

Melton Christian College

Position Description: Education Support Teacher

Appointed by: Principal

Reports to: Heads of Teaching and Learning, indirectly to Principal

Date of this document: Nov 2022



How the Position fits within the overall Teaching Team

The Education Support Teacher leads our team of Integration Aides and reports to the Head of Teaching and Learning and less directly to the Principal. Education Support Teacher, with their pedagogical understanding, collaborates with all teaching staff to ensure successful planning, implementation, and review of modified programs to accommodate the learning needs of particular students in a way consistent with the Christian worldview policies of the College.

Main Objectives of Role:

- Enabling access to Christ-centred education for College students with additional needs
- Building a culture that espouses the College's shared values: Christ-centredness, Respect, Excellence, Community and Passion for Teaching and Learning
- Overseeing all applications for NCCD and other additional funding for students with additional needs
- Teaching and equipping teaching staff with knowledge, resources including practical solutions so they can create success for students with additional needs
- Collaborating with the Heads of School as they implement appropriate accountability to ensure teachers plan for and deliver modified programs
- Implementing excellent administration and communication

Areas of responsibility:

- The effectiveness, professionalism and professional development of Integration Aides
- The planning, implementation and review of modified programs across the College
- Equipment, programs, teaching materials and budgets within the Education Support Department
- Collaboration and Goal-Alignment throughout the College

Specific tasks include:

- Collaborating with T&L Team members for the implementation of modified programs as appropriate
- Contribute to reviewing the Education Support budget, and operate within set budget
- Contribute to, appraise and oversee the effectiveness of all Education Support programs
- Ensuring documentation of students' additional needs is retained and accessible in a College database
- Four to six times a year update teaching staff on additional needs students and their program modification requirements
- Helping parents of students with additional needs to connect with service providers
- Holding pre-interview appraisal meetings with families of students with additional needs seeking enrolment
- Identify new and current students who have additional learning needs through testing students, analysing data, and through consultation with parents and teachers
- Join network meetings, in-service training, keeping updated on current curricular trends, and delivering information to all staff on Education Support topics
- Keeping alert to new funding sources, such as grants and grant applications
- Liaise with service providers such as speech therapists, psychologists, etc
- Prepare and submit funding applications

- Provide information, training and resources to teachers to assist their teaching of additional needs students
- Set up regular timetables for the Aides so as to maximise their effectiveness with their students
- Setting Education Support team goals, then planning, setting agendas, coordinating and chairing team meetings
- Staying informed of current Education Support practices and philosophies both within the Christian education movement and alternative education systems
- Upholding the dignity and authority of the position before staff, students, parents and the community
- Oversee education support for students, including:
 - Guide Aides and teachers to create Individual Education Plans
 - Provide rationales for additional needs students to be exempted/included in external tests eg. NAPLAN
 - Refer students for further external assessments where required
 - Student Support Group meetings to monitor progress and set goals
 - Support the VCE Coordinator with regard to application for and implementation of Additional Provisions for VCE students
- Manage and provide direction for the Integration Aides including:
 - Assisting with the effective induction of new Education Support staff
 - Creating an environment that encourages initiative and insists on effective communication, and maintaining a God-honouring spiritual and emotional atmosphere among Ed Support team
 - Ensuring Aides adhere to policies and procedures
 - Guiding Aides to devise and implement literacy and numeracy interventions for students
 - Guiding Aides to stay within the set budget
 - Guiding Aides' selection of appropriate educational resources for the use of students and staff
 - Overseeing the Aides' maintenance, inventory and replacement of the Ed Support resources
 - Provide oversight, training and resources for the Aides, strategically recommending and approving training for Aides, and facilitating the subsequent implementation of this training

Authority

The Education Support Coordinator has the authority to, and is expected to:

- Provide guidance and mentoring for Integration Aides
- Approve relevant expenditure within budget limitations
- Make decisions in relation to the implementation of Ed Support programs and staff training programs after appropriate consultation with the Heads of School where appropriate

Teaching Allocation

An appropriate balance of face-to-face teaching and release-time allocation will be determined by the Principal and reviewed annually on the basis of overall College capacity to provide balanced release-time to the various leadership roles.

Conditions of Service

As a leadership position, it is important that applicants be aware that it is not unlikely that Education Support Coordinators will be needed to take part in training and induction days or half-days during student term-breaks at times.

Occupational Health and Safety

The Education Support Coordinator has delegated managerial responsibility from the Principal (for a designated work group of employees, and classrooms, plant, equipment and facilities associated with their designated department), to:

- Ensure that College Health and Safety Policy and procedures are communicated to all employees in the department and are deployed within the area of responsibility
- Ensure that safe operating procedures are developed and implemented which are appropriate for the hazards and risk profile of the activities of the department
- Ensure that College safety systems are implemented and compliance is regularly audited and monitored. (eg. hazard reporting, hazardous materials storage and documentation, plant and equipment purchasing, audits etc.)
- Ensure that health and safety is a scheduled agenda item within each team meeting
- Ensure that all employees for whom the Education Support Coordinator has managerial responsibility satisfactorily complete all health and safety training identified for him/her/them to complete
- Ensure that all hazards which are observed, and any incidents which may occur to any person within his/her area of responsibility are reported, documented, investigated and corrective actions are implemented as identified for action
- Ensure that Health and Safety issues are identified, planned for and resources required to manage health and safety issues are included in budgets
- Support Management and Colleagues in performing their roles in relation to health and safety matters.
- Ensure that regular workplace inspections and audits are carried out in accordance with College safety systems

Child Safe Culture

The Education Support Coordinator has delegated managerial responsibility from the Principal to:

- Work towards embedding an organisational culture of child safety, including effective leadership in and beyond their department
- Be familiar with and promote familiarity with the College child safe policy
- Be familiar with and promote familiarity with the VIT Code of Conduct, and the additional points that establish the College's expectations for appropriate behaviour with children
- Take part in screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Be familiar with and promote familiarity with processes for responding to and reporting suspected child abuse
- Always work to identify and reduce or remove risks of child abuse
- Always work towards appropriate participation and empowerment of children