



Position Description

Version 1.1

1. Job Title

- 1.1. Secondary Learning Enhancement Teacher

2. General Responsibilities of all College Employees

- 2.1. Supporting and advancing the mission of the College, *“To provide quality Christian education.”*
- 2.2. Supporting and advancing the core values of the School. *Godliness, Respect, Excellence, Attitude and Teachability*
- 2.3. Model Christian character and good moral behaviour that explicitly supports the Christian ethos of the College.
- 2.4. Demonstrate good communication and interpersonal skills.
- 2.5. Contribute to a happy and productive school environment
- 2.6. Have a good knowledge of the policies and procedures of the College
- 2.7. Perform administrative work carefully and to a high standard
- 2.8. Support the Principal and help him translate the wishes of the School Governance and School Management into effective practice

3. Position Overview

As the Secondary Learning Enhancement Teacher (SLET), you will work within school teams to assist classroom teachers and curriculum leaders to develop and effectively implement responses to students with learning needs across learning areas or subjects, with a focus on literacy and numeracy.

The SLET is responsible for;

- 3.1. admitting students to the program through observation, discussion with teachers and analysis of academic data
- 3.2. preparing an Educational Support Plan for all students who are part of the Learning Enhancement program and ensuring that program is enacted
- 3.3. Advocate for Middle and Senior LE students
- 3.4. assisting with all matters related to government compliance for students in Year 7 to 12 and securing government funding
- 3.5. provide leadership to the team of Middle and Senior Learning Enhancement Assistants
- 3.6. assisting Middle and Senior teachers to ensure that the needs of the Learning Enhancement students are being met
- 3.7. assisting the Head of LE with the administration of NAPLAN and ACER testing

4. The position in context

- 4.1. The Secondary Learning Enhancement Teacher will report to the Head of Learning Enhancement but will have key relationships with the Head of Middle School and Head of Senior School for areas of responsibility that are pertinent to these areas.
- 4.2. The Secondary Learning Enhancement Teacher will work with year level teams to determine the progress of Learning Enhancement students and work collaboratively on determining the program for the student. The Secondary Learning Enhancement Teacher will attempt to intercept problems when they occur
- 4.3. The Secondary Learning Enhancement Teacher will participate as a member of the Secondary School Teaching Team and will work collaboratively with that team
- 4.4. Working collaboratively with the Head of Learning Enhancement and SWD Teacher on matters pertaining across P-12
- 4.5. While this Position Description is an attempt to faithfully represent all the duties and responsibilities of the role there will be some responsibilities that are not identified here but still sit within the scope of responsibilities as generally understood by the role. These will be ad-hoc in nature and will be negotiated with either the upline supervisor or the Principal.

5. Specific Responsibilities

5.1. **admitting students to the program through observation, discussion with teachers and analysis of academic data**

- 5.1.1. receive referrals from teachers and act on these referrals in a timely manner
- 5.1.2. make formal observations of students in class
- 5.1.3. meet with teachers to discuss observations and collect other evidence
- 5.1.4. analyse previous reports, ACER and NAPLAN results
- 5.1.5. notify parents about the inclusion of the students in the Learning Enhancement program
- 5.1.6. determine the withdrawal schedule of the student in collaboration with the Head of School
- 5.1.7. assessing new enrolments who are candidates for the Learning Enhancement program on the strength of previous reports etc.

5.2. **preparing an Educational Support Plan for all students who are part of the Learning Enhancement program and ensuring that program is enacted**

- 5.2.1. developing a suitable plan for each student who is in the LE program (Middle and Senior) that details how their academic program should be modified to achieve the most success
- 5.2.2. develop with the student, staff and parents academic and social goals for the student and shape the ESP around these goals
- 5.2.3. convene meetings involving all stakeholders concerning the ESP including semester reviews with staff and annual reviews with parents.
- 5.2.4. logically store the ESP electronically so that all stakeholders (including LE Assistants) may access it easily

5.3. **Advocate for Middle and Senior LE students**

- 5.3.1. be attuned to the current needs of the LE students in MS and SS and intercept problems proactively

- 5.3.2. regularly meet with LE Assistants (Middle and Senior) in order to ascertain the current needs of students
 - 5.3.3. stay abreast of the academic and social progress of students in the LE program and “case manage” students by representing their interests
 - 5.3.4. work with the Dean of Studies in managing matters relating to modifications and AARA when it comes to students in LE doing assessment including scheduling scribes, supervision for extra time during exams etc.
- 5.4. assisting with all matters related to government compliance for students in Year 7 to 12 and securing government funding**
- 5.4.1. ensuring teachers are providing evidence of modifications to programs in a way compatible with NCCD requirements
 - 5.4.2. stay abreast of the NCCD program and be the specialist in that program in Middle and Senior
 - 5.4.3. work collaboratively with the Head of Learning Enhancement and the SWD Teacher with accountability requirements, verifications etc as they pertain to the NCCD and other funding requirements
- 5.5. managing the Middle and Senior Learning Enhancement Assistants including preparing the curriculum, scheduling etc.**
- 5.5.1. provide the teaching plan and resources for LE Assistants for the LE withdrawal program
 - 5.5.2. set the timetable for each of the Middle and Senior LE Assistants
 - 5.5.3. work collaboratively with the Head of Middle and Senior school on scheduling requirements to ensure the best coverage of LE staff for students
 - 5.5.4. work collaboratively with the Head of LE to manage space requirements for withdrawal lessons
 - 5.5.5. work collaboratively with the Head of Middle and Senior school when working with the LE Assistants as part of the wider “whole Middle and Senior team” context such as attending camps, playground duties and other regularly scheduled supervision times etc
 - 5.5.6. meet regularly with LE Assistants and work with LE in classroom work as appropriate
 - 5.5.7. manage the performance of LE Assistants including carrying out performance reviews in accordance with the College policies
 - 5.5.8. assist with all matters concerning the induction and probation of new LE Assistants
- 5.6. assisting Middle and Senior teachers to ensure that the needs of the Learning Enhancement students are being met**
- 5.6.1. set the teaching plan and resources for LE students that require more than what can be reasonably expected in a differentiated classroom. e.g completely alternative curriculum to what is being taught in the regular classroom such as a different year level Maths etc.
 - 5.6.2. visiting LE students in the classroom
 - 5.6.3. providing support and advice for Middle and Senior teachers as it pertains to delivering curriculum
 - 5.6.4. provide in-class support to students
 - 5.6.5. be the point of contact for Advisory Visiting Teachers and other allied health professionals in the best interests of students
- 5.7. assisting the Head of LE with the administration of NAPLAN and ACER testing**

- 5.7.1. work collaboratively with the Head of LE, the Head of Middle School and the Dean of Studies to assist with the smooth running of the NAPLAN and ACER testing.

6. Selection Criteria

Within the context of the role described above, the ideal applicant will be someone who has the following key capabilities:

- 6.1. Demonstrates knowledge of and the ability to implement effective teaching and learning intervention processes, including the use of technology and assessment, to establish a challenging learning environment in which students are encouraged to work towards attainment of their potential.
- 6.2. Demonstrates the ability to apply expert knowledge of the literacy and numeracy demands of the curriculum at each stage of the teaching and learning cycle, especially in response to the diverse factors which may contribute to student underachievement.
- 6.3. Demonstrates effectiveness in communicating and working collaboratively with school leaders, teachers, support staff, parents and students in ways which contribute to the establishment and maintenance of a supportive learning environment.
- 6.4. Demonstrates the ability to develop collaborative and productive partnerships with school staff and members of the wider school community in order to improve student educational outcomes.