**JOB DESCRIPTION**

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| Title | Learning Support Small Class Teacher | Stream | Teaching |
| Classification Level | Band 1 | Immediate Responsible Officer | Diverse Learning Leader |
| Sub-school | Junior School | Executive Leader | Head of Junior School |

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| PURPOSE OF THE POSITION |
| The Learning Support Classroom Teacher is accountable to the Head of Junior School to provide a focus for meeting the diverse needs of students with intellectual impairment and multiple disabilities, including challenging behaviours, complex communication needs and trauma backgrounds. The Learning Support Teacher achieves this through effective programs, strategies, and IEP goals, playing a pivotal role within the Junior School coordinating various opportunities for these students to reach their full potential. |
| ADDITIONAL REPORTING RELATIONSHIPS |
| The Learning Support Small Class Teacher also reports to the Diverse Learning Leader. |
| A CHRISTIAN EXAMPLE |
| Each employee is required, in connection with their work, to behave in a manner consistent with the principles and beliefs and in accordance with the Christian ethos of the School, as contained and interpreted in the Vision, Mission, Core Purpose, Statement of Faith and Core Values. They provide a specifically Christian role model and example:   * to all students and families associated with the School, as well as others outside the School community. * of a faith-filled and Christ-centred life. * performing their role diligently and with a servant heart; and * showing that the body of Christ has many parts, and each part has a role to play, that other parts are dependent upon, just as each employee is dependent upon others.   In their interactions with students, parents, other staff, contractors and visitors, employees will be sensitive to the needs and circumstances of others, showing grace and forgiveness, and always being prepared to speak or act as an example of a follower of Christ. |
| SUMMARY OF WORK REQUIREMENTS |
| 1. Provide a focus for meeting the diverse needs of the Small Class students and assisting them to reach their full potential by:    1. developing, conducting, and assisting with programs and strategies.    2. implementing positive behaviour support strategies for students with intellectual impairments, ASD, trauma and other complex needs.    3. implementing augmentative and alternative communication systems for non-verbal students,    4. development of Individual Education Plans, Positive Behaviour Support Plans and other relevant documentation relating to students with intellectual impairments and disabilities.    5. analysing student information, assessments, and reports.    6. collaborating with other parents/caregivers, subject teachers, Year Level Coordinators, Junior School Learning Support Leader, specialists, and agencies to develop strategies for students to flourish.    7. monitoring student progress through reports and emails.    8. attending staff meetings and other evenings/events relevant to the Junior School; and    9. preparing for and participating in Parent/Caregiver and Teacher interviews. 2. Be responsible for teaching students by:    1. understanding and differentiating the Australian Curriculum and developing approaches that support the Christian ethos of the School.    2. programming units of work to support curriculum objectives, curriculum adjustments and preparing work for forthcoming lessons.    3. motivating and stimulating student interest in the subjects taught.    4. setting and assessing student work.    5. preparing written reports on student progress and achievement; and    6. setting and maintaining an appropriate behaviour and discipline procedure, in harmony with School policy and expectations. 3. Contribute to Christian life of the School by:    1. participating in morning devotions; and    2. praying for the students. 4. Contribute to a safe and healthy workplace by:    1. following WHS instructions and policies.    2. reporting accidents and hazards.    3. generally caring for their own safety and that of others, including volunteers, students, and parents, that may possibly be affected by actions or inaction; and    4. actively participating in rehabilitation and return-to-work programs. 5. Attend professional development and training required by the School, and actively seek opportunities to increase knowledge, experience and skills held. 6. Where appropriate opportunities present, becoming involved in the life of the School, including attendance at Staff Meetings, and involvement in School events. |

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| ESSENTIAL CRITERIA Attributes that must be held to perform the job to a satisfactory standard. |
| Qualifications, education, and professional memberships |
| 1. Bachelor degree or higher in Education; 2. Current teacher registration with the Teachers Registration Board of SA; 3. Mandatory Notification; and 4. Working With Children Check. |
| Abilities, aptitudes, and skills |
| 1. Good written and verbal communication skills; 2. Ability to negotiate desired outcomes; 3. Time and work management skills that ensure workload is managed and deadlines met according to agreed priorities; 4. Be committed to meeting the educational needs of students; 5. Open to new ideas and directions; 6. To be a willing learner; 7. To be a good team worker; 8. Analyse situations and information and make sound judgements or decisions based on this analysis; and 9. To be willing to work with complex situations in tight time frames. |
| Experience |
| Working with students with additional learning needs.  Working with students who have a variety of disabilities, challenging behaviours and/or trauma  Utilizing augmentative and alternative communication systems |
| Knowledge |
| Good understanding of the range of special needs and what is required to support them. |
| DESIRABLE CRITERIA Attributes which are not essential to job performance, but which enhance or extend performance. |
| Qualifications, education, and professional memberships |
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| Abilities, aptitudes, and skills |
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| Experience |
| 1. Developing programs and learning activities for students with a diverse range of disabilities and learning needs; 2. Experience in planning and preparing differentiated and adjusted curriculum; and 3. Experience in implementing Individual Education Plans. |
| Knowledge |
| Knowledge of a broad range of physical, psychological, and learning needs and how to support them in the classroom. |

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| Agreement | | | | |
| The requirements of this job description are intended to describe the general nature and responsibility of work in this job. These statements are not to be construed as an exhaustive list of all duties, tasks and skills required of the job. This job description should be read in conjunction with the employee’s current Employment Agreement and the Enterprise Agreement. Employees will also be required to follow any other job-related instructions and school policies, and to perform other job-related duties requested by their Immediate Responsible Officer and their Executive Leader to support the School’s compliance with its legislative obligations. The Immediate Responsible Officer may, through consultation with the employee, vary the responsibilities of the position temporarily as required, but within the skills and responsibility levels appropriate to the position.  By signing this job description, I agree that it accurately reflects my role. | | | | |
| EMPLOYEE: |  | Date |  |
| NAME: |  |  |  |
| IMMEDIATE RESPONSIBLE OFFICER: |  | Date |  |
| nAME: |  |  |  |
| EXECUTIVE LEADER: |  | Date |  |
| NAME: |  |  |  |