

JOB DESCRIPTION & PERSON SPECIFICATION



St Martins Lutheran College
Grow in Christ | Growing the Future

College Department	Teaching
Position Title:	Inclusive Education Teacher
Position Classification:	As per Lutheran Schools SA Enterprise Agreement
Tenure:	As per Employment Agreement

JOB DESCRIPTION

1. Summary of the broad purpose of the job in relation to the College's goals.

(Expected outcome and how it is achieved.)

The Inclusive Education Teacher will teach students (Years 7- 12) with diverse learning needs to support their growth and improvement in learning so they may reach their full potential. They will work with the Middle and Senior School Learning Enrichment Coordinator to improve staff practice around teaching and inclusion of students with learning needs. They will display the highest professional standards in their classrooms, personal presentation and management of the students in their care. They will manage classes and students effectively, thereby ensuring that learning is maximised for all students, the duty of care is met in and out of class and a caring environment is provided for all.

Teachers support the Christian ethos of the College and develop their understanding of the spiritual requirements of teaching in a Lutheran school by undertaking the Connect program or Equip, if required, to teach Christian Studies. They embed the mission statement into their daily practice and as a result challenge each student to strive for excellence in a caring Christian community.

Teachers will undertake to teach classes as identified by the Principal. In addition to programmed work at the College, it is acknowledged that teachers spend considerable amounts of time preparing for that work or in other professional tasks on campus, in the community, or at home.

2. Reporting / Working Relationships

The Inclusive Education Teacher will work closely with the Learning Enrichment Teams, Heads of School, College Counsellors, Wellbeing Leaders, teaching staff and students/parents.

The Inclusive Education Teacher reports to the Middle and Senior School Learning Enrichment Coordinator.

All staff members are ultimately responsible to the College Principal.

3. Special Conditions

Teachers are employed under the conditions specified in the current Lutheran Schools SA Enterprise Agreement.

A probationary period of 20 term weeks will apply.

4. Extent of Authority

The role of teacher is largely autonomous in terms of classroom practice under the ACARA framework and the College's Pedagogical Framework and guidelines. Teachers are expected to respond to the needs of students, and plan, program and engage collaboratively with other staff to provide for the safety, wellbeing and academic achievement of each student.

Teachers will abide by College policies and procedures, and perform all reasonable duties as required by the Senior Management Team.

5. Statement of Key Outcomes & Associated Activities

Position Responsibilities

The role of the Inclusive Education Teacher at St Martins is underpinned and guided by the Australian Professional Standards for Teachers, as well as practices relevant specifically to St Martins.

Inclusive Education

- Devise, deliver and evaluate appropriate programs for a cohort of identified students with additional learning and support needs
- Provide advice and guidance about the provision of supports for students with diverse learning needs
- Collaborate with school staff to ensure students with diverse learning needs have access to a relevant and rigorous curriculum
- Build staff capability through coaching, observation and feedback to identify and implement educational adjustments
- Establish and maintain effective collaborative relationships with relevant stakeholders to ensure their participation in goal setting, planning and decision making for students with diverse learning needs
- Facilitate relationships and networks within the school and wider community to support students with diverse learning needs
- Contribute to various educational team meetings and One Plan meetings to help guide programs and practices aligned to student needs
- Contribute to the Nationally Consistent Collection of Data for Students with Disability (NCCD)
- Attend relevant professional development activities to ensure growth of professional competence
- Support teachers to make modification and adjustments to curriculum or approaches to learning and teaching, taking into account the educational needs of individual students in line with relevant legislation
- Provide consultation with, and advocacy for students with diverse learning needs to access and engage in schooling on the same basis as their peers
- Provide support and advice to parents as necessary, in consultation and partnership with teachers
- Collaborate with the Middle and Senior School Learning Enrichment Coordinator and teachers to complete One Plan documentation
- Work inclusively to contribute to broader areas of curriculum development and whole school directions as well as the planning for and considered use of resources
- Assist class teachers with the identification of students who require additional support
- Maintaining appropriate records and files in line with school and system policy and procedure
- Accessing appropriate professional and collegial support with opportunities to maintain professional expertise

College expectations

- Support the Christian ethos of the College
- Act in partnership with parents, peers and all College staff in the building of the College community
- Respect the confidentiality of College information, including student records and sensitive discussions about students
- Effectively carry out all required administrative responsibilities such as reporting and Parent Information Nights
- Care for and nurture students as they grow and develop
- Attend and participate in morning briefings at 8:15 am each morning
- Comply with the staff code of conduct

PERSON SPECIFICATION

1. Educational / Vocational Qualifications

- Current registration with the South Australian Teachers' Registration Board (including a Working with Children Check)
 - Qualifications in Special/Inclusive Education and/or extensive teaching experience in a specialised setting (desirable)
 - Evidence of current Responding to Risks of Harm, Abuse and Neglect (RRHAN) training
 - A minimum of Basic Emergency Life Support training
 - Teacher Accreditation in Lutheran Schools Australia or willingness to complete upon appointment
 - Valuing Safe Communities training with LESNW or willingness to complete upon appointment
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2. Personal Skills, Abilities & Aptitude

Skills

- Demonstrate organisational and time management skills
- Demonstrate high level communication and interpersonal skills when relating to students, parents and other teachers
- Demonstrate the capacity for leadership, self-management, decision-making and team work

Abilities

- Demonstrate a capacity to select and use appropriately, a wide range of teaching and assessment strategies to suit the needs of a diverse range of students, including enquiry and critical and creative thinking
- Demonstrated ability to incorporate the use of electronic technology into teaching and learning
- Demonstrate the capacity to reflect critically upon professional practice
- Accept, promote and manage change
- Respect the confidential nature of all personal data associated with staff and students
- Be able to prioritise workloads and meet required deadlines

Aptitude

- Demonstrate a capacity to commit to the College's Purpose, Values, Vision and Mission that underpin the delivery of a Christian based education to students in the College
 - Demonstrate integrity in all things
 - A commitment to develop young people
 - A willingness to learn, undertake mentoring and follow instruction effectively
 - Demonstrate the commitment and capacity to actively contribute to a broad range of College activities as a member of the College team
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3. Experience

- Experience in personalised planning for students with disabilities or other complex learning needs
 - Experience working successfully and collaboratively within a team of teachers
 - Active involvement in a professional community, or a willingness to be involved
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4. Knowledge

- Working knowledge of the Disability Discrimination Act (DDA) and in the Disability Standards for Education (DSE) legislation and its implications for schools
- A good working knowledge of the Australian Curriculum
- A sound understanding of pedagogical practice for Middle/Senior School students
- A sound knowledge of the development of young people
- An understanding of NCCD processes

5. Work Health and Safety

- Comply with the school's Safety Policy and the Safety Management System
- Be aware of safety related responsibilities, authorities and reporting relationships
- Participate in training
- Take reasonable care to protect the health and safety of self
- Take reasonable care to avoid adversely affecting the health or safety of any other person through an act or omission
- Follow Work Instructions
- Use equipment provided for health or safety purposes
- Obey reasonable instructions that the employer may give in relation to H&S
- Report hazards by completing Part 1 of the Safety Improvement Request form
- Contribute to the continual improvement of the Safety Management System

APPROVAL

Job Description & Person Specification Approved

Alan Connah

(Print Name)

(Signature)

Date:

Acknowledged by Person Selected

(Print Name)

(Signature)

Date: