

ACADEMIC SUPPORT TEACHER

Junior School

JOB DESCRIPTION

All members of the Support Team focus on helping classroom teachers differentiate their programme through collaborative planning, suggesting strategies and resources and working with various groups as a result of discussions with classroom teachers. The class teachers and Support Team member decide which students will receive intervention based on assessments.

Reports to: Head of Academic Support - Junior School

Main Duties:

- Work with various student groups including; those identified as intellectually gifted through psychometric assessment, students working above year level in one or more subjects, students working at year level and students in need of support and intervention
- Identify, using agreed measurements tools, students to be included in extension or support programs
- Provide academic support on an individual or small group basis (within or withdrawn from the classroom) across Junior School classes for identified students with additional needs
- Personally case manage allocated students in relevant year levels
- Assist classroom teachers in the construction of intervention or extension programs, and special provisions or accommodations for identified, case managed students
- Collaborate with classroom teachers in the construction of IEP's for identified students
- Liaise with JS Psychologist, Speech Pathologist, Occupational Therapist and external agencies regarding student assessments, progress and intervention
- Update regularly data bases for support and extension students
- Update assessment data bases
- Conduct diagnostic testing, or pre and post intervention assessments of identified students and make recommendations to classroom teachers on the basis of these assessments
- Collaborate with class teachers throughout the reporting process
- Support staff in the preparation, planning and conducting of NAPLAN and other like testing
- Participate in relevant professional development
- Participate in orientation programs and parent information sessions as required
- Participate in review of Academic Support policies and procedures as required

Communication with Parents:

- Seek permission, where necessary, from parents to initiate diagnostic testing, particularly new students
- Communicate with parents after testing, making recommendations and constructing IEP's
- Initiate meetings with parents, JS Psychologist, Speech Pathologist, Occupational Therapist or outside agencies for further diagnostic assessments
- Participate, when required, in parent /classroom teacher (student) meetings

Pastoral Roles:

Staff

- Develop mutual respect where Academic Support staff and classroom teachers work together, to successfully deliver a differentiated curriculum in the JS

Students

- Build strong, trusting relationships particularly with students with significant learning difficulties
- Be aware of individual needs and available when required by students

Parents

- Point of contact for parents who have son(s) involved in the Academic Support programme and may need pastoral support.

JUNIOR SCHOOL TEACHER

JOB DESCRIPTION

The Junior School teacher provides the best possible education for the boys within their classroom and contributes to the pastoral care and co-curricular programmes of the School.

The School follows the Primary Years Programme of the International Baccalaureate for Years 1 to 5. Our pedagogy is inquiry based with a strong emphasis on the development and consolidation of basic skills. We provide an enriched curriculum that blends the Scope and Sequence documents of the IB with the Australian and Western Australian Curricula.

Responsible to: Head of Junior School

MAIN TASKS

1. Teaching Practice

The role of the teacher includes the following responsibilities:

- Prepare and present an outcomes focused curriculum based on the Australian Curriculum and the International Baccalaureate's Primary Years Programme
- Submit programmes at the commencement of each term to the Deputy Head of Junior School responsible for Curriculum
- Use Information and Communication Technologies to present engaging and challenging learning experiences
- Plan and present learning experiences that are student centred and outcomes focussed
- Closely monitor student progress in each subject area and maintain up-to-date student records on each student's learning
- Communicate student progress to parents in the form of student work sample files twice a year, interviews and formal semester reports
- Facilitate appropriate individualised remediation and extension activities as required

2. Pastoral Care

All staff have pastoral responsibilities within the School, whether as classroom teachers or in their specific role as tutors. The key tasks of each teacher include:

- Knowing every boy as:
 - an individual (eg. medical history and problems, likes/dislikes and interests)
 - a member of his family
 - a member of the School (academic ability and progress, involvement in games, co-curricular activities)
- Develop an open relationship based on mutual trust with the boys
- Monitor each boy's academic progress
- Monitor each boy's behaviour development, being aware of any circumstances which may lead to poor or erratic behaviour
- Monitor each boy's attendance patterns and report matters of concern to the Deputy Head responsible for pastoral care
- Where appropriate provide feedback to the Head of Junior School which summarises a student's role in the class and his participation in the co-curricular programme
- Develop and maintain open lines of communication with parents
- Attend and participate in Staff Meetings, Assemblies, and Chapel
- Attend school-organised activities when appropriate

3. Co-curricular programme

- Coach sporting teams and/or contribute to the School's co-curricular programme
- Take an active role in the co-curricular programme as appropriate to your full-time equivalence
- Ensure all activities are pursued in a manner consistent with the Scotch College values
- Encourage boys to be active participants in the co-curricular programme offered
- Keep accurate records of boys' attendance and performance in co-curricular activities
- Ensure adequate levels of supervision and standards of behaviour during activities
- Ensure the necessary equipment is available and maintained

4. Spirituality

- Support the Christian ethos of Scotch College, which is an active member of the Uniting Church in Australia
- Support the work of the Chaplain by attending worship and the exploration of spiritual themes within the classroom
- Recognise spiritual search for meaning as an essential element of our common humanity

5. Professional Development

- Keep up to date with curriculum and resource development
- Maintain adequate technology competencies relevant to teaching
- Attend appropriate seminars and courses inside and outside of school hours
- Participate in subject or area association meetings as appropriate
- Maintain relationships with professional association (e.g. Curriculum Council, AISWA)
- Participate in and contribute to Scotch College professional development programmes
- Participate in the school's professional development and review process
- Participate in the development and evaluation of curriculum, programmes and resources for the implementation of the curriculum

6. Service and Teamwork

- Ensure all students and parents are provided with a quality service in a timely, efficient and friendly manner
- Maintain professional confidentiality concerning information about staff and/or students
- Ensure that all documents are prepared and presented in a professional format in keeping with College practices and that a high standard of spelling, grammar and punctuation are maintained
- Operate as a 'team player' at all times and fully support the Head of the Junior School and Leadership Team in all aspects of the College

SKILLS AND ABILITIES REQUIRED

- Ability to build trusting relationships with boys, parents, peers and other staff
- Ability to deliver engaging lessons that stimulate and educate students
- Competent technology skills relevant to the teaching areas
- Excellent manner in dealing with staff, students, parents and general public
- Ability to use the school database
- Ability to work as part of a team and independently
- Ability to work under pressure and to deadlines (Good time management skills)
- Punctual and flexible
- Ability to prioritise
- Ability to maintain confidentiality
- Ability to show initiative and to be proactive
- Ability to represent the School at a professional level