



The Scots College

Sydney Australia

Role Description – Learning Support Teacher (Preparatory School)

"In seeking to serve God faithfully, the Scots College exists to inspire boys to learn, lead and serve as they strive for excellence together"

Scots to the Fore: Brave Hearts, Bold Minds – Our Strategic Intent 2016-2025

- 1. Position Title** **Learning Support Teacher – Preparatory School**

- 2. Role Purpose** The Learning Support Teacher (Preparatory School) will provide support and guidance to ELC and Preparatory staff in the development and implementation of appropriate programs that support the learning and behaviour needs of students with specific learning difficulties.

- 3. Location:** The Preparatory Campus

- 4. Responsible To**
 - Directly responsible to Coordinator of Learning Enrichment
 - Responsible to Head of Preparatory School
 - Ultimately responsible to the Principal

- 5. Functional Relationships:** This role must work closely with the Coordinator of Learning Enrichment Preparatory School and Classroom Staff.

- 6. Key Accountabilities**
 - Committing to the development of 'best practice' strategies in all aspects of College operations
 - Developing the distinctiveness of the educational programs offered by the College
 - Supporting all aspects of the life of the College
 - Infusing the Christian ethos into programs and practices throughout the College
 - Recognising the value and uniqueness of each individual within the College community
 - Demonstrating a commitment to one's ongoing learning
 - Modelling critical analysis and problem solving skills

7. Key Tasks and Expected Outcomes

Position Responsibilities	Core Activities	Key Performance Indicators
Academic Responsibilities	<ul style="list-style-type: none"> • Develop age appropriate, challenging, intrinsically motivating academic programs for students with Learning Enrichment needs • support class teachers in the implementation of personalised learning practices and a genuinely differentiated curriculum • assist staff to develop their understanding of the learning needs of students at different stages of their education, enhancing expertise across the College in the areas of: <ul style="list-style-type: none"> – boys education – cognition – effective differentiation of the curriculum and – the development of authentic learning experiences – behaviour modification strategies and programs • ensure that staff are updated on an ongoing basis regarding developments in the education of students who learn differently • liaise with Tertiary Providers/Specialists/Consultants with specific expertise to ensure that the College practices remain at the cutting edge in supporting students with learning difficulties • work with the Coordinator of Learning Enrichment Preparatory School to refine programs in response to data gathering and monitoring of performance • work with Coordinator of Learning Enrichment Preparatory School to develop and implement the provisions of interventions to support the needs of students with learning differences across the ability spectrum • develop, implement and monitor individual education plans for students with specific learning needs • provide advice and support to classroom teachers in the development, implementation and monitoring of students with specific learning needs • work with Year Coordinators and class teachers to develop and implement: <ul style="list-style-type: none"> – differentiated programs – strategies to support students with specific learning needs 	<ul style="list-style-type: none"> • Student and parent/carer feedback • range of teaching strategies used • programs developed • student outcomes • quality of feedback to students.

	<ul style="list-style-type: none"> – strategies to support students with specific behavioural needs • work with Coordinator of Learning Enrichment Preparatory School to develop and implement the provisions of interventions to support the needs of students with learning differences across the ability spectrum, including students with learning difficulties, behavioural differences and gifted students that have learning difficulties. 	
Assessment and Reporting	<ul style="list-style-type: none"> • Adhere to College assessment and reporting policies and practices • utilise feedback to continually improve assessment practices • develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning. • prepare timely and meaningful feedback and reports and notifications to students and parents • participate in moderation activities to support consistent and comparable judgements of student learning • maintain clear records pertaining to student progress and assessment. 	<ul style="list-style-type: none"> • Adherence to policy • quality & timeliness of reports • student and parent/carer feedback • quality of records • moderation reports.
Pastoral Care	<ul style="list-style-type: none"> • Participate in the Pastoral Care Program and other co-curricular activities • model a Christian example in all activities • communicate with students, colleagues and parents/carers in a respectful, clear, caring and professional way • establish rapport with students and provide ongoing encouragement • maintain professional confidentiality on information about students • seek advice, work cooperatively with and refer students to specialist staff where required • proactively communicate with parents/carers • provide professional support to colleagues in all areas of College life • communicate confidentially with appropriate senior staff any issues of perceived danger to a student. 	<ul style="list-style-type: none"> • Student and parent/carer feedback • culture surveys.
Policy Implementation	<ul style="list-style-type: none"> • Contribute to and implement College policies and practices in a developmentally appropriate manner across the College • ensure students' wellbeing and safety within the 	<ul style="list-style-type: none"> • Adherence to policy, procedures and legislation.

