



LEARNING ENHANCEMENT TEACHER POSITION DESCRIPTION

REPORTING TO: Director of Student Wellbeing and Educational Services

CAMPUS: Werribee

TENURE: .8

INTRODUCTION:

Heathdale Christian College is a co-educational, Kindergarten to Year 12 Christian College operating at Werribee and Melton being Prep to Year 8

Learning Enhancement Teacher Positions will work and act in accordance of the Biblical principles and beliefs, as set out in the College Statement of Faith and Values. It is an inherent requirement that staff are supportive of and abide by the Christian foundations, Christian ethos and Christian practice of the College.

KEY OBJECTIVES:

The Learning Enhancement teacher will support the Director of Student Wellbeing and Educational Services (DSWES) in promoting and developing differentiated programs to support and extend student learning, and assist home group teachers to implement learning plans to meet the needs of students.

You will be available to work at our Werribee and Melton campuses, dependent on the requirements of the timetable.

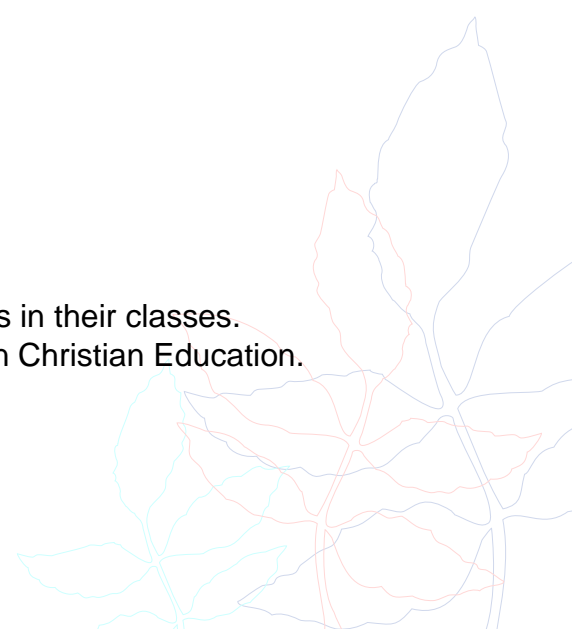
KEY RELATIONSHIPS:

- Director of Student Wellbeing and Educational Services
- Learning Enhancement Staff
- Principal
- Staff
- Students
- Relevant Professional Bodies

KEY RESPONSIBILITIES & DUTIES:

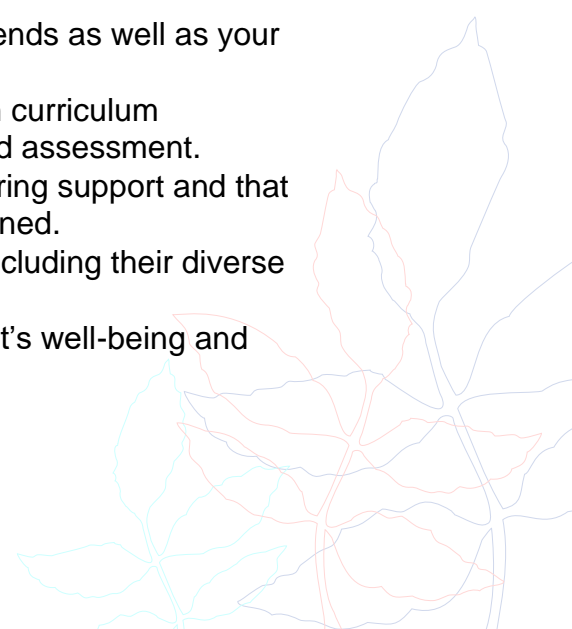
A. Teaching

- Exercise a pastoral responsibility for students in their classes.
- Demonstrate commitment to serving Christ in Christian Education.
- Ability to work within a team environment.





