

Position Description

Title: Learning Support Teacher



This Position Reports to: Head of the Preparatory School and
Director Learning Enhancement

Department: Learning Support

Date: October 2024

PREAMBLE

As a staff member of The Southport School, it is crucial that you understand the underpinning philosophy and aims of this school, its routines and administration, and more importantly, that you actively support the Anglican Ethos of the School. The School Prayer gives a clear understanding of the School Aims.

*Make us a truly Christian Community where education embraces the whole of life.
With the school may we find acceptance, healing and growth through faith in Christ
and in turn service to others.*

OUR TSS VALUES

We are a TEAM

We work together in a spirit of trust, loyalty, inclusion and mutual respect. We persist and encourage each other to do our best each day.

We are a community of SCHOLARS

We learn every day and our interests and different approaches bring diversity of opportunity and enrich our understanding of the world.

We are here to SERVE

We contribute positively to our classes, our teams, our school, our families, and our communities, learning to lead and to improve the world in which we live.

STUDENT PROTECTION IN ANGLICAN SCHOOLS

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God.
- Every child: loveable and loved, unique and unrepeatable.
- Outstanding education for the flourishing of people and the good of community.

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practiced.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people.
- create conditions that reduce the likelihood of harm to children and young people.
- create conditions that increase the likelihood of identifying harm where it exists; and
- respond swiftly and appropriately to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.

PURPOSE OF THIS DOCUMENT

To provide the team member with the key selection criteria, specific duties and responsibilities and general responsibilities against which your appointment to, and performance in the job, will be assessed.

As part of the team, you will be expected to know the policies and procedures that govern some of the tasks you will be performing.

KEY SELECTION CRITERIA, QUALIFICATIONS AND EXPERIENCE:

Selection Criteria

- Demonstrated capacity to plan and deliver effective learning experiences.
- Demonstrated understanding and experience in creating supportive and engaging learning environments.
- Demonstrated understanding of effective teaching pedagogy and in-depth knowledge of the Australian Curriculum
- Demonstrated commitment to nurturing positive relationships between students, teachers and stakeholders.
- Demonstrated excellent communication skills and interpersonal skills necessary to work with all members of the school community.

Qualifications and Experience

- Education and Degree:
A Bachelor's degree in Education with a specialisation in a related field.
- Teacher Registration:
Must hold valid teacher registration with the QCT.
- Subject Knowledge:
Demonstrate a strong foundation and an in-depth understanding of the Australian curriculum, including the essential concepts and skills at the primary level.
- Professional Development:
Demonstrated engagement in ongoing professional development that enhances teaching skills, keeping up to date with curriculum changes, and staying informed about best practices in education. Participation in workshops, conferences, and professional learning communities that contribute to continuous growth as an educator.

Additional requirements:

- Provide a recent criminal history check certificate – must be within 2 months of appointment.
- Hold, or be willing to obtain, a current First Aid Certificate that includes CPR.

DUTIES AND RESPONSIBILITIES FOR THE POSITION

This part of the document outlines the responsibilities required to competently perform the duties of the position. Of course, you will also be required to perform any other duties that the Headmaster, or their delegate, may direct you to perform, and which could reasonably be considered relevant to the position.

SPECIFIC DUTIES AND RESPONSIBILITIES

The position of Learning Support Teacher in The Southport School plays a pivotal role in fostering a positive learning environment, addressing student and parent concerns, and promoting student engagement and achievement. Additionally, they liaise with other school departments, coordinate assessments and examinations, and adhere to relevant educational policies and regulations.

Key responsibilities:

The position involves working alongside the Preparatory School's classroom teachers to provide explicit intervention, modify curriculum, keep accurate records, liaise with and report to parents, case manage students and ensure that the learning of all students is supported. Reporting to the Head of the Preparatory School and Director Learning Enhancement, the Learning Support Teaching Role embraces the following.

