



**Catholic
Education**
Diocese of Cairns

Learning with Faith and Vision



St Andrew's Catholic College, Redlynch

Learning Support Teacher - Students with Disabilities

Full Time - Fixed Term Position

19 January 2019 to 17 January 2020

30 hours Per Week

Applications Close: 5.00pm, Wednesday 14 November 2018

Applications are invited from suitably qualified and experienced candidates for this position.

Intending applicants must:

- Be fully supportive of the ethos of Catholic Education;
- Be registered or be eligible to register with Queensland College of Teachers;
- Be able to case manage students with diverse learning needs;
- Be able to support and upskill class teachers in relation to students with diverse learning needs;
- Liaise with parents and staff in relation to students with diverse learning needs;
- Have ability to lead and work as part of a collaborative team;
- Have highly developed organisational skills and interpersonal skills; and
- Be fully committed to creating and maintaining a child safe organisation.

Please read the attached position description for more information about the role

Catholic Education Services is an equal opportunity employer.



1. Complete Employment Application Form

Complete the attached Employment Application Form. Please notify your referees that you are applying for this position and ensure you have their consent to nominate them. It is the Applicant's responsibility to ensure all referee information provided is accurate and contact details are correct. A referee from your current or most recent line manager must be included.

2. Covering Letter (Maximum 2 Pages)

Provide a covering letter outlining your experience and reason for applying for this position.

3. CV/Resume (Maximum 2 Pages)

Provide a CV/Resume which includes:

- Education
- Employment history (position, organisation, employment dates)
- Professional memberships
- Professional Development (any other courses you have completed or are currently enrolled in)

4. Supporting Documentation

Provide supporting documentation which include:

- Qualifications and academic transcripts
- Practicum Reports (Graduate Teachers ONLY)
- Registration:
 - Working with Children Blue Card
 - Queensland College of Teachers
 - Professional Membership

QUICK TIP

Current employees are not required to provide supporting documentation.

5. Submit Application

Submit your application comprising of:

- Employment Application Form
- Covering Letter
- CV/Resume
- Supporting Documentation

QUICK TIP

Do not bind/ place your application in a folder or submit original copies of documentation.

Submit To: Mr Lee MacMaster
Principal
St Andrew's Catholic College
Redlynch QLD 4870
Ph: (07) 4039 5200
Fax: (07) 4039 5255
Email: hr@standrewscc.qld.edu.au

You will receive confirmation of receipt of your application.

Employment Application Form

Position Applied For:

PERSONAL DETAILS

Title: Mr Mrs Ms Miss Other

Surname:

Given Names:

Preferred Name:

Residential Address:

Post Code:

Postal Address: As Above

Post Code:

Home Phone:

Mobile:

Email:

Religion:

REFEREES

In order to make an informed decision on your suitability for the position, Catholic Education will require to speak to referees that you nominate. A referee is a person that can provide us with detail in respect to your work ethic, experience and competency. Please list three referees, including a line manager in your most recent position. For teaching positions, you must include a line manager in your most recent education position, eg Principal. A Church representative/ Religious or Clergy reference is defined as a Parish Priest, Bishop or member of a religious order. We reserve the right to request an additional referee if we believe a person has not been fully forthcoming.

Referee 1 (Line Manager)

Referee 2 (Employer)

Name:

Name:

Position:

Position:

Organisation:

Organisation:

Phone Number:

Phone Number:

Mobile:

Mobile:

Email:

Email:

Referee 3 (Church Representative)

Referee 4 (Other Professional)

Name:

Name:

Position:

Position:

Organisation:

Organisation:

Phone Number:

Phone Number:

Mobile:

Mobile:

Email:

Email:

EMPLOYMENT HEALTH DECLARATION

If you are successful in securing an interview with Catholic Education, you will be requested to complete a Employment Health Declaration. The purpose of this declaration is to ensure that you are fully able to perform the inherent requirements of the role (with reasonable adjustments if required) and that you are not placed in an environment or given tasks that would result in risks to your health or safety.

WORKING IN THE DIOCESE OF CAIRNS

The Catholic school system is an integral part of the Church. The Catholic Diocese of Cairns extends from Cardwell in the south, west to the Northern Territory border including the Atherton Tablelands, and north to gulf country, Cape York Peninsula and the Torres Strait Islands. With the exception of schools in Weipa, Cooktown and Thursday Island, all schools and colleges are within two hours driving time from Cairns.