- Participate in the understanding of the College's Christian philosophy of education and its practical outworking through the professional development of staff.
- Ability to lead, inspire, support and encourage students through teaching from a Christian worldview.
- Capacity to select and use appropriately, a wide range of teaching and assessment strategies to suit the needs of a diverse range of students.
- Support the Director of Student Wellbeing and Educational Services to meet individual student needs.
- Attend and minute Learning Support Group Meetings (LSGs).
- Allocate best use of human and material resources according to the directions of DSWES
- Oversee referrals and refer to DSWES for screening tool assessments
- Lead identification process of student access to programs and develop accurate learning profiles.
- Provide test data to DSWES for interpretation and analysis.
- Assist teachers with the design, implementation and assessment of support programs.
- Provide support for Home group teachers in relation to the requirements of students with additional needs, including planning and preparation of Individual Learning Plans (ILPs) with clear, measurable goals.
- Deliver Learning Enhancement in a variety of flexible formats including withdrawal, small group work and in-class support and team teaching.
- Plan appropriate programs based on identified student needs.
- Regularly review and modify programs to maximise student learning.
- Assist with annual transition of students with additional learning needs to the following year level.
- Raise awareness and teacher capacity in relation to disability as well as special educational needs.
- Keep thorough, professional, confidential records of planning, meetings and reports.
- Arrange purchase of specialised equipment.
- Ability to critically reflect upon educational trends as well as your own professional practices.
- Demonstrate the capacity for best practice in curriculum development, implementation, evaluation and assessment.
- Partner with parents or guardian/s with ensuring support and that effective and open communication is maintained.
- Have a level of understanding of students, including their diverse linguistic, cultural and social backgrounds.
- Work with key staff to ensure that the student's well-being and safety is addressed and being managed.





- Display appropriate behaviour management strategies to ensure a safe, orderly and successful learning environment, addressing discipline issues promptly, fairly and respectfully.
- Follow up students in relation to lateness or absences

B. Accountability

- Demonstrate a deep understanding of the teaching / learning / assessment cycle to ensure student educational growth.
- Display thoughtful knowledge of current and relevant school curriculum.
- Embrace and enhance the use of technology to engage students.
- Be actively involved in school's co-curricular program.
- Undertake rostered supervisory duties outside of the classroom and exercise responsibility of the welfare of students.
- Assist in providing advice and leadership to student teachers if and/or when required.

C. Interpersonal Skills

- Demonstrate strong interpersonal skills and capacity to develop and sustain productive relationships within the beyond the school community.
- Demonstrate support for and capacity to develop and maintain a positive tone and organisational culture based on ethical, professional and personal behaviours and College values.
- Demonstrate commitment and capacity to ensure consistency of learning opportunity for all students.
- Actively develop professional knowledge in special education
- Willingness to attend professional development days/sessions.
- Provide assistance to other team members and colleagues if or when required.

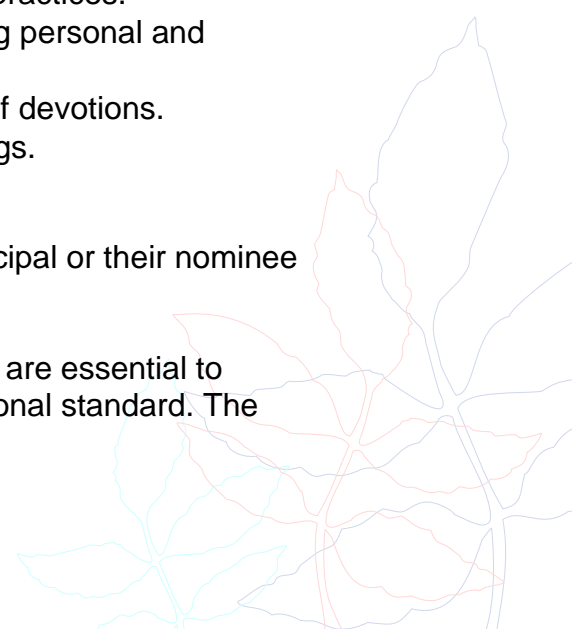
D. General and Administrative

- To ensure that the curriculum that is being delivered is documented and up to date.
- Use technology for the purpose of updating systems, reporting, student feedback and academic progress.
- Adhere to College policies, procedures and practices.
- Adhere to the College expectations regarding personal and professional presentation and dress.
- Attend and if required participate in daily staff devotions.
- Participate and attend faculty or staff meetings.

OTHER DUTIES:

Any other assigned duties may be directed by the Principal or their nominee as required and in consultation.

Display and have the ability to perform the tasks which are essential to perform a job productively and to the required professional standard. The





ability to work effectively in a team, ensuring safety and good work practices at all times.

