



*A Kindergarten to Year 12 Co-educational School in the Anglican Tradition
that has been inspiring minds and hearts since 1984.*

Learning Support Coordinator K-6

Full time position

GEORGES RIVER GRAMMAR

General Information

More than 30 years ago, the Rector (Fr. Tony Wood) and the Assistant Rector (Fr. Arthur Rossiter) opened St. Paul's Choir School in the Rectory of St. Paul's Anglican Church Bankstown, so that they could have a choir to sing the 1662 Book of Common Prayer Anglican Service each Sunday. Later they opened Bankstown Grammar School to cater for secondary aged students. Today St. Paul's Choir School and Bankstown Grammar School have transformed into Georges River Grammar, a School in the Anglican Tradition that has been inspiring minds and hearts since 1984. Our comparative youth as a school has many benefits, which our Parents and Students enjoy. We are a small school and will always be a small school where every child is known and valued. We are able to offer varied opportunities to our students through modern facilities and a well-resourced school. We provide individualised programmes to cater for our multi-cultural and academically diverse students. We have developed a **caring learning environment** where the values of **inclusion, compassion, and justice** take pride of place.

Role Description

Title:	Learning Support Coordinator
Department:	Primary
Location:	Georges River Grammar
Reporting to:	Principal through Head of Primary/ Director of Teaching and Learning (K-6)/ Director of Learning Support (K-12)
Supervisors:	Director of Teaching and Learning (K-6) and Director of Learning Support (K-12)
Description:	A Learning Support Coordinator is a key role in working with students, colleagues and families to develop programs and processes that respond to the diverse needs of learners.
Liaison with:	Internal: Students, Teaching and non-teaching staff External: Third Party Providers, professional organisations and parents
Salary scale:	Duties and responsibilities as a teacher within the school are outlined in the Independent Schools NSW Standards Model (Teachers) Multi-Enterprise Agreement 2017. This position attracts a Leadership Level 1 allowance.
FTE:	Permanent full time position or as stated in contract.

Specific Responsibilities

The K-6 Learning Support Coordinator provides the best possible education for students with diverse learning and behavioural needs in our Primary School, and contributes to the pastoral care and co-curricular programs of the School. This School delivers the New South Wales curriculum framework, as outlined in NESA syllabus documents, and one that treats all areas of the curriculum as valuable and important in the education of young people. The K-6 Learning Support Coordinator has a key role in working with students, colleagues and families to develop programs and processes that respond to the diverse needs of students at Georges River Grammar School. This includes students with specific learning needs, students who identify as gifted/ EALD/ Twice exceptional.

The successful applicant will be an exceptional communicator with high-level of interpersonal skills. An ability to work autonomously and a demonstrable capacity to engage with a wide range of stakeholders will be highly regarded. The Learning Support Department K-12 exists to meet student needs for support, extension and English as an additional language or dialect, and to build teacher capacity to identify, document and differentiate teaching and learning for diverse student needs. The K-6 Learning Support Coordinator will possess a deep and broad knowledge of current best practice in EALD, learning support and extension, current issues in education and the legislative requirements associated with students with disability.

Teaching, Learning & Wellbeing

- Work with reference to all relevant in-school T&L policies, Strategic Plan, and the school's Vision, Mission and Ethos.
- Work with reference to all relevant disability discrimination and the Disability Standards for Education (2005)
- Be conversant and up-to-date with the NSW Syllabus, consolidating and enriching each student's learning
- Communicate clearly with the Director of Learning Support K-12, and the Director of Teaching and Learning (K-6) regarding students of concern.
- Possess a thorough understanding of NESA curriculum in all Key Learning Areas, especially English and Mathematics.
- Demonstrate a thorough understanding of 'whole school' approaches to literacy and numeracy instruction, including systematic phonics and the Explicit Instruction model.
- Support the implementation of school policies, through informing, supporting, collaborating with and building the capacity of K-6 teachers, with reference to best practice for supporting students with additional needs.
- Implement and explain the Three Tier – Response to Intervention Model for determining levels of intervention and support.
- Program, timetable and run small group interventions in literacy and numeracy, responding to assessment data and identified student needs.
- Provide class teachers with appropriate support and training to assist them in the identification and teaching of students with additional needs.
- Develop and implement strategies and intervention programs with regard to differentiation to enable students with disabilities to access the curriculum "on the same basis" as peers.
- Develop and implement effective processes for monitoring and tracking the overall progress of students with additional needs.
- Support and manage additional student support programs including Multilit, and other intervention programs.
- Implement evidence based programs and approaches when planning student interventions
- Assist teachers, students and families to identify and use technology solutions for supporting learning (e.g. Apps, accessibility settings, software, and web-based programs).
- Prepare and share Student Learning Profiles for targeted students.
- Prepare and implement Individual Learning Plans for Tier 3 students, in collaboration with parents, teachers, the student (where appropriate), and other stakeholders. These plans may be academic, organisational, behavioural or a combination of these.
- Meet regularly with parents, class teachers and other stakeholders to review and set Individual Learning Plan goals, including the annual team meeting.
- Work with Tier 3 students 1:1 on individual programs (ILPs).
- Oversee the transition of students with identified needs into the school and across key transition points including Kindergarten, across stages and into Year 7.
- Assist in the pastoral care of students as required, including student support in the playground.