	<p>College by implementing College curriculum and legislative requirements</p> <ul style="list-style-type: none"> • monitor and minimise risk through implementation of College Risk management procedures • incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching • support the Christian ethos of the College • comply with relevant legislative requirements, codes of ethics and conduct established by regulatory authorities, systems and the College. 	
Co-Curricular and Sport	<ul style="list-style-type: none"> • Participate in co-curricular/sporting activities within and outside College hours • plan and deliver a consistent, coherent and relevant program in the co-curricular/sporting area in collaboration with relevant Coordinators • provide the appropriate duty of care and supervision of students. 	<ul style="list-style-type: none"> • Participation • quality of program • student and parent/carer feedback.
Related Duties	<ul style="list-style-type: none"> • Participate in College functions including Speech nights, Parent Teacher evenings • carry out student supervisory duties as required e.g. ground duty, exam supervision • communicate and work collaboratively with colleagues, parents and carers. 	<ul style="list-style-type: none"> • Participation rates • stakeholder feedback.
Professional Development	<ul style="list-style-type: none"> • Set and implement individual work and professional development goals • participate in the regular performance appraisal process of the College • participate in professional development activities • gather evidence and participate in accreditation processes • meet regularly with a mentor as part of the performance appraisal and professional development practices of the College. 	<ul style="list-style-type: none"> • Individual plans in place • participation rates • number of staff moving to higher levels of accreditation.

8. Cultural Responsibilities

- Provide regular communication to parents
- Foster a culture within the College that;
 - Involve teaching staff in the promotion of a culture of ‘excellence’ throughout the College
 - Encourage mutual respect and support for all students.
 - Support a genuine belief in the optimal achievement for all students
 - Involve all students in proactive reflection upon their own learning

9. Administrative Responsibilities

- Playground duty
- efficient and well organised record keeping and documentation
- in collaboration with the Coordinator of Learning Enrichment Preparatory, class teachers and parents, develop, monitor and regularly review Individual Education Programs for students with specific needs, involving students in discussions when appropriate
- liaise with the College's counselling team and other key staff to achieve a coordinated response to the management of individual students' needs
- organise and administer testing:
 - School determined benchmark testing
 - individual diagnostic assessment
- interpret paramedical and medical reports regarding students in order to develop and implement the most effective support strategies.

10. Essential Selection Criteria

- Qualification in education and be registered with The NSW Institute of Teachers
- Ability to infuse the Christian ethos into teaching practice
- Propensity to recognise the value and uniqueness of each individual within the College community
- Commitment to one's own ongoing learning
- Professional and personal integrity
- Being flexible and open to change
- Being proactive and innovative
- Effective interpersonal communication skills
- Ability to work in a collaborative environment

11. Special Requirements

The nature of this position is such that the Learning Support Teacher (Preparatory School) is required to be available outside the normal school hours, is required to participate fully in the life of the school, to attend meetings and make presentations when necessary.

The Learning Support Teacher (Preparatory School) will, occasionally, be asked to take on extra duties that are assigned by their immediate superior or the Principal. These extra duties will be discussed between the Coordinator of Learning Enrichment and the decision to allocate them will be taken jointly.