

Selection Criteria and Job Description Alta-1 College- Learning Support Teacher

SELECTION CRITERIA

Please ensure you address the below selection criteria in no more than 4 pages and submit along with a cover letter, your resume and pastor's reference.

Section 1 – Essential

1. Demonstrated personal faith and commitment to the Lord Jesus Christ.
2. Attend church on a regular basis and maintain a lifestyle consistent with Christian profession.
3. To be registered with the Teacher Registration Board of WA. Include details together with your qualifications.
4. Meet the requirements to be granted a Working with Children Check and Nationally Coordinated Criminal History Check.
5. To have previous, relevant teaching experience.
6. Demonstrated passion for and commitment to working with at-risk adolescent students, including an understanding of Trauma Informed Care.
7. Demonstrated effective communication and conflict resolution skills, relevant for managing relationships with parents, students and colleagues.
8. Demonstrated familiarity with a variety of teaching and learning strategies to meet individual students' needs and educational objectives.
9. Ability to determine and scaffold/ accommodate and /or modify set tasks to tailor according to the individual needs of the student.
10. Demonstrated capacity to work autonomously and as part of a team.
11. Hold a valid driver's licence.

Section 2 – Desirable

1. Previous learning support experience.
2. Previous experience developing Individual Education (Documented) Plans.
3. Knowledge and experience in applications for special needs and NCCD funding.
4. Familiarity with literacy and numeracy testing.
5. An understanding of Christian education.

Job Description ALTA-1 Learning Support Teacher

Primary Role

Serving as a member of an Alta-1 College regional school Student Services Team, the primary role of a learning support teacher at Alta-1 College is to provide support to teachers and campus staff members within a regional school as they work with students who struggle to meet the academic and emotional prerequisites required to be successful in an Alta-1 classroom environment.

Nature of Role

The role of an Alta-1 College learning support teacher is built around the following domains:

- Oversight of academic and emotional benchmark testing of individual students upon enrolment in the college.
- Assistance to teachers in developing Documented Plans for individual students by gathering background information.
- Assistance to teachers in developing appropriate teaching/learning activities for individual students.
- Targeted learning support of individual students as required.
- Collection, compilation and submission of student data for Inclusive Education and NCCD funding purposes.
- Overseeing the Education Assistant (Special Needs) in the discharge of their duties where required.

Personal Requirements for the Role

The Alta-1 programme requires a Learning Support Teacher to be:

- A Christian committed to demonstrating that their beliefs and values are real and impact their daily life.
- Professional in all aspects of work including punctuality, preparation and support of each team member.
- Respectful and active listeners in relation to the students.
- Dedicated to the success of the programme.
- Dedicated to resolving issues in a positive, constructive and open-minded way, including but not limited to inter-student issues, staffing and professional issues.
- Steadfast in their decision to make the programme a success for all the students and staff who are involved.

Responsibilities of the Role

The specific duties required of Learning Support Teachers within Alta-1 College include the following:

Benchmark Testing

▪ ACER COMPASS testing in reading comprehension and numeracy for all students in the Transition program. Tests to be uploaded and ready for students to complete by the end of Transition Week 4.
▪ Waddington Diagnostic Reading Test for students unable to attempt COMPASS testing in reading comprehension, e.g. Year 4 ability or below.
▪ PAT Maths 4th Edition for students unable to attempt COMPASS testing in numeracy, e.g. Year 4 ability or below.
▪ Single Word Reading Test (York Assessment of Reading Comprehension) for students requiring a sight word diagnostic in senior school.

Documented Plans

▪ The first Documented Plan to be written at the end of the student's transition program. The process is to be therapeutic in nature, working with the chaplain and student, setting SMART goals for the student's socio-emotional and academic needs upon entering the classroom environment.
▪ The first Documented Plan to be informed by background information gathered from: -

Selection Criteria and Job Description- Learning Support Teacher
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enrolment packs, therapeutic forms, staff, student, parents, COMPASS test results and previous school reports before academic disengagement occurred.
<ul style="list-style-type: none"> ▪ Learning difficulties and/or disabilities to be noted on documented plan with course pathway recommendations and learning adjustments.
<ul style="list-style-type: none"> ▪ Support teacher with review and update of documented plans when needed.