- The tracking of progress and learning needs of newly enrolled students through the use of standardised testing at the beginning of each academic year. Supplying those results to classroom teachers in a form useful for planning purposes e.g. class profile.
 - Collaborative planning with classroom teachers for learning support programme delivery according to student needs.
 - When required, working within classrooms with class teachers to enable different abilities to be catered for.
 - When required, withdrawing students on an individual or small group basis for specific skills instruction.
 - Implementing MiniLit and MacqLit Evidence Based Programs, Terms 1-4.
 - Assisting in the organisation of Learning Support Staff timetables Years 1-6 in collaboration with the Director Learning Enhancement.
 - Assisting the Director of Learning Enhancement in the moderation and validation of NCCD documentation.
 - Assisting in the case management of students with additional learning needs and working with parents and class teachers in writing ALN Support Plans.
 - Working collaboratively with the school's psychologist for program delivery to identified students.
 - Attendance at fortnightly ALN meetings in support of case management decision making for diverse students.
 - Monitor progress and provide feedback to students (where appropriate), other teaching team members and parents, being particularly aware of the need to respond promptly to concerns.
 - Delivery of professional development sessions as identified by the Director of Teaching and Learning
 - Preparation of intervention, outcome reports as part of the whole school reporting process
 - Maintain a high standard of record keeping relating to student performance.
 - Assist the Director Learning Enhancement in the maintenance of Departmental resources and budgeting.
 - Undertake rostered duty in accordance with the practice currently in place in the School.
 - Attend House meetings and Assemblies as required.
 - Accept responsibility and encouragement for your own on-going professional development in line with the School's professional development policies and budgets.
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Establish and enforce clear expectations:

Be active in setting and communicating clear expectations for student behaviour. Establish classroom rules, routines, and procedures that promote a positive and respectful learning environment.

Teach and reinforce positive behaviour:

Be responsible for explicitly teaching and reinforcing positive behaviour. This involves teaching students social and emotional skills, such as empathy, self-regulation, and conflict resolution.

Incorporate character education promoting positive values, and help students develop the necessary skills to navigate social interactions and contribute positively to the classroom community.

Implement behaviour management strategies:

Deploy effective behaviour management strategies for maintaining a productive learning environment. A range of strategies can be deployed, such as positive reinforcement, individual behaviour plans, and restorative practices, to address and redirect challenging behaviours. Address disruptive behaviours promptly and consistently, to minimise distractions and maximise instructional time. Seek pastoral care support and guidance from the Deans of Students and Heads of House and refer to the relevant Student Behaviour Codes of Conduct and Management protocols.

Foster positive relationships:

Build positive relationships with students crucial for both behaviour and academic outcomes. Develop good relational connections with the students, demonstrating care, empathy, and respect. Establish a supportive and trusting relationship, and create an environment where students feel valued and motivated to engage in their learning.

Collaborate with parents and support staff:

Collaborate with parents and other support staff. This is vital in addressing behaviour issues and promoting academic outcomes. Maintain open lines of communication with parents, sharing both positive achievements and areas for improvement. Work together with parents, and other key staff to develop strategies to support students' behaviour and academic progress. Collaborate with School Psychologist, Deans, Housemasters, and other specialists to help provide additional resources and interventions to address behaviour challenges effectively.

Student protection and child safety responsibilities

- Ensure a comprehensive understanding of all relevant policies, procedures, guidelines and reporting protocols at The Southport School.
- Create and maintaining a safe and secure environment where students feel physically and emotionally protected.
- Recognise signs of abuse, neglect, harm, and inappropriate behaviours and conduct of students, staff, volunteers, visitors and other persons engaging with the students.
- Immediately report concerns, suspicions of harm or disclosures to a Student Protection Officer, or the Director of Student Protection, or the Headmaster as a mandatory reporter.
- Educate students about their own personal safety, empowering them to understand and assert their boundaries and seek help if they feel unsafe.

GENERAL DUTIES AND RESPONSIBILITIES

Ensure all school policies and procedures are complied with by:

- Complying with legal obligations of an education establishment including complying with established industrial relations practices and requirements.
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- Compliance with the Student Protection Policy and Procedures including ensuring that the well-being of all students is closely monitored, and any concerns are reported to the appropriate support and leadership staff.

Ensure a safe and healthy work environment is provided for students, employees and visitors by:

- Complying with the Workplace Health and Safety Legislation and Regulations.
- Complying with The Southport School Workplace Health and Safety Policy
- Implementing documented basic safety and security practices.
- Preventing hygiene risks and problems through implementation and adherence to policy and procedures.

Display positive interpersonal skills needed for the delivery of quality service, with a particular emphasis on communication and teamwork by:

- Communicating effectively one on one in the workplace.
 - Communicating and participating effectively as a member of a team in the workplace.
 - Providing confidential employee and client relations for counselling and any grievance procedure that may take place.
 - Presenting a positive, professional and dynamic image of the School to employees, clients and visitors at all times.
 - Initiating and driving the business forward by directly representing the School's ethos and motto.
 - Demonstrating the very highest level of personal insight, initiative and maturity in all that is done and to display a sense of flexibility and willingness to work as an integral member of the team.
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