



Donvale Christian College

Position Description

Position: 2024 Primary Learning Support Teacher (Years 3 & 4 Coordinator), commencing Term 1, 2024

Accountable to: Deputy Principal – Head of Primary

Time Fraction: 0.40 FTE

Application Information:

Applicants are invited to provide a concise curriculum vitae including personal details, church involvement, career experience, academic attainments and addressing the criteria listed in the end of the Position Description. Three referees are required to be listed, including one church reference demonstrating an active faith.

Applications will be received as advertised until **Friday, 1 September 2023**. Please send your application via email to: employment@donvale.vic.edu.au.

Please indicate in your application that you are applying for a **'2024 Primary Learning Support Teacher (Years 3 & 4 Coordinator)'** position.

Please note that the College does not accept unsolicited agency approaches. We expect candidates to apply directly.

Donvale Christian College

Donvale Christian College opened in 1975 and is located in the eastern suburbs of Melbourne. The current enrolment is over 1570 students from Prep to Year 12 and the total number of employees is approximately 300.

Donvale Christian College is governed, as provided for in its Constitution, by the College Board. The Board are elected by the members of the College. The full range of Christian denominations is represented in the parent body of the College. There is no position on the Board elected or appointed by any single church community. The Executive Principal is appointed by the Board and together they appoint staff.

Because members of the Donvale Christian College community come from many different Christian faith traditions, and to ensure a sense of harmony between home and school, the College has adopted a Statement of Faith based on a Christian worldview. All parents and Staff are specifically asked if their

faith commitment is echoed in the words of this Statement of Faith and they are requested to indicate agreement when applying for the enrolment of their children or employment at the College. All Staff are expected to actively support the Christian aims of the College and to be members of a Bible based worship community.

The College is committed to promoting and protecting the interests and safety of children. We have zero tolerance for child abuse. Everyone working at the College is responsible for the care and protection of children. All potential employees and volunteers will be required to comply with the College's Child Safety Code of Conduct and the College's Child Protection and Safety Policy. Applicants are required to provide a valid Working With Children Check/VIT and will be subject to background checking in accordance with this policy.

Role Description:

The Learning Support Teacher (Years 3 & 4 Coordinator) will work with students in primary school. He/she will collaborate with teachers, parents and management to create safe, healthy and supportive learning environments for all students and specifically addressing students' learning needs. The Learning Support Teacher (Years 3 & 4 Coordinator) may also develop and assist in the evaluation and effectiveness of learning programs within the College and other services provided in the school setting.

Professional relationships:

- Responsible to the Executive Principal via the Deputy Principal - Head of Primary
- Liaise with Head of Primary, Deputy Head of Primary, Head of Learning Support Primary, Year 3 & 4 Learning Team Leaders and teachers, Learning Support Teachers and Support staff.

College requirements

All staff are required 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/or students and attendance at the staff retreat.

Principal Accountabilities

The Learning Support Teacher (Years 3 & 4 Coordinator) will be required to exercise his/her professional skills and judgement to carry out in a collaborative manner the professional duties set out below:

- To identify students needing additional support, on entry into the school and conduct individual assessment.
- To prioritise students for support, differentiating between levels of disability.

"Act justly, love kindness and walk humbly with your God." Micah 6:8

- To partner with Y3 & 4 Team Leaders and classroom teachers at team meetings and in curriculum planning sessions.
- To resource Y3 & 4 teachers as required, to support the learning for identified students.
- To engage in Y3 & 4 classrooms, as data indicates, to provide support to teachers in the delivery of a differentiated curriculum with a particular focus in Numeracy support.
- To oversee Y3 & 4 Support Staff (Literacy Support teachers and Prep Assistant) and coordinate as necessary.
- To communicate with Learning Assistants in Y3 & 4 about identified students and targeted programs to support learning.
- Respond to teacher call-outs, supporting the social and emotional needs of Y3 & 4 students as required.
- To teach identified students within the classroom and/or in withdrawal groups, as required.
- To provide or participate in the provision of staff professional development in relevant areas of expertise relating to students with identified needs (EAL, support and enrichment).
- To ensure student data is profiled, accessible and assessments completed within a differentiated classroom.
- To ensure that all staff are aware of the specific needs of all SWD in the primary school and that the NCCDSSD database is updated regularly.
- To identify students in Y3 & 4 who would benefit from inclusion in the 3-6 Support Programs.
- Assist teachers in creating Individual Learning Plans (ILP) for identified students if required.
- Organise parent meetings and ensure communication is transparent about individual identified students.
- To provide progress reports on students to parents and teachers at SSG meetings and maintain records such as meeting agendas and minutes.
- To provide referral to and liaison with external agencies and specialists, as required to ensure learning is accessible for all students.
- To participate in the development and delivery of proactive curriculum initiatives, as part of the College's commitment to making learning accessible for all students, regardless of ability or need.
- To provide input to the Head of Learning and Curriculum (Primary) regarding student reports.
- To provide guidance and in-service training for staff on strategies to support identified.
- To participate in other aspects of College life as required.
- Undertake student assessments as per teacher referrals as required.
- Provide input during class placement discussions annually.
- To undertake any other responsibilities associated with this role as requested by the Head of Primary.

