



## **JOB DESCRIPTION**

<b>Date</b>	<b>May 2024</b>
<b>Position Title</b>	<b>Learning Support Teacher – Junior School</b>
<b>Reports to</b>	<b>Head of Junior School</b>

### **Summary**

The Junior School is a community of approximately 400 boys and their parents, and over 50 staff. Being the point of entry for many boys, the Junior School is an integral component of the wider School community. For this reason, we enjoy the support, facilities, and sense of pride evident across the whole School. Following the completion of an extensive two stage building project in 2018, three learning centres have been developed. The Lower Junior, Middle Junior and Upper Junior accommodates two streams of classes from Pre-Primary to Year 3 and three streams from Year 4 to Year 6.

The Junior School is committed to responsive and data-informed curriculum, teaching and assessment. Our pedagogy encourages teachers to respond to the individual needs of their students and develop teaching and learning sequences and activities which are differentiated and tailored to formative and summative assessment of student learning. Pedagogy at Hale Junior School is focused on developing cognitive, social, spiritual, physical, emotional, and dispositional domains of learning. Teaching staff demonstrate a deep content knowledge, and a high level of skills. Their pedagogical approaches are blended delivering higher order inquiry, creative critical thinking as well as explicit instruction.

#### **Learning Support Teacher – Junior School**

The Learning Support Teacher will be a critical part of the teaching team in the Junior School. The Learning Support Teacher will work collaboratively with the other Junior School Learning Support teachers, Head of Learning Centres, Deputy Head of Junior School, and the Junior School Psychologist.

The Junior School team prides itself on high levels of collaboration and collegiality, student engagement and creative and reflective learning programmes that directly respond to student needs. The Learning Support Team meets on a regular basis to discuss referrals, responses to student needs and develop intervention plans and strategies. The successful applicant will work closely with the Deputy Head of Junior School who facilitates and monitors the teaching and learning pedagogy in the Junior School.

The successful applicant will be an integral part of the whole Junior School team and bring an outstanding level of educational knowledge, particularly in the Learning Support and Special Needs areas. The successful applicant will display energy, optimism, and collegiality in the Junior School context.

## Responsibilities

### Teaching and Learning

- Establish and maintain positive relationships with students and a supportive learning environment.
- Foster high expectations within each student to want to achieve their best and encourage students to take responsibility for their learning.
- Engage students in the process of learning by employing a variety of responsive teaching strategies to successfully implement the curriculum and planned intervention.
- Plan and implement intervention strategies as directed by the Learning Support Team.
- Liaise, as required, with the class teacher in the implementation of the curriculum and intervention strategies.
- Demonstrate an enthusiasm and thorough knowledge of the Western Australian Curriculum.
- Demonstrate knowledge of specific, evidence-based programmes designed for students with specific learning difficulties and disabilities and use them to effectively support targeted groups.
- Promote and use a range of resources and assistive technologies to support teaching and learning.
- Maintain accurate records of student attendance (where necessary), progress, assessments, and case conference meeting.
- Monitor the academic progress of students involved in the Learning Support programme and provide them with prompt, helpful and consistent feedback.
- Use, as required, an appropriate range of assessment items for the purpose of teaching and learning, with a particular focus on those pertinent to Learning Support.
- Maintain effective communication with both the student's form teacher and, where appropriate, their parents (e.g. via diary, email) especially in regard to their response to the planned intervention.
- Complete formal academic reports that align with the School's Reporting Guidelines.
- Attend Parent/Teacher Interviews as required and document action points.
- Craft written documentation to support differentiated strategies that enable students to access the Western Australian curriculum.
- Keep up to date with current evidence-based intervention and accommodations for best practice for students with learning difficulties and/or disabilities.
- Maintain records for the Nationally Consistent Collection of Data on School Students with Disability (NCCD).
- Clear understanding of relevant legislation and experience with disability application/funding processes.

### Curriculum and Resource Development

- Participate in the review, development, and evaluation of Learning Support.
- Be aware of current trends and changes impacting on education and Learning Support in Australia.
- Plan and document programme delivery and intervention strategies.
- Plan and implement reasonable adjustments to help students with disability take part in teaching and learning on the same basis as other students.
- Assist with the development of Learning Support Plans, Individual Educational Plans, Individual Learning Plans and Document Plans for funded students.

### Pastoral Care and Behaviour Management

- Provide a caring environment which promotes the spiritual, physical, emotional, social, and intellectual well-being of all students, particularly those in the Learning Support programme.
- Be aware of the processes and philosophy underlying the Pastoral Support Framework and follow the guidelines for practice.
- Establish and maintain appropriate classroom expectations, which should be made explicit to all students and reinforced consistently.

