

Enhancement Teacher – Unity College

Core Purpose

The *Enhancement Teacher* position provides classroom support to all students and extension opportunities for those more capable students. The position ensures that students in are provided with guidance and stimulus within a classroom setting to realise their potential.

Key Relationships

The Enhancement Teacher contributes to the effectiveness of teaching and learning programs in Prep - 6. The Enhancement Teacher facilitates and participates in short-term projects and College initiatives as required. In exercising these responsibilities, the Enhancement Teacher will be guided by the College Mission and the Strategic Directions of the school to design effective and responsive opportunities for student learning.

Statement of Responsibility

Key Area	Key Responsibilities	Key Performance Indicators
Mission and Ethos	Demonstrate an understanding of, commitment to and support for the values and ethos of Unity College and the mission of the Catholic Church.	<ul style="list-style-type: none">• Collaborating with others in support of the ethos and mission of the Catholic school to bring about the integration of faith, life and culture• Contributing to the development of the whole person in an environment permeated by gospel values• Supporting and participate in the religious life of the school• Establishing positive relationships including engagement in the pastoral care of students and supporting their spiritual and moral development• Establishing a welcoming environment which facilitates both recreational and formal learning and equitable access.
Professional Practice	Apply knowledge and skills to shape pedagogical approaches within the Excellent Learning and Teaching Moving Forward strategy to cater for the diverse learning needs of all students.	<ul style="list-style-type: none">• Collecting , analysing and interpreting data to inform a teaching and learning response to students' learning needs• Assessing student learning needs to provide advice and support to classroom teachers• Providing additional in-class targeted teaching support in partnership with classroom teachers to support personalised learning• Collaborating with classroom teachers, providing Strategic and Intensive teaching responses for identified students after Effective and Targeted teaching and cycles of Review and Response• Developing partnerships with class teachers and instructional adjustments to support students to access the Australian Curriculum and the BCE Religion curriculum.

Professional Engagement	Deliver a range of mapping and planning functions to support the delivery of inclusive education practices.	<ul style="list-style-type: none"> • Demonstrating a high level of proficiency with BCE's Effective and Expected practices to inform and support a teaching and learning response • Engaging with High Yield strategies as named in Effective and Expected practices to move student learning forward • Analysing student learning data including the Literacy and Numeracy monitoring tools and other sources of BCE data to inform curriculum planning and a teaching response • Liaising with teachers and other stakeholders to plan, develop, record, implement, support and evaluate personalised teaching and learning responses to students' needs
	Facilitate meaningful outcomes for students, parents and teachers through collaborative processes.	<ul style="list-style-type: none"> • Promoting effective teaching practices through support of the Excellent Learning and Teaching Moving Forward 2017-2020 strategy • Participating in school support team processes which provide quality assurance of verification processes under the Educational Adjustment Program (EAP), and Nationally Consistent Collection of Data (NCCD) • Participating in BCE policies and procedures related to students with diverse learning needs • Sharing specific knowledge of current policies, processes and guidelines relating to students with diverse learning needs • Engaging in consultation and collaboration with all stakeholders to maximise students' access to the Australian Curriculum P-10, the Queensland Curriculum and Assessment Authority (QCAA) curriculums for Senior Years and the BCE Religion curriculum • Demonstrating Effective and Expected practices through engagement in co-planning, co-teaching, co-debriefing, and co-reflecting • Providing professional advice to maximise students' access to and participation in the curriculum within the Excellent Learning and Teaching Moving Forward strategy 2017-2020.
	Share skills and knowledge through professional development, consultation and advice	<ul style="list-style-type: none"> • Demonstrating respect and confidentiality in all aspects of the role • Developing innovative decision making strategies to meet the needs of a diverse community of learners

		<ul style="list-style-type: none"> • Disseminating information and knowledge about the curriculum and special pedagogical strategies to facilitate learning outcomes for students • Contributing to the effective functioning of professional teams • Contributing to learning communities and other professional networks • Negotiating resources to support curriculum and pedagogical initiatives • Partnering with others towards negotiated outcomes by providing support and constructive feedback.
Professional Learning	Maintain professional expertise in a dynamic and evolving context	<ul style="list-style-type: none"> • Collaborating with Support Teachers – Inclusive Education, Consultants, and other professionals to support, implement, monitor and evaluate innovative ideas and practices • Collaborating in professional learning teams to provide classroom teachers with a range of strategies and adjustments to improve the learning progress for each student.

Guiding Principles:

- Touchstone to the Mission Statement
- Equity, excellence and entitlement to learning for all students
- The classroom teacher in collaboration with others, create the optimum conditions for quality learning
- Learning is relational and a shared responsibility
- Learning is visible, explicit and responsive
- All students can learn when provided with the right conditions and time.