



ARCHDIOCESE OF BRISBANE

ROLE DESCRIPTION

1. POSITION TITLE

Visiting Teacher - Hearing Impairment Services

Position ID:	NTCHHI01 / SCTCHHI01/SCTCHHI05 <i>(To be completed by Employment Services & Strategic HR)</i>
Classification & Agreement:	<i>Teacher Salary Scale - Diocesan Catholic Education Employing Authorities in Queensland Single Interest Agreement 2015-2019</i> <i>(To be completed by Employment Services & Strategic HR)</i>
BCEO Directorate:	School Services - Learning Services Directorate
Location:	12 Endeavour Bvd, North Lakes

2. PURPOSE AND SCOPE OF POSITION – KEY RESULT AREAS (OUTPUTS)

2.1. Purpose & Scope of Position

This position contributes to learning and teaching in schools of the Archdiocese by working in collaborative partnerships with school communities to maximise access to life long learning for students with hearing impairment.

2.2. Key Result Areas

- 2.2.1. Contribute to and promote the development, alignment, attainment and review of the mission and strategic goals for Brisbane Catholic Education
- 2.2.2. Develop partnerships with school communities to maximise access to learning for students with hearing impairment
- 2.2.3. Provide collaborative consultancy and networking school communities and relevant agencies
- 2.2.4. Utilise audiological knowledge to support class teachers and school communities to maximise the development of listening, communication, language and learning for all learners
- 2.2.5. Maintain professional accreditation, expertise and competencies to enhance the quality of teaching and learning

3. STATEMENT OF RESPONSIBILITY

The role holder performs the role cognisant of and in harmony with the vision, mission and values of Catholic Education in the Archdiocese of Brisbane.

The role holder as a staff member of School Services has a responsibility to contribute to all major initiatives of BCE Office and to advance the priorities of the BCE Strategic Plan 2017-2020.

The role holder provides specialist services in learning and teaching congruent with the values and beliefs about learning in support of the Excellent Learning and Teaching Strategy.

The position works with schools to support students requiring assistance to access the curriculum and interact socially as a result of hearing impairment.

4. FUNCTIONAL RESPONSIBILITIES

"Under each of the prescribed functions is a selection of activities in which the role holder might engage. The list is neither prescriptive nor exhaustive"

4.1. Contribute to and promote the development, alignment, attainment and review of the mission and strategic goals for Brisbane Catholic Education

- Contribute to the development of annual plans for School Services
- Contribute as a member of School Services meetings and initiatives
- Working with School Services staff to progress the work of the Learning Services Directorate
- Providing data to assist with the preparation of budget for the Director – School Services
- Utilising established communication pathways to ensure the effective exchange of information and an integrated approach to service delivery to schools
- Working with Senior Leaders - Learning and Identity to support school planning in the area of inclusive education

4.2. Develop partnerships with school communities to maximise access to learning for students with hearing impairment

- Support schools to implement BCE policies, procedures and guidelines specifically in the area of inclusive education for student with hearing impairment as they relate to curriculum
- Assess developmental skills for the acquisition of listening, speech, language and social communicative competence
- Teach listening, speech, language and social communicative competence across the curriculum to supplement class learning
- Teach a student individually or in a small group as required by the school
- Design, implement and review auditory activities for listening, speech and language learning
- Provide professional development and consultation at the individual, classroom and whole school level on activity limitations and participation restrictions

4.3. Provide collaborative consultancy and networking school communities and relevant agencies

- Respond to school needs through a range of routine and strategic service options at student, class and whole school levels
- Support schools to identify, extract and analyse relevant student data, including student learning data, EIMS
- Identify areas for student and teacher development
- Implement strategic initiatives to meet growth and development goals associated with improving student learning
- Identify resourcing needs related to growth and development areas
- Identify specialist curriculum support required for meeting growth and development goals

4.4. Utilise audiological knowledge to support class teachers and school communities to maximise the development of listening, communication, language and learning for all learners

- Monitor and troubleshoot sensory devices for students with Hearing Impairment
- Interpret audiological data from relevant agencies
- Consult with audiologists
- Advise on classroom acoustic management for all learners
- Professional development at the individual, classroom and whole school level

4.5. Maintain professional accreditation, expertise and competencies to enhance the quality of teaching and learning

- Maintain ongoing professional learning specific to the field of deafness
- Maintain professional accreditation with National Australian Association of Teachers of the Deaf
- Attend relevant professional development activities
- Network with external agencies and other professionals

5. AUTHORITY LIMITS

Full authority is delegated from the Executive Director through the Deputy Executive Director and the Director - School Services to enable the role holder to produce the desired outcomes.

The role holder has no authority to commit or expend funds without approval.

6. REPORTING & OTHER RELATIONSHIPS

The role holder is accountable to the Executive Director through the Deputy Executive Director and the Director - School Services and the delegated Individual Performance Manager (IPM).

Significant relationships are developed with all members of School Services to ensure integrated service delivery to schools and the development of a shared culture.

Other significant relationships exist with relevant role holders involved in inclusive education and in particular services pertinent to hearing impairment in other BCE Directorates to ensure effective and integrated service delivery to schools.