



ROLE DESCRIPTION for SECONDARY LEARNING SUPPORT LEADER

Position Title:	Secondary Learning Support Leader	Date:	Last reviewed 11/05/2022
Section:	Secondary, Oakhurst Campus	Reports to:	The Principal, through the Head of Diverse Learning
Supervises:	Secondary Learning Support Staff	Contract Type:	Permanent Full Time

OBJECTIVE OF POSITION

The Secondary Learning Support Leader plays an integral role in the academic program at RJ, being responsible for leading the Secondary Learning Support Team who seek to assist students in the School community in an inclusive way to meet their needs in ways that enhance their cognitive and emotional development.

ROLE DESCRIPTION

This position offers a wonderful opportunity for an enthusiastic, experienced and highly motivated Christian educator to lead the Learning Support Area within our School at the Oakhurst Campus. The Secondary Learning Support Leader contributes to the creation of an inclusive educational environment by assisting Secondary School teachers to accommodate students identified as high potential learners, those with specific learning difficulties or disabilities, those who require support to improve independent study skills or have English as a second language.

WORKING RELATIONSHIPS

The Secondary Learning Support Leader is responsible to the Principal through the Head of Diverse Learning. They work in cooperation with teachers and other School staff to serve the best interests of the School and its students.

RESPONSIBILITIES

- Accountable to the Principal for functioning in partnership with the Principal, Deputy Principal, Head of Diverse Learning, Head of Academics Learning & Innovation, Head of Secondary, Head of Primary, Secondary Curriculum Leaders, Welfare Leaders, Counsellors and individual Teachers to achieve the aim of the role.
- Liaise with the various Leaders to focus on the needs of individual students, with the purpose of facilitating appropriate learning support or enrichment/extension, either on a withdrawal basis or within normal classroom programs.
- Provide guidance to teachers in respect of strategies to enhance students' academic progress and to monitor such individual student progress in liaison with those teachers.
- Assess and organise the implementation of special provision requirements for students during academic examinations, including external examinations.
- Submit applications to the appropriate organisations, including government and its appointed agencies, for funding and evaluate the implementation of that funding.
- Implement the Individual Support Program, by training and monitoring the Teachers' Aide/s and Parent Helpers.
- Provide feedback and encouragement to parents, with respect to how they can assist their children and facilitate contact with community professionals/agencies, where required.
- Present information to staff in general, as requested, to assist them to better accommodate students with particular learning needs (e.g. extension, enrichment and support).

- Arrange for individual assessments of students, including those externally administered, where appropriate.
- Provide comments in relation to prospective enrolments and the screening assessment process, as required.
- Attend Student Support Team Meetings as required.
- Provide integration support for students with special needs.
- Facilitate adjustments and modifications to the regular curriculum for students with learning needs.
- Undertake appropriate and sufficient assessments of student progress.
- Ensure the Learning Support team keep accurate records of student achievement and provide suitable communication and reports to parents and teachers.
- Identify processes for support, assessment and reporting for students with additional learning needs.
- Oversee and facilitate the development of Individual Education Plans (IEPs).
- Facilitate the administration of diagnostic assessments (formal and informal) that complement the School's processes for identification of students with learning difficulties.
- Assess and monitor progress of students with additional learning needs and identify processes for early intervention of potential learning difficulties.
- Supervise teacher aides and other learning support staff working with supported students, planning and overseeing work as appropriate.
- Assist teachers to support the needs of supported students in their classrooms.
- Collaborate with Secondary School Teachers to assist them plan and deliver effective teaching and learning programs for supported students.
- Implement strategies to enhance students' social, interpersonal and communication skills.
- In conjunction with Secondary School Teachers consult with parents as appropriate regarding all aspects affecting the learning of their children.

SPECIFIC REQUIREMENTS OF THE ROLE

- Work in collaboration with Secondary School Teachers and Learning Support Teacher Aides to provide support for students with learning difficulties.
- Provide direct instruction and support to individuals and groups of students.
- Implement modifications and adaptations to the learning environment or materials in collaboration with the Secondary School Teachers.
- Provide support to enable students with learning needs to access the curriculum and complete assignments.
- Develop positive working partnerships with students, parents and staff to support, improve and extend students' learning.
- Interact sympathetically with children and their families, showing concern for the welfare and learning of all children.
- Support the development and maintenance of the School's policies and procedures, particularly in relation to students with special educational needs.
- Lead and contribute to the Learning Support program within our School.
- Have an understanding and working knowledge of the Schools' obligations under the Disability Standards for Education 2005.
- Have an understanding and working knowledge of the Nationally Consistent Collection of Data (NCCD) and how this data collection helps support students with disability.
- Overseeing NCCD, ensuring all academic documentation is accountable and compliant.
- Leading and managing change in line with the School's mission, values and Strategic Plan.