- Work closely with external bodies, such as RIDBC itinerant teacher and classroom teachers to support students with sensory disabilities.
- Provide information about and work with outside specialists (e.g. Speech Pathologists, Occupational Therapists, Psychologists, and Pediatricians).
- Work with K-12 Gifted Facilitator in regards to twice exceptional students.
- Continue to develop own professional knowledge and practice through reading, research and participation in professional networks.
- Engage in professional discussions with colleagues in a range of forums, professional and community, to evaluate practice and improve professional knowledge and practice.
- Identify appropriate professional learning opportunities for colleagues and Teacher's Aides in the Learning Support Team. Positively influence their team members to continuously seek improvement.
- Be a member of appropriate professional networks.

Administration

- Liaise with classroom teachers and specialist teachers in relation to the academic progress of students.
- Engage in proactive and professional communication between the Learning Support Department and parents of students, including responses to parental concerns and queries.
- Timetable intervention programs and, with the support of the Stage Coordinators, the daily work routines and accountability of Teacher Aides.
- Design the learning programs, Teachers Aides' to implement.
- Administer Adjustments for Students with a Disability (ASWDs) in conjunction with the leadership team for NAPLAN. This includes communication with parents, teachers and students.
- Purchase and provide materials and resources for students in order to ensure differentiation, and maintain department resources where appropriate.
- Make recommendations to the Director of Learning Support K-12, and the Director of Teaching and Learning (K-6) regarding resources and staffing.
- Implement effective procedures for the collection of the Nationally Consistent Collection of Data for Students with Disability (NCCDSWDs) in the Primary School.
- Keep accurate records of collaborative planning meetings with staff, parents and students.
- Set dates for annual case meetings (ILPs).
- Attend Stage/Grade meetings to plan, review and advocate for students as required.
- Maintain confidentiality of records and information, both personal and corporate.
- Meet regularly with the Director of Learning Support K-12, and the Director of Teaching and Learning (K-6) and other relevant executive staff.
- Attend to all record keeping, marking and documentation and administration, as required;
- Attend staff meetings and Student Chapels, interviews and other meetings as prescribed;
- Understand the Australian Professional Teaching Standards as directed by NESA and participate in a Staff appraisal process;
- Maintain professional accreditation with recognised professional associations including NESA and ISTAA;
- Have a working understanding of School policies and procedures;
- Perform playground duty and other general and administrative tasks as required;

Professional Attributes

- Accomplished teaching practitioner who has achieved excellence in teaching and learning
- Capacity to think about the development of the whole child.
- Well-developed communication skills
- The ability to work collaboratively with students and staff
- Ability to work unsupervised taking the initiative to respond to student need.

- Sound knowledge of students with additional needs and the strategies that need to be implemented to allow these students to participate “on the same basis” as their peers.
- Advocacy skills to champion the needs of diverse learners.
- Sound knowledge of the Disability Standards for Education, Gifted and Talented Education principles, and English as a Second Language approaches.
- Understanding and experience in writing Individual Learning Plans (ILPs).
- Contribute to the positive development of the profile of the Learning Support Department within the school.
- Cultivate positive relationships within the Learning Support Department and with other members of the school community.

Personal Attributes

Essential

- A ‘can do’ attitude and be a ‘hands-on’ proactive team player with the ability to work collaboratively with students and staff;
- Recognition of the importance of personal reflection and lifelong learning on your teaching practice;
- Be an exceptional communicator with a high level of interpersonal skills;
- Ability to work autonomously with a demonstrable capacity to engage with a wide range of stakeholders;
- Ability to prioritise work schedules by being self-directed and motivated;
- Good analytical, problem solving and decision making skills;
- Ability to perform all tasks with attention to detail;
- Support the Anglican Traditions and Christian ethos of the School.

Qualifications

- A Degree in Inclusive or Special Education plus recognised Teaching qualifications and eligible to be accredited with NSW Education Standards Authority (NESA);
- Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012, prior to employment;
- First Aid Certification.

Applying for the role

Applications, in writing should be addressed to the Principal, Mrs Raquel Charet, and should include a letter of application outlining why you consider yourself suitable for the role, as well as a full curriculum vitae.

All applications, in PDF format must be emailed to employment@grg.nsw.edu.au by 3.00pm Wednesday 24 April 2019.