COLLEGE EXPECTATIONS:

All staff are expected to:

- Perform their responsibilities in a manner which reflects the College's mission, objectives and philosophy. In particular, staff are expected to role model an active Christian faith that will be demonstrated in part by an active involvement in the wider Christian Church.
- Be Christian role models and examples to all people associated with the College.
- Participate in leading College devotions that involve staff and students and attendance at the staff spiritual enrichment day.
- Support the College's guidelines and policies.
- Perform your responsibilities in a manner which reflects and responds to continuous improvement.
- Contribute to the efficient and effective functioning of their team\ s in order to meet organisational objectives. This includes demonstrating appropriate and professional workplace behaviours, providing assistance to team members if required and undertaking other key responsibilities or activities as directed by one's supervisor.
- Perform your responsibilities in a manner which reflects the College's zero tolerance for child abuse and in accordance with the College's Child Safety policies.
- Familiarise themselves and comply with the relevant College policies including Occupational Health and Safety.

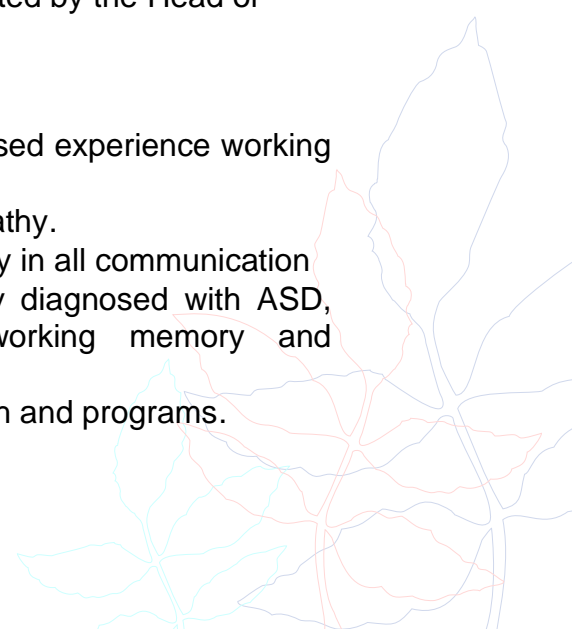
REMUNERATION:

The salary will reflect both qualification and experience.

Annual performance and salary reviews will be conducted by the Head of Learning Enhancement.

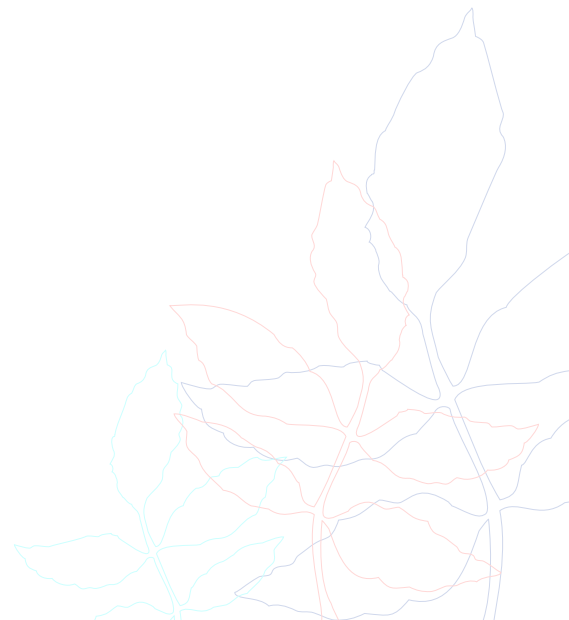
MINIMUM QUALIFICATIONS AND EXPERIENCE:

- Minimum Degree in Education with specialised experience working with students with additional needs.
- Ability to communicate with clarity and empathy.
- Demonstrated ability to uphold confidentiality in all communication
- Training in supporting students specifically diagnosed with ASD, dyslexia, severe language disorder, working memory and processing difficulties.
- Continued pursuit of current trends, research and programs.





- Knowledge of classroom practices and pedagogy.
- Excellent written and verbal communication skillset.
- The ability to work on a flexible basis and to work with various teaching staff and students.
- Valid VIT registration
- Ability to work autonomously and as part of a team
- First Aid qualified
- CPR qualified
- Anaphylaxis qualified





ATTACHMENT 'A'
Key Relationships defined:

WITH	PURPOSE	FORM
Director of Student Wellbeing and Educational Services	Report to and work with the DSWES	Fortnightly
Learning Enhancement Team	Work closely with the teachers and assistants to assist student development.	On a 'as needs basis'
Principal	Report to and work with Primary Principals for the purpose of provide Christ Centered education for our students.	On a 'as needs basis'
Staff	Work closely with your colleagues to ensure learning opportunities and team work.	On a 'as needs basis'
Students	Work closely with students to ensure they are growing in their learnings	Regular

