

1. POSITION IDENTIFICATION

POSITION TITLE	Classroom Teacher (Learning Support)
REPORTS TO:	Head of Learning Area
AWARD:	Congregation of the Missionary Oblates of the Most Holy and Immaculate Virgin Mary Teachers' Enterprise Bargaining Agreement 2015 <ul style="list-style-type: none">• Base Teacher Salary

2. THE ROLE

Classroom teachers in learning support are key teachers who support students with specific learning needs. They also work with subject teachers to help them differentiate learning for students in order to meet their individual needs.

3. SPECIFIC DUTIES

Duties for all classroom Teachers:

- Plan for and implement effective teaching and learning in a 1:1 ICT learning environment
- Maintain deep knowledge of curriculum content and how to teach it
- Create and maintain a supportive and safe learning environment
- Develop programs and assess student learning
- Reliably report on student learning to families
- Liaise with families and other stakeholders regarding student learning
- Engage in professional learning, especially through the Teacher Development Programme
- Engage professionally with colleagues, parents/carers and the community
- Engage in various extra-curricular activities
- Other duties as directed by the Principal or his delegate

Duties for learning support teachers:

- Case manage students with learning support needs
- Develop Curriculum Adjustment Plans and Individual Education Plans in collaboration with classroom teachers
- Act as a resource for classroom teachers to effectively meet the needs of students with learning difficulties
- Help subject teachers differentiate learning for students with specific learning needs
- Teach modified English and Maths classes

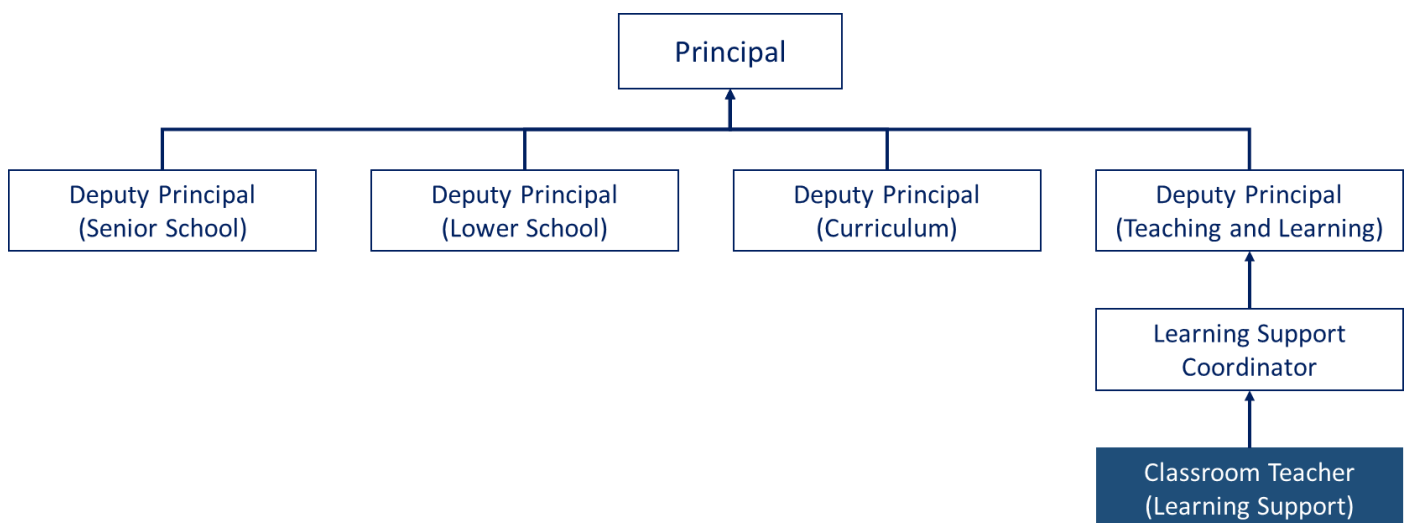
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4. SELECTION CRITERIA

Successful applicants to the role of classroom teacher will:

- be committed to the teachings and values of the Catholic Church
- demonstrate a clear understanding of learning support
- have excellent communication skills and will be able to articulate a clear understanding of how working in teams will improve teaching performance
- be able to demonstrate a commitment to his or her own professional learning and development
- have well-developed skills with information and communications technologies, and have a clear understanding of how to integrate ICTs 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 aptitudes
- have a current TRBWA registration number
- have a current Working with Children Card

5. KEY RELATIONSHIPS



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