

## 1. POSITION IDENTIFICATION

<b>POSITION TITLE</b>	Classroom Teacher – Learning Support
<b>REPORTS TO:</b>	Head of Learning Area – Learning Diversity
<b>AWARD:</b>	WA Catholic School Teachers Enterprise Agreement 2023 (EA)

## 2. THE ROLE

The Learning Support teacher is responsible for creating a positive learning environment that promotes growth for students who are identified as requiring assistance in learning programs using a range of pedagogies and resources.

## 3. SPECIFIC DUTIES

- Provide a child-safe learning environment for all students
- Plan for and implement effective teaching and learning using SEQTA as the learning management system for all communication
- Maintain deep knowledge of curriculum content and how to teach it in a learning support context with differentiation requirements
- Write and follow Curriculum Adjustment Plans for students following curriculum with adjustments and Individualised Education Programs for students identified with specific learning needs as required
- Develop programs and assess student learning
- In consultation with the Head of Learning Diversity case manage students with learning plans. This may include:
  - Writing and editing student plans
  - Interviewing and discussing learning needs with students, guardians and other staff
  - Assisting with funding applications (NCCD, SWD)
- Run programs including Maqlit, ASDAN and/or other literacy and numeracy intervention, if appropriate.
- Engage in professional learning, especially through the Teacher Development Programme under the guidance of the Head of Learning Diversity
- Engage professionally with colleagues, parents/carers and the community
- Engage in various co-curricular activities as required
- Other duties as directed by the Principal or his delegate

## 4. SELECTION CRITERIA

Successful applicants to the role of classroom teacher will:

- be committed to the teachings and values of the Catholic Church
- have current TRBWA registration
- have a current Working with Children Check
- be proficient with MaqLit and ASDAN programs (this is desirable though not essential)
- demonstrate a clear understanding of the literacy and numeracy curriculum as programmed by the English and Maths learning areas
- understand the differentiation required to support students with diverse learning needs.

- have excellent communication skills and will be able to articulate a clear understanding of how working in teams will improve teaching performance
- have well-developed skills with information and communications technologies, and have a clear understanding of how to integrate digital learning into their lessons
- have a strong understanding of current pedagogy and, in particular, how this pertains to boys' education
- have advanced skills in classroom teaching with an ability to teach classes of students with a variety of abilities and aptitude