Teaching and Learning Activities

<ul style="list-style-type: none"> ▪ Record gathered background information for each new transition group and email to teacher and regional principal.
<ul style="list-style-type: none"> ▪ Upload assessment results, recommendations and adjustments needed on each student's SEQTA file.
<ul style="list-style-type: none"> ▪ Provide adjustments to learning materials, such as alternate online courses, assistive technology, concrete and visual aids.
<ul style="list-style-type: none"> ▪ Guide staff to professional learning to meet student individual needs.
<ul style="list-style-type: none"> ▪ Work as a team member on each campus, supporting student case management.
<ul style="list-style-type: none"> ▪ Support one appointed teacher assistant on each campus, to facilitate the delivery of modified curriculum within the classroom.

Targeted Learning Support

<ul style="list-style-type: none"> ▪ Modified curriculum provided through literacy and/or numeracy programs.
<ul style="list-style-type: none"> ▪ Specific learning difficulties/disabilities supported with individualised adjustments and progress mapping in consultation with campus staff regularly.
<ul style="list-style-type: none"> ▪ Environmental adjustments to be suggested where necessary and monitored.
<ul style="list-style-type: none"> ▪ Support teachers with complementary resources for students to successfully access the classroom curriculum.
<ul style="list-style-type: none"> ▪ Collaborate with internal therapeutic services and/or external professional services to support individual socio-emotional/academic needs.

Funding Applications

<ul style="list-style-type: none"> ▪ AISWA State Funding Rounds 1(April) and 2 (July) each year <ul style="list-style-type: none"> ○ Gather documented evidence from professionals as noted by AISWA Eligibility Criteria for verification of diagnosis. ○ Professional documentation to state diagnosis and provide evidence of ongoing treatment for diagnosed condition of student. ○ All documented evidence from external services to be forwarded to Alta-1 regional psychologist for secure storage. ○ Ensure student has a current (6 months or less) Documented Plan to reflect evidence of impact of disability within the school environment. Diagnosis, teacher observations, areas of concern, adjustments and accommodations for current condition to be stated. ○ Additional supporting documents to be gathered, e.g. High-Risk Care Plan, individualised socio-emotional self-regulation documents. ○ Refer students to Alta-1 regional psychologist if seeking a new student diagnosis. ○ Complete online student applications within each funding period.
<ul style="list-style-type: none"> ▪ Nationally Consistent Collection of Data annually <ul style="list-style-type: none"> ○ Communicate and monitor impact of adjustments, by recording and receiving alerts for students with diagnosed or imputed disabilities on SEQTA. ○ Alert staff responsible for student on SEQTA about student progress, records of meetings (telephone/ in person), discussions and decisions. ○ Assist teachers with student adjustment levels when documented plans are being reviewed and updated.

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| <ul style="list-style-type: none"> ○ Moderate student adjustment levels with teachers collaboratively in term 3. ○ Moderate student adjustment levels with regional learning support teachers in term 3. ○ To collate student data for final upload of students' levels of adjustments by close of funding period. |
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Extra-Curricular Involvement

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| <ul style="list-style-type: none"> ▪ Participate in professional development activities organised by the College. |
| <ul style="list-style-type: none"> ▪ Participate in professional development activities arranged by self, according to interest and professional improvement, as negotiated with Regional Principal. |
| <ul style="list-style-type: none"> ▪ Participate fully in annual staff retreat. |
| <ul style="list-style-type: none"> ▪ Participate in awards nights. |
| <ul style="list-style-type: none"> ▪ Other duties as directed by Regional Principal. |

Reporting Relationship

Learning support teachers are responsible to the Regional Principal for the general discharge of all their duties.

External Relations

Public relations (eg. Contact with the media, police) and contact with general external agencies is the responsibility of the Principal or delegate.