



## POSITION DESCRIPTION

<b>Title:</b>	Learning Enrichment Teacher (Senior School)
<b>Classification:</b>	Academic
<b>Reports to:</b>	Senior School Learning Enrichment Centre Coordinator and Literacy Specialist
<b>Direct reports to this role:</b>	None
<b>Internal Liaisons:</b>	Pastoral and Academic Care Coordinators (PACCs), Coordinator Indigenous Scholarship Programme, School Psychologists, students
<b>External Liaisons:</b>	Parents, external providers (Educational Psychologists, Speech Pathologists, Occupational Therapists, SSENS), authorities (SCSA, AISWA) and other stake holders
<b>Terms and Conditions:</b>	PLC Teachers Agreement

### Purpose

The Learning Enrichment Centre (LEC) is a versatile and flexible centre with the purpose of ensuring each student at PLC is presented the opportunity to reach their full academic potential. It provides support for students needing assistance with the development of literacy and numeracy, and those with additional learning needs.

The Learning Enrichment Teacher works as part of a team of LEC staff and other key groups such as Pastoral and Academic Care Coordinators (PACCs), School Psychologists and the Indigenous Coordinator to case manage students effectively and meet the learning outcomes for students who present with additional learning difficulties.

The Learning Enrichment Teacher helps ensure the continuity of students' educational learning and personal growth from Years 7 to Year 12 remains a positive, inspiring, and enriching experience.

### PLC Statement of Purpose

Presbyterian Ladies' College is a Uniting Church School committed to educational excellence that gives girls confidence to lead purposeful lives and make an active contribution towards the common good.



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## **Service and Values**

- All responsibilities and activities are to be carried out in accordance with PLC's ethos, values, and standards of behaviour as set down by the school and as amended from time to time.
- It is expected that individuals will demonstrate and promote service excellence and support the school in its objectives at all times.
- Participate in professional development activities conducted by PLC as required or directed.

## **Statement of Commitment to Child Safety and Wellbeing**

All children and young people who come to Presbyterian Ladies' College have a right to feel and be safe. We are committed to the safety and wellbeing of all children and young people. We are committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives. We have zero tolerance for child abuse, grooming and other harm and are committed to acting in students' best interests and keeping them safe from harm.

The College regards its child safety responsibilities with the utmost importance and is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintaining a child safe culture. Each member of the College community has a responsibility to understand the important and specific role that they play individually, and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all that they do, and every decision that they make.

## **Staff Obligation to Child Safety**

All staff at PLC take an active role, and are well informed of their obligations in relation to the safety and wellbeing of children and young people at PLC. The PLC Statement of Commitment to Child Safety and Wellbeing and relevant policies have been developed in line with the National Principals for Child Safe Organisations. They are incorporated into the School's employment cycle from recruitment and reference checking to induction and a commitment to regular Professional Learning. All staff at PLC are required to sign a statement that they have read, understood and agree to abide by the PLC Child Safety Policy and the PLC Child Safety Staff Code of Conduct.

## **Key Result Areas**

### **Academic Learning Outcomes:**

- Teach the Enrichment Programme to students from Years 7-10 who have been identified as requiring additional support in literacy and numeracy.
- Support Year 11 & 12 students identified with additional learning needs as required.
- Plan for differentiated, meaningful and appropriate learning experiences.
- Plan a variety of approaches to learning, extending and challenging diverse needs of learners.



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- Demonstrate pedagogical content knowledge and model a high standard of teaching practice based upon an understanding of varied teaching and learning approaches.
- Teach collaboratively within teaching teams in support of optimising student learning.
- Provide small group and or one on one instruction to facilitate optimal learning for students and their individual needs.
- Promote and enable an inclusive learning environment for all students.
- Assist in identifying students' individual learning needs through consultation with previous school reports, data analysis, diagnostic specialist reports, assessments and other referrals so that appropriate documented plans and programmes can be developed.
- Meet with parents and external providers, authorities, specialist services and other stakeholders to manage each student's learning needs as required.
- Liaise with Learning Enrichment Centre Coordinator regarding students who require a modified curriculum. Create IEP documentation in consultation with teachers and regularly meet and communicate with parents.
- Support subject teachers in modifying the curriculum for students on IEPs and creating learning activities suitable for the student.
- Assist teachers in managing IEP marks book and providing parents with regular feedback regarding continuous assessment.
- Develop and maintain relationships with parents and provide a point of contact for parents in relation to their daughters' support and learning needs.
- Develop and support inclusive education, particularly developing subject teachers' knowledge and skills in differentiating the curriculum to meet the needs of students.
- Conduct diagnostic testing to identify areas of challenge.
- Assist with before and after school Homework Help and the before school Literacy Lounge as required.
- Support the Study Centre Supervisor with test administration as required.
- As required, liaise with Head of Careers and Pathways and attend meetings with parents and students to assist in subject selection.

## **Administration Management Outcomes:**

- Advocate for students who present with additional learning needs.
- Case Manage identified students in terms of their learning and associated pastoral needs, and write and update Documented Plans on a regular basis.
- Assist and collaborate in the identification of students, collection of evidence and managing information for NCCD.
- Liaise with the Learning Enrichment Centre Coordinator to ensure identified students receive special arrangements for Allwell Testing, NAPLAN, OLNA, internal school assessments and examinations.
- Maintain accurate records.
- Ability to work effectively in the PLC Community with staff, families, individuals and groups.



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- Promote and maintain awareness of current education developments in learning support and be proactive in dissemination of relevant information and facilitate the incorporation of new ideas.

## **Health and Safety:**

- Demonstrate in daily activities a commitment to health and safety in the workplace by always performing tasks in the safest possible manner – safe for the individual, co-workers and students.
- Ensure at all times that you work in compliance with all laws, acts, regulations and internal policies outlined in all manuals and handbooks, as updated from time to time.
- Report all hazards and incidents that the individual is party to, or observes, in the correct manner.
- When required or directed by PLC, participate in any health and safety training.

## **Knowledge, Skills, Experience and Attributes**

### **Essential Criteria**

- Working with Children and Police Clearance **mandatory**.
- TRBWA registration.
- Undergraduate teaching qualifications with postgraduate qualification / experience in teaching students with additional needs in the classroom.
- Ability to develop and implement creative learning programmes required for students with additional needs.
- Ability to engage in effective differentiated teaching practices within the classroom.
- Experience in delivering evidenced based literacy and numeracy programmes to students who present with learning challenges.
- Ability to integrate ICT into student learning to enhance learning outcomes.
- Ability to maintain positive working relationships and communicate effectively.

### **Desirable Criteria**

- Experience conducting and analysing diagnostic assessments.
- Training in evidenced based literacy programmes such as Sounds Write or MacqLit.
- Knowledge of the Western Australian Curriculum Years 7-10, and Year 11 and 12 SCSA courses.
- Experience teaching small groups of students with additional needs the Western Australian Curriculum, Years 7-10 , for Mathematics.