

St Augustine's College
Diverse Learning Teacher

The purpose of the Diverse Learning Teacher is to identify, assess, support, monitor and evaluate students' specific learning needs, in collaboration with other members of the School community involved with students, recognising and valuing the diversity in our student population.

Operational Role	<ul style="list-style-type: none"> ● Updated knowledge of NCCD procedures and policies. ● Well-developed teamwork, communication and interpersonal skills. ● Demonstrate current knowledge of legislation and practices in regard to students with learning difficulties, disabilities and learning support needs. ● Ability to engage students in education programs spanning from F-12. ● Ability to utilise appropriate technologies to enhance the teaching programs. ● Understanding and respect for professional confidentiality requirements. ● Be prepared to participate fully in the School's co-curricular program i.e. attend camps, excursions and events, as required.
Relational Role	<ul style="list-style-type: none"> ● Effectively work as part of a team within an educational setting. ● Organise work priorities in line with the School's vision and strategy. ● Follow directions from line managers. ● Assist in the preparation and organisation of classroom teaching tools and processes as required. ● Establish good relationships with parents and with other staff members. <p>Knowledge, Skills and Responsibilities</p> <ul style="list-style-type: none"> ● Motivating students to develop skills, attitudes and knowledge needed to provide a good educational foundation, in accordance with each student's ability. ● Maintaining currency on educational theory and practice. ● Follow school policies and procedures.
Strategic Role	<ul style="list-style-type: none"> ● Provide testing for students nominated through the School's referral protocols. ● When required, makes adjustments to curriculum or approaches to learning and teaching, taking into account the educational needs of individual students. ● Record and share information in regard to NCCD. ● Develops, as required, Individual Plans for students, including teaching and learning strategies for the classroom and specialist teachers and teaching aides. ● Provides detailed information for students transitioning to new schools, classes, years or stages. ● Provides shoulder-to-shoulder professional support for classroom teaching staff in creating an inclusive curriculum. ● Provides direct, explicit and intensive teaching for students with specific needs, identified through assessment procedures in the form of small groups, conducting a class or supporting within the classroom. ● Works in classrooms to assist teachers in implementing approved Individual Plans. ● Provides appropriate advocacy for students with specific needs.

Systemic Role	<ul style="list-style-type: none"> ● Provide availability for diocesan school reviews and selection panels
Key Attributes	<ul style="list-style-type: none"> ● CECV Accreditation to teach in a Catholic School - or commitment to complete ● Ability to communicate effectively ● Ability to collaborate ● Well developed emotional intelligence and relational skills ● Knowing and understanding the importance of confidentiality ● Up to date knowledge and skills and commitment to ongoing professional learning ● High level organisational skills to meet the needs of meetings, documentation, event planning and supporting all relevant people ● Proficient in the use of technology and College IT systems ● Competence in dealing with difficult and challenging situations calmly

Key Internal Connections:

Teams:

Leadership Team

Community and Wellbeing Team

Diverse Learning Team

Accountable to:

Learning Leader: Diverse Learning

Deputy Principal: Wellbeing

Deputy Principal: Catholic Identity & Community

Principal