



INCLUSIVE EDUCATION TEACHER - LEARNING SUPPORT -

THE PRIME PURPOSE OF THE POSITION

The **Inclusive Education Teacher (Learning Support)** is responsible for creating a positive and disciplined learning environment that gives authentic witness to the four Edmund Rice Education Australia (EREA) Touchstones of Liberating Education, Justice and Solidarity, Gospel Spirituality and Inclusive Community, both formally and informally, in the classroom, during co-curricular activities and when interacting with students. In this way each student will be challenged to grow in knowledge, faith and maturity according to his potential.

The **Inclusive Education Teacher (Learning Support)** will case-manage students identified with disability and learning disability in a designated Year level, communicate with parents about any adjustments, particular issues for individual students, and seek parental permission for any changes to student circumstances and routines surrounding student learning, for the purposes of optimising student inclusion in accessing the curriculum.

In addition, the role holder will liaise with teachers in understanding student needs, making suitable adjustment and amending work programs where necessary.

The **Inclusive Education Teacher (Learning Support)** is also a member of the Learning Support team and as such participates in whole school management of strategies to successfully cater for diversity in Years 7 to 12.

ORGANISATIONAL RELATIONSHIPS

The **Inclusive Education Teacher (Learning Support)** is appointed by the Principal and is responsible in the first instance to the Head of Department: Learning Support, the Assistant Principal Teaching and Learning, the Deputy Principal and eventually the Principal. The role holder will work collaboratively as part of a team.

KEY ACCOUNTABILITIES

1. Enliven the EREA Charter as expressed through the College Strategic Directions and Priorities
2. Integrate Catholic beliefs and practices into all aspects of teaching and learning
3. Assist the Head of Department: Learning Support in catering for diversity in the allocated year level
4. Support staff in making appropriate and necessary adjustments for students.

DUTY STATEMENTS

The **Inclusive Education Teacher (Learning Support)** will:

1. **Enliven the EREA Charter as expressed through the College Strategic Directions and Priorities**
 - Be committed to the goals, ethos and Mission of the College as a Catholic School in the Edmund Rice tradition

- Have an awareness of and support for the Charter and key Edmund Rice Education Australia (EREA) policies, procedures and practices, along with other legislative and legal requirements of the College
- Display a high level of professional competency and ensure that behaviour and personal presentation reflect the College's values and professional expectations
- Strive to live a lifestyle which, by its witness and example, is compatible with Gospel Values
- Be committed to self-development and ongoing professional development
- Be committed to building the St Edmund's College community
- Have knowledge and awareness of applicable Workplace Health and Safety and Risk Management requirements and Equal Opportunity and Anti-Discrimination requirements
- Respond to the operational needs of the College and to other duties as directed by the Principal or their delegate
- Contribute to the overall pastoral leadership of the College through active, and reflective participation in staff meetings
- Have excellent interpersonal skills and highly proficient IT skills.

2. Integrate Catholic beliefs and practices into all aspects of teaching and learning

- Promote the Mission of St Edmund's College in educating our young men spiritually, academically, socially, physically and creatively in a compassionate Catholic context
- Empower our young men to engage in critical reflection leading to positive action for our world.

3. Assist the Head of Department: Learning Support in catering for diversity in the allocated year level

- Analyse student files to identify individual needs of students leading to developing appropriate and necessary strategies to assist students to access the curriculum in the year level
- As a member of the Learning Support Centre team provide support to students attending the centre in order to deepen understanding of individual student learning needs within the year level of allocated responsibility
- Liaise with the Pastoral House Deans, Heads of Department and College Counsellors to develop a wholistic understanding of individual students
- Support, coach and lead teaching staff through case management meetings in their role of adjusting unit outlines, work and assessment to assist students in accessing the curriculum in the relevant year level
- Employ the use of data from literacy and numeracy testing relevant to individual students to track student progress across the curriculum.
- Advise and report regularly to the Head of Department: Learning Support
- Maintain necessary documentation pertaining to the verified disability or diagnosed difficulty according to government guidelines
- Liaise with parents about student performance and meet with parents when necessary
- Attend Learning Support department meetings.

4. Support staff in making appropriate and necessary adjustments for students

- Attending departmental meetings to support staff and promote successful adjustments in unit plans, curriculum and assessment where necessary
- Encouraging teachers to reflect critically on their inclusive practices
- Liaising with them to enrich and modify programs of work and assessment for possible development of cross-curricula skills to promote student performance
- Encouraging innovation/initiatives within the College
- Providing information about individual students that will assist the classroom teacher in making necessary adjustments.