



Penola
CATHOLIC COLLEGE
EST. 1995

Position Description

Position Title	Special Education Teacher
Classification	Teacher
Employment Status	Ongoing Part Time (0.6 FTE)
Reports to	Principal, Head of Student Enhancement
Updated	November 2019

About Penola Catholic College

Penola Catholic College is a co-educational college for students from years 7-12 with two campuses in the Northern suburbs of Melbourne. College campuses are situated in Glenroy, which caters for years 7 and 8, and the senior campus in Broadmeadows that features years 9 to 12 and a total college enrolment of approximately 1,500 students.

Penola Catholic College is a community of students, parents and staff guided by the teachings of Jesus Christ and inspired by the example of Saint Mary of the Cross MacKillop. Enlightened by the Gospel values of Faith, Love, Hope and Compassion, we strive to provide a holistic education which meets the needs and develops the gifts of each student. As a community we recognise that this is best achieved in a welcoming environment with a commitment to justice, service and collaboration.

Position Objective

The Special Education Teacher plays a key role in guiding our teachers and Learning Support Officers in the creation of learning environments that address diversity in the classrooms and wider school setting. The Special Education Teacher will deliver a collaborative and consistent approach to supporting the diverse needs of our students.

Responsibilities and Accountabilities

- Support teachers to identify and respond to the additional learning needs of students
- Mentor teachers in the development, implementation, monitoring and evaluation of personalised learning adjustments that reflect the needs and styles of each student
- Provide guidance on best practice approaches, ensuring maximum inclusion within the classrooms and translating documented outcomes into meaningful learning opportunities
- Support staff to communicate with students and families regarding reasonable adjustments
- Provide education to staff regarding the College's obligations to students with disabilities under the DSE
- Provide supportive direction and information to staff regarding the Nationally Consistent Collection of Data (NCCD) on Students with Disability, relevant legislation and guiding frameworks

- Empower and assist staff to construct learning outcomes and design, implement, monitor and evaluate individual learning plans
- Build the profile of the NCCD, championing its purpose and development within the College and enhancing its implementation
- Foster collaborative working relationship between teachers, Learning Support Officers, students and families
- Ensure that the administrative tasks, protocols and procedures relevant to the role are undertaken
- To be aware of College day to day operations, process and/or procedures to assist parents, staff and students and others with any queries
- Any other duties as directed by the Principal or Principal's nominee (eg Deputy Principal Learning and Teaching, and/or Deputy Principal Head of Campus)

Experience and Qualifications

Commitment to Catholic Education

- A demonstrated understanding of the ethos of a Catholic school and its mission
- A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church
- A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ
- A capacity to integrate the Church's teachings into all aspects of curriculum

Commitment to Child Safety

- Experience working with children
- A demonstrated understanding of child safety
- A demonstrated understanding of appropriate behaviours when engaging with children
- Familiarity with legal obligations relating to child safety (e.g. mandatory reporting)
- Be a suitable person to engage in child-connected work

Education and Experience

Essential

- Teaching qualifications
- Current Victorian Institute of Teaching (VIT) registration
- Accreditation to teach in a Catholic school (or be working towards such accreditation)

Desirable

- Accreditation to Teach Religious Education
- Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum
- Demonstrated experience in using ICT to teach subject area
- Preference for experience in inquiry based learning and use of student data to maximise learning outcomes

Skills/Attributes	<ul style="list-style-type: none"> • Ability to work as part of a team • Good oral and written communication skills, including ability to communicate with children, parents and the school community • Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes • Ability to demonstrate an understanding of appropriate behaviours when engaging with children • Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions • Leadership qualities • Self-motivation • Ability and willingness to accept policy directives • Maturity
Technical Expertise	<ul style="list-style-type: none"> • Demonstrated experience as a Special Education Teacher • Tertiary qualifications in Education or equivalent with evidence of continuous learning, particularly in the area of disability • A demonstrated, explicit understanding of individualised instruction and differentiated instruction • Sound understanding of relevant frameworks and legislation, including but not limited to: <ul style="list-style-type: none"> ○ Disability Discrimination Act 1992 ○ Disability Standards for Education 2005 ○ Nationally Consistent Collection of Data (NCCD) on Students with Disability framework • Level 1 or 2 First Aid Certificate

Additional Information

Annual Review Meetings

Actively participate in the Annual Review Meeting (ARM) process with the Principal or Principal's nominee (Assessor). The ARM is a positive process for the Teacher and Assessor to:

- Identify and establish professional development goals and avenues for professional development;
- Assist the Teacher in relation to the Australian Professional Standards for Teachers (the Standards); and
- Affirm achievements and identify areas for improvement and development.

Meetings

Attend staff meetings and other meetings as required.

Professional Development

Relevant professional development can be accessed by the Special Education Teacher.

Employee Obligations

Policies

All staff are employed under and abide by the *Victorian Catholic Education Multi Enterprise Agreement 2018* (and any instrument that replaces it) and Penola Catholic College policies, guidelines and procedures.

Occupational Health Safety

Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. It is the responsibility of all staff to ensure OHS guidelines are met, safe work practices are maintained and all hazards reported to the OHS representative or OHS committee.

Each staff member does make a positive contribution to the College environment. Suggestions that can improve the overall efficiency of a work area are valued and each staff member is encouraged to put forward ideas and suggestions to their Head of Department.

Employee Acknowledgement

I have read and understand the content of this position description and undertake to meet the Responsibilities and Accountabilities in an appropriate manner.

Name: _____

Signature: _____ Date: _____