PROFESSIONAL QUALITIES

- Keep abreast of current educational developments.
- Promote practices based on sound educational research (ensuring evidence-based practices are implemented).
- Attend professional development opportunities or training as appropriate, with the aim of maintaining currency of teacher registration and professional knowledge.
- Be committed to the development of the professional self in accordance with the Australian Professional Standards for Teachers.
- Cooperate with other staff to develop and maintain a culture of high professional standards and mutual support.
- Lead/facilitate an agreed number of staff meetings, with the topic of supporting children with learning needs as required.
- Attend staff meetings and briefings as directed.
- Approachable, with exceptional interpersonal and communication skills.
- Able to manage difficult situations and be customer focused and results driven.
- Strategic thinking, leadership, coaching & supporting abilities.
- Collegial and collaborative.
- Innovative and creative.
- Organised, adaptable and able to work well under pressure.
- Demonstrated commitment to Christian values.

QUALIFICATIONS and SKILLS REQUIRED

- Appropriate education and subject matter qualifications including an Undergraduate Degree in Teaching (required), a Post Graduate Degree or qualification in Special or Inclusive Education (desirable).
- Eight to ten years teaching experience.
- Experienced leader of people and change informed by data and research.
- NESA Accreditation currency at Proficient level (minimum).
- Working With Children Check Employment Clearance currency.

GENERAL REQUIREMENTS

- Participate in the activity of Playground Duty and maintain an environment where children feel safe both inside and outside the classroom.
- Attend school events, excursions and competitions as appropriate.
- Contribute to the School's pastoral care and wellbeing program as required.
- Develop and maintain a relationship with all parents based on mutual respect and cooperation.
- Establish and maintain open friendly channels of communication.
- Be an advocate for students with learning support and special needs requirements.
- Complete other tasks as reasonably directed by the Principal or their delegate from time-to-time.
- Actively support, especially by personal example, and encourage others to support the Christian vision, mission, aims and ethos of the School.
- Attend School activities, functions and events, including those held outside of School hours (unless excused by the Principal), particularly those activities, functions and events involving or related to any student/s connected to each teacher's respective area of teaching and involvement.
- Actively support the School leadership and assist with developing unity, respect and collegiality throughout the School community, by exercising discernment, confidentiality and a consistently positive attitude.
- Implement the Staff Code of Conduct and Child Protection Policy.
- Promote, through words and actions, harmonious and co-operative relationships among staff, students and parents/caregivers.

- Exemplify consistent integrity and professional characteristics such as high levels of application, diligence, organisation, communication and teamwork.
- Model exemplary teaching commitment and skills.
- Demonstrate good interpersonal skills and a willingness to engage with people in order to develop strong involvement and ownership.
- Show a desire for continuous self-improvement and innovation, including the integration of ICT in teaching and learning.
- Ensure personal understanding of School policies and procedures and implement them as appropriate, including adherence to policies and procedures documented in the Staff Handbook and relevant Section Handbook (such as the Staff dress code).
- Maintain currency with educational literature and research, fostering in self and in others an awareness and knowledge, so that contemporary educational pedagogy and practices are constantly evaluated and utilised.
- Record interactions with parents/caregivers related to student progress and welfare and refer information to the relevant School personnel to achieve a co-ordinated approach.
- Record, monitor and review the consultations and adjustments undertaken for students with disabilities, according to School expectations.
- Display flexibility and the capacity to handle change, especially should other responsibilities need to be undertaken.
- Maintain currency of accreditation and professional development as per NESA requirements and provide proof of NESA financial status to the School.
- Ensure currency of Working With Children Check employment clearance with the Office of the Children's Guardian and provide proof of renewal as required.

This position description is subject to change based on School requirements. All appointments at Richard Johnson Anglican School are subject to Child Protection Legislation. Richard Johnson Anglican School is a member of The Anglican Schools Corporation (TASC).