Catholic Education Services is the Diocesan education office. Leadership and strategic management of the system of schools is the responsibility of the Executive Director of Catholic Education Services, who is the employer of all Catholic Education staff in the Diocese. Further information about Catholic Education in the Diocese of Cairns is available from the website: www.cns.catholic.edu.au

EMPLOYMENT REQUIREMENTS

Any appointment to a teaching position with Catholic Education in the Diocese of Cairns is subject to the appointee demonstrating appropriate qualifications and registration with the Queensland College of Teachers Registration. Any appointment to a non-teaching position with Catholic Education in the Diocese of Cairns is subject to the appointee being eligible to apply for and obtaining a Working With Children Blue Card unless the appointee is a registered Health Practitioner performing within their professional area. For more information please visit www.bluecard.qld.gov.au.

Employment is conditional upon the appointee demonstrating eligibility of Working Rights in Australia.

All employees have a responsibility for promoting and safeguarding the wellbeing of children and young persons that they are responsible for or come into contact with.

Employment is conditional upon the acceptance of the Statement of Principles for Employment in Catholic Education and for teaching position the attainment of Accreditation to Teach Religion in a Catholic School. To view the Statement of Principles, visit www.cns.catholic.edu.au and click on Employment / Agreements, Schedules & Awards.

EMPLOYMENT COLLECTION NOTICE

In submitting this application for employment you agree that you will not seek access to references provided by third parties or to confidential notes or reports made by us relating to your application for employment. We seek your agreement in this regard to ensure that referees are not inhibited from providing complete and accurate references as to your suitability for the position.

In applying for this position and submitting your application for employment you will be providing Catholic Education Services with personal information, for example your name, address and information contained in your resume. We will collect and record this information in order to assess your application. To view Catholic Education's Privacy Policy, visit www.cns.catholic.edu.au and click on About/Privacy. Your records will be kept on file for a three month period only pending your employment within the Diocese.

DECLARATION

If submitting electronically, typing your name below denotes supplying your signature.

I agree to the conditions of the Employment Collection Notice. I understand that I have a duty to disclose sufficient information to enable a prospective employer to make a properly informed decision about my employment. I declare that the information I have provided in this application is true and correct at the time of submission. I have read, understood and accept that the Statement of Principles referred to above are contractual obligations underpinning employment with Catholic Education - Diocese of Cairns.

Signature:

Date:

Please indicate how you became aware of this vacancy:

CES Website

Facebook

Teachers on Net

SEEK

The Catholic Leader

Newspaper: Please specify:

Other: Please Specify:

Position Description

*Learning Support Teacher
 Students with Disabilities
 Year 6 - Year 12*

POSITION TITLE: Learning Support Teacher - Students with Disabilities (Year 6 - Year 12)
REPORTS TO: Head of Department - Learning Support / College Principal
CLASSIFICATION: As per Diocesan Policy
AUTHORISATION: Executive Director

CATHOLIC EDUCATION SERVICES – DIOCESE OF CAIRNS

Catholic Education Services – Diocese of Cairns (CES), consists of twenty-nine schools including twenty primary schools, two Prep to Year 12 Colleges and seven secondary Colleges which includes a Flexible Learning College with campuses in Cairns and Cooktown. All schools, except the dual campus Our Lady of the Sacred Heart School, Thursday Island and Hammond Island, Weipa and Holy Spirit College, Cooktown campus, are within a two hour drive of Cairns.

CES is committed to building communities of learning that provide a safe, nurturing and academically challenging environment for all students.

Leadership and strategic management of the system of schools is the responsibility of the Executive Director of Catholic Education. Through a team of professionals, the Executive Director manages and facilitates a number of significant and particular delegations which include:

- Support of the mission of the Church as delivered through Catholic education;
- Support of schools by providing services that strengthen school capacity;
- Provision of leadership and forward planning to develop organisational capability;
- Distribution to schools of government allocated funds and their accountability;
- Monitoring of quality of schools and compliance/accountability with requirements of governments, Church and parents;
- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach.

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*Learning Support Teacher
Students with Disabilities
Year 6 - Year 12*

PURPOSE OF THE ROLE

Student diversity is valued and inclusive practices are fundamental to the ethos of Catholic schools. The Learning Support Teacher works within whole-school initiatives to address the diverse needs of students through a culture of inclusiveness and focuses on the holistic growth and development of each student. The Learning Support Teacher contributes to the quality of educational outcomes of the Catholic school by providing effective assistance to teachers in supporting students with diverse learning needs.