- Respect confidentiality at all times.
- Be sensitive to the social and emotional needs of students in your care.
- If necessary, participate in case conferences and team-teaching meetings regarding individual students.
- Support the school's Pastoral Care programme.
- Consider the recommended strategies from external professionals via reports and/or Junior School Psychologist.

### **Co-Curricular Activities**

- Participate and support the School's co-curricular programme and fulfil responsibilities as negotiated with the Head of the Junior School.
- Promote involvement, commitment and teamwork and provide appropriate leadership and instruction to participants.
- Maintain appropriate levels of supervision and standards of behaviour from students to ensure that activities are safe.

### **Duty of Care**

- At all times, ensure that reasonable care of students is undertaken.
- Care or provide for the care of students whilst students are involved in school activities or present for the purpose of school activities.
- Have a clear understanding of all policies relating to Duty of Care in particular Attendance, Behaviour Management, Child Protection, Missing Person, Excursions and Pastoral Care Processes.

### **Professional Learning**

- Demonstrate a commitment to on-going professional learning.
- Actively contribute to the on-going learning, continuous improvement, innovation and collaboration in any team of colleagues of which you are a member.
- Participate in professional learning activities to enhance curriculum knowledge and teaching skills.
- Engage in programme evaluation and performance reflection with the view to continuous improvement in teaching practice and Learning Support intervention.
- Share expertise and skills during staff professional learning programmes.
- Achieve competencies in the use of relevant and appropriate technologies.

### **Professional Practice**

- Understand and employ all school policies pertaining to teaching at the school.
- Maintain supportive and professional relationships in an environment that is conducive to working effectively and efficiently and in a manner that reflects the values of the school.
- Maintain emotional objectivity and professional distance.
- Ensure that communication, either via email, phone or written correspondence reflect objective professional views and are conveyed in a balanced professional manner.
- Assist in maintaining safe, tidy, well-organised teaching spaces and surrounds.
- Maintain appropriate and professional attire and appearance.
- Be punctual and appropriately prepared for all professional responsibilities.
- When appropriate, ensure that absentees are communicated to form teachers, completed on time and recorded accurately.
- Complete all ground duties as required.
- Engage in collaborative work practices.
- Support your colleagues in fulfilling their leadership and administrative roles.
- Attend staff meetings, briefings, assemblies, and professional learning activities.
- Participate in the school community by attending school functions.
- Represent Hale School in a positive and professional manner.
- Undertake any other duties that may from time to time be required by the school.

- Demonstrate an awareness of all emergency management procedures in their work area.
- Maintain the ethos of Hale School by acting in a manner that supports the School's Values, Statement of Purpose, Ethos and Anglican framework.
- Be aware of and understand the obligations of working in accordance with the School's Child Safety, Mandatory Reporting and Child Protection, Staff Code of Conduct, Staff Code of Ethics, Critical Incident Management Guidelines, Policies and Procedures.

The Headmaster, at his sole discretion, reserves the right to vary your duties at any time. Such a variation of your duties does not constitute a breach of contract or termination of your employment. As part of the School's routine pre-employment practices, the School will contact your referees and/or previous employers to ask specific mandatory questions relating to Child Safety. We also reserve the right to conduct social media checks, as part of this process.

## **Child Protection**

Hale School takes child protection seriously and is committed to supporting the wellbeing of all children and young people, respecting their dignity, ensuring their safety, and protecting them from abuse and other harm.

All candidates for roles at Hale School are subject to rigorous screening procedures and assessment as a condition of employment.

All staff are required to uphold the standards and adhere to the procedures outlined in our Code of Conduct for all Staff, Code of Ethics, Child Safety and Child Protection and Mandatory Reporting Policies.

As part of your duties and responsibility as an employee you will be required to:

- promote the safety and wellbeing of children and young people
- ensure your interactions with children and young people are positive and safe
- provide appropriate support and supervision of children and young people in your care
- act as a positive role model for children and young people
- participate in regular performance management and professional learning linked to our Codes of Ethics and Staff Code of Conduct, Child Safety and Child Protection and Mandatory Reporting Policies
- maintain an up to date and valid Working with Children Check
- if appropriate, meet professional standards for teachers and maintain teacher registration and,
- report to the Headmaster any criminal charges or convictions you receive during your employment that may indicate a possible risk to children and young people.

The Hale School community has zero-tolerance for child abuse, and all allegations and safety concerns are treated very seriously and consistently with our robust safeguards and procedures.

## **Qualifications and Experience**

- Hold appropriate teaching qualifications.
- Have current registration as a teacher with the Teacher Registration Board of Western Australia (TRBWA) or be eligible for registration.
- Have a current Working With Children check.