The Primary Learning Support Teacher (Years 3 & 4 Coordinator) will:

- Teach with a Biblical world view in mind.
- Be an exemplary teacher, clearly demonstrating effective planning, teaching and organisation to high standards of achievement and behaviour in classes.
- Be able to work as an effective member of a team.
- Be able to test, for learning difficulties using a battery of standardised assessments.

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- Be able to understand criteria for funding for identified students.
- Set targets and report progress to class teachers.
- Be confident with ICT and internal communications systems.
- Facilitate referral of students for further assessment or agencies outside the College, according to need, and maintain liaison with all involved with the identified students. This includes, Psychologists, Speech therapist, Occupational therapists etc.
- Work in partnership with parents and respect parents' wishes in regard to their child's needs.
- Support parents in the raising of students with identified needs.
- Take into account, as appropriate, the cultural views of the students when planning sessions.
- Emphasise the development of confidence so that students become better able to achieve in the classroom setting.
- Have a proactive approach in building into students' lives.
- Maintain accurate records of teaching sessions, meetings, telephone conversations and reports.
- Provide support in both individual and group interventions for identified groups of targeted students both in literacy and numeracy, life skills and social and emotional support.
- Build the learning resources within the school to support learning for students with identified needs.
- Have accurate documentation for the National Consistent Collection of Data for identified students (NCCDSSD) each year.
- Have flexibility and the ability to work well within a multidisciplinary team.
- Have high level interpersonal and communication skills.
- Uphold College policies and procedures in relation to Child Safety, Mandatory Reporting and Confidentiality.
- Have the ability to provide advice and make recommendations to the teaching staff and the Assistant Principals.
- Be involved in developing or sourcing programs to proactively address the needs of identified students.
- Celebrate the growing cultural diversity of the school population and explore possible links with other school networks.

College Expectations

All staff are expected to:

- Support the College's guidelines and policies.
- Implement the programs, teaching practices and other activities as directed by the College.
- Perform their 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.
- Perform their responsibilities in a manner which reflects the College's zero tolerance for child abuse and in accordance with the College's Child Safety policies.
- Comply with all College policies including Occupational Health and Safety.

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Position Requirements: Knowledge and Experience

- Tertiary qualification in Education
- Tertiary Education and/or experience in Inclusive/Special Education preferred
- Registration as a qualified educator (VIT)
- First Aid certificate (level 2), Anaphylaxis and Asthma (or ability to acquire)
- A proven record of or ability to implement education programs
- Highly developed interpersonal skills
- Highly developed Information Communication and Technology skills

Remuneration

- According to the Donvale Christian College's salary scale based on qualification and experience.

Applications to include:

- Applications which will be received as advertised until **Friday, 1 September 2023** and should be marked '**2024 PRIMARY Learning Support Teacher (Years 3 & 4 Coordinator)**' and sent via email to: employment@donvale.vic.edu.au
- Including a **covering letter** addressing the selection criteria below.
- Provide a concise **curriculum vitae** including personal details, church involvement, career experience and academic attainments.
- **Three referees** are required to be listed, – included in the three is to be **one church reference** demonstrating an active faith.

Included in application please identify knowledge or ability in the following areas: *Professional teaching reflection addressing the following areas. These selection criteria will form the basis to assess applicants for short-listing.*

- Perform their responsibilities in a manner which reflects the College's mission.
- Understanding and passion to teach with Biblical perspectives.
- Reflections on a contemporary learning environment and how to allow for effective teaching and learning.
- Pastoral heart for student welfare, community connectivity and parent partnership.
- List evidence of personal ICT skills relevant to the position.
- An excellent personal reputation as an educator and hold current VIT registration (please note graduates are encouraged to apply).

The College reserves the right to interview candidates prior to the advertisement closing date. If you are successful in obtaining an interview you will be contacted by telephone. If your application is not successful, you will be notified by email.