The Learning Support Teacher works closely with teachers to plan and implement teaching strategies and programs that identify and respond to the individual needs of students. The Learning Support Teacher communicates with parents as key partners in the educational outcomes of students. The Learning Support Teacher also liaises with visiting specialists, including Therapists and Inclusive Education Teachers to support student learning.

The Learning Support Teacher reports to the Principal and Line Manager – Head of Department – Learning Support – Middle & Senior Years. The Learning Support Teacher works in consultation with and direction from the Principal and Line Manager who will oversee the role and responsibilities of the Learning Support Teacher.

The Learning Support Teacher is supported by Catholic Education Services (CES) to enhance school capacity in diverse learning. The Learning Teacher is expected to attend regular Professional Development sessions provided by CES and continue to develop their own skills in the diverse learning area.

ESSENTIALS DUTIES AND RESPONSIBILITIES

Typical duties performed may include, but are not limited to:

COMMUNICATION

Regular communication across the school community

- Promote the philosophy of inclusive schooling in a supportive school environment;
- Liaise and report to the Line Manager in relation to Whole School Planning so that evaluation and review of the Learning Support Teacher's planning and programming is responsive to identified school needs and priorities;
- Dialogue with all stakeholders to ensure good communication between all educational team members and the student's family to promote informed decision making and consistent support;
- Work collaboratively with other specialists and therapists to coordinate services which improve student learning;

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- Liaise with external agencies for specialised program support e.g. Australian Hearing, Child Youth and Mental Health Services, Epilepsy Queensland;
- Report student progress to parents through oral and written means in collaboration with classroom teachers;
- Develop effective professional and community networks in the area of inclusive education to support self and whole school staff.

SUPPORTING LEARNING AND TEACHING

Planning and provision of specialised programing that supports students with diverse learning needs

- Work collaboratively to ensure a whole school approach to planning for students with diverse learning needs;
- Provide evidence of key planning documents and overview to Line Manager and/or school leadership team;
- Provide support to individual teachers in identifying students whose educational needs require intervention, by analysing data on student achievement, observing and assessing students both formally and informally, and examining the results of diagnostic testing;
- Facilitate collaborative teaching and planning for all students who require adjustments to the curriculum;
- Assist teachers in developing evidenced based intervention strategies;
- Administer standardised and diagnostic assessments to inform intervention programs;
- Plan and implement a range of strategies either in class, individually or in small groups for identified students;
- Monitor and evaluate teaching programs for students with diverse learning needs in conjunction with classroom teachers and liaise with parents and carers;
- Ensure current Individual Education and Learning Plans (IEPS, ILPS) are in place for identified students;
- Ensure that access issues such as special provisions for assessment are known and implemented as required e.g. QCAA guidelines, NAPLAN;
- Work in consultation with schools, families, agencies and Student Services to implement processes to support students with diverse learning needs e.g. profiling, educational adjustment plans, referral process etc.

ORGANISATION

Manage administration processes of inclusive education across the school community as designated by the Principal

- Maintain and analyse data to monitor and evaluate the effectiveness of programs;
- Maintain school files as per the school's procedures so that accurate records of intervention, assessment and communication are recorded;
- Maintain documentation for all students with disabilities as per diocesan guidelines;
- Collect and collate data from parents, therapists and other stakeholders to inform educational programming;
- Manage an allocated caseload and participate in individual case conferences as necessary.

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CAPACITY BUILDING

Facilitate Professional Development and capacity building across the school community to support inclusive education

- In collaboration with school leadership, plan and implement programs to ensure that the school community is aware of legislative requirements and best practice in pedagogy for diverse learners;
- Assistance to teachers in effectively implementing individual programs for identified students;
- Build capacity of teaching expertise and knowledge of effective, evidence-based teaching practices to improve student learning across the curriculum with a focus on literacy and numeracy;
- Provide access to specialised training for teachers and school officers to work with identified students who have specific needs;
- Ensure training is undertaken in standardised testing prior to any administration of these tests.

QUALITY ASSURANCE (professional standards)

Ensuring that legislative requirements are met

- The Learning Support Teacher will be able to demonstrate current professional development in learning;
- Demonstrate knowledge of the diocesan procedures, policies and guidelines;
- Demonstrate knowledge of the legislation and policies that impact on schooling especially in relation to students with disability:
- Disability Discriminations Act 1992 (DDA);
- Disability Standards for Education 2005;
- Enrolment Application and Support Procedures for students requiring significant educational adjustments;
- Risk Assessments.

