closing date for applications is Wednesday 25 May 2022 at 9:00am; however, invitations to interview for this role may be extended prior to the closing date.
- Please note that Queenwood accepts only electronic applications, to be emailed to [employment@queenwood.nsw.edu.au](mailto:employment@queenwood.nsw.edu.au).
- Applications that are not accompanied by the Queenwood Application for Employment form, available on the Queenwood website Employment page, will not be considered.
- Please note that Queenwood does not accept un-solicited applications from Recruitment Agencies. Should we require additional recruitment services, we will be sure to contact our preferred providers.
- Please note that if shortlisted for interview you will be required to provide proof of right to work in Australia for the duration of the appointment.
- Applications should include:
  - Your WWCC number as per new regulations as at the 15<sup>th</sup> June 2013.
  - A PDF version of your resume & cover letter addressing the criteria and position requirements outlined in the role description.
  - Your email address and contact number.
  - The names and phone numbers of three confidential referees.