JOB DESCRIPTION: Teacher of Student Diversity

Context:
King’s is establishing a Learning Support Centre and the successful applicant will have a growing input and direction into the KLSC. Students with a diagnosed intellectual disability, severe language delay or low borderline IQ (70-75) with additional identified complex learning needs will be included within the centre and providing support for these students will be the primary focus of this role.

Position Purpose
This is a new and emerging role. In 2017, the Teacher of Student Diversity will work with students who have diverse needs, and diagnosed learning disabilities from Grades 6-12 and will have a key role in establishing King’s Learning Support Centre.

Experience, Skills and Qualifications
1. Registered Teaching qualification
2. Teacher experience at least 5 years or more
3. Knowledge and pedagogy around special education
4. An understanding of the Australian Curriculum, the NSW life skills program and SACE or a willingness to upskill.
5. An understanding of, and experience working with children with disability.
6. A genuine heart for Christian Education and the vocation / calling of King’s
7. Demonstrated commitment to Christian faith and spiritual development and a willingness to develop these through the job role and within King’s as a Christian community

Key Tasks
The scope of this role will increase as the King’s Learning Support Centre (KLSC) grows and develops.

The key tasks for 2017 are:

Development and monitoring of ILP plans for all students identified in Year 6-12 working within the Learning Support Centre.

- Writing and development of specialised programs and ILP’s to meet the needs of students who fall outside of the mainstream requirements. This will involve meeting with teachers to develop goals.
- Ensuring the scope and sequence of English programs (developed by the Teacher of Learning) is consistent with the English Australian curriculum, and flows in the development of skills over the year levels.
- Ensuring ILP’s are available to teachers via SEQTA.
- Liaising with Key stake holders (e.g. Vet Co-ordinator, external job provider) to ensure pathways are planned for and implemented.
**Working with Students**

This is the central and core task. The primary focus is for students in the KLSC, but additional teaching responsibilities may also be targeted at students in Grade 6-12 for students coming under the umbrella of Middle School Student Diversity.

- Planning individual and group programs, using the Australian Curriculum, for targeted students working within the KLSC.
- Implementing individual and group programs for students in the KLSC
- Assessing units of work
- Reporting student progress / growth
- Working with targeted students across the Middle School in the area of Maths, English and Assignment help.

**Working with Teachers**

- Communicating with mainstream classroom teachers about needs of students; sitting in on interviews where required and providing advice about appropriate differentiation.
- Advocating for student’s needs who comes under the umbrella of the KLSC

**Communication with Parents**

- Partner with parents to record student’s needs and appropriate adjustments needed.
- Communicating with Parents to ensure they know the adjustments being made for their child.
- Facilitate interviews

**In 2018, the KLSC will expand and require additional co-ordinating tasks to be completed:**

**Co-ordinating Tasks:**

- Work across sub-schools as an interface for transitions in and from Middle School.
- Work with Directors of schools, Head of Student Diversity*, Managers of Learning, Senior School/Careers Advisor, in planning for work/pathways transitions
- Co-ordinate meetings, once a term at least, to feedback information to Head of Student Diversity.
- Develop budget and oversee ordering of equipment / resources
- Co-ordinating data collection for students (plotting against Life skills curriculum; identifying relevant year level outcomes from continuum) and feed data back to Head of Student Diversity for National Data Collection.
- Develop an operational plan for the King’s Learning Support Centre with clear goals for the year.
- Co-ordinating timetables and facilitating programs for ESO’s and teachers within the KLSC
• Communicating with outside agencies (Psychologists; Autism SA, SASVI, Can Do 4 Kids, etc.)

Co-ordination of ESO Timetables and Program Overview

• Co-ordinating student’s timetables who are withdrawn for support and communicating this with teachers.
• Co-ordinating timetables for ESO’s who work within the KLSC

Accountability
Reports to the Head of Student Diversity
Co-ordinator of Middle School Student Diversity
Director of Middle and Senior School
Principal

Terms and Conditions
A full understanding of the King’s Learning Support Centre can be found in the document called “King’s Learning Support Centre – A Strategic Plan”, on the King’s website at www.kingsbaptist.sa.edu.au/ Quick Links / Employment, together with this document.

Salary and benefits (including superannuation) will be negotiated with the successful applicant and will be commensurate with a teacher position.

Consideration will be given to a suitable applicant to take on the Co-ordinator of KLSC role.

General conditions are contained in the current Enterprise Agreement.

Key aspects of this position are:

• 0.8
• Appraisal within the first 3 terms of taking up the position.
• Initial 2 year position. The school is committed to developing the LSC for 2017/18. For this position to be ongoing the LSC will need to be sustainable in the long term.

*Currently the Head of Student Diversity is known as the Head of Additional Learning. The school is in a transition to use ‘Student Diversity’ as the encompassing nomenclature.

The employing authority is King’s Baptist Grammar School Inc.

Reviewed by Russell Eley, Principal, and Head of Student Diversity, September 2016.