GENUINE OCCUPATIONAL REQUIREMENTS

- Share in the Church as a professional within the school faith community
 - Support the Catholic ethos of our schools
 - Participate in worship and prayer in our schools
 - Develop in students an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behaviour
- Plan, prepare and implement for effective learning and teaching (Refer to National Professional Standards for Teachers, Number 1, 2, 3 & 5)
 - Appropriate knowledge to plan and prepare teaching and learning programs which meet the diverse characteristics, needs and learning styles of students, and are consistent with relevant curriculum and policies
 - Implement effective and inclusive teaching and learning processes, including the use of technology, to establish a challenging learning environment to encourage students to work toward their full potential

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Learning Support Teacher

Students with Disabilities

Year 6 - Year 12

- Create and maintain safe, supportive and caring environments (Refer to National Professional Standards for Teachers, Number 4)
 - Communicate effectively with students including using appropriate interpersonal skills
 - Plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a safe and supportive learning environment
- Engage in professional learning and reflection (Refer to National Professional Standards for Teachers, Number 6)
 - Model continuous learning through participation in professional development activities
 - Review and evaluate personal teaching practices to improve student learning
 - Engage with colleagues to discuss teaching practices to improve educational outcomes
- Engage professionally with colleagues, parents/carers and the community (Refer to National Professional Standards for Teachers, Number 7)
 - Comply with professional ethics and understanding
 - Understand the need to work collaboratively with school staff, parents and members of the wider community
 - to establish effective partnerships and achieve educational outcomes
 - Contribute to the school community
- Accountable and responsible for ensuring professional behaviour
- Facilitate the prevention of child harm by recognising and responding appropriately
- Ability to cope with own emotions and behaviour effectively
- Ability to comply with legislation and professional regulations to reduce the risk of harm to self and others
- Ability to maintain an appropriate level of confidentiality
- Ability to communicate in English both verbally and in writing to meet necessary standards with respect to clarity, accuracy and professionalism appropriate to the position
- Ability to locate appropriate and relevant information from multiple sources and convey, integrate and implement knowledge in practice
- Adequate visual acuity necessary to demonstrate the required range of skills and tasks, and to ensure care of self and others
- Adequate auditory ability necessary to demonstrate the required range of skills and tasks, and to ensure care of self and others
- Ability to sustain physical and mental performance consistently to complete the range of skills and tasks required and to the required standard
- Ability to prioritise workloads and manage multiple tasks with competing timelines
- Ability to accept responsibility for own work
- Intermediate to advanced skills in Microsoft Office applications necessary to demonstrate the required

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range of skills and tasks

- Competent use of digital technologies necessary to demonstrate the required range of skills and tasks
- Responds pastorally to human and interpersonal issues
- Leadership capacity - a broad vision that extends beyond subject boundaries, initiative, perseverance, acceptance of responsibility, effective organisational skill, ability to communicate appropriately and ability to foster cooperation and collegiality.

Physical requirements of the position:

- Work is normally performed in a typical interior office and/or classroom environment
- Work may be performed in an outdoors environment and may involve exposure to elements such as weather (sun/wind/rain), dust, dirt, fumes and/or loud noises
- Manoeuvring within the school environment appropriate to the position
- Frequent use of telecommunication and electronic equipment

MANDATORY QUALIFICATIONS AND REQUIREMENTS

- Professional qualifications in Education
- Registered or eligible to register with Queensland College of Teachers
- Willingness to achieve Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School (Teachers of Religious Education)
- Willingness to support and participate in the prayer, liturgy and sacramental life of the Church in the school community
- Promote child safety at all times
- Capacity to understand and implement Duty of Care and Workplace Health and Safety requirements.
- Current drivers licence;
- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education.

RELATED DOCUMENTS

- National Professional Standards for Teachers
- Policy – Accreditation to Teach and Accreditation to Teach Religious Education
- Statement of Principles for Employment in Catholic Education
- Code of Conduct for Employees of Catholic Education
- Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland 2015-2019

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ADDITIONAL INFORMATION

The incumbent will need:

- The appointee to this position will be required to complete a period of 6 months' probation, in accordance with The Fair Work Act 2010.
- Teachers are covered under the Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland 2015-2019.
- An in-depth understanding of and commitment to the mission and objectives of Catholic Education in the Diocese of Cairns;
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.

EMPLOYEE ACCEPTANCE

The employee's signature signifies an understanding and acceptance that the content contained herein and forms an integral part of their employment terms and conditions.

I have read and acknowledge receipt of this Position Description:

Employee Name: _____

Signature: _____ **Date:** _____