

CATHOLIC SPECIAL SCHOOLS

Catholic Special Schools, ABN 68 902 904 959, an unincorporated division of the Catholic Church Endowment Society Inc, ABN 29 608 297 012



Our Lady of La Vang School
11 Malcolm Street, Flinders Park SA 5025
T +61 8 8159 2500
E info@lavang.catholic.edu.au

Our Lady of La Vang School Special Education Teacher Position Information Document

POSITION TITLE	Teacher
EMPLOYMENT TYPE	-
FTE	1

Key Working Relationships

- Principal / Deputy Principal
- Teachers, ESOs and Allied Health staff
- Parents/caregivers, students and other members of the school community
- External agencies and organisations.

Broad Purpose

Teachers are part of the team of educators including allied health staff and education support officers (ESOs) who facilitate student learning and engagement. Teachers are responsible for the design, implementation and evaluation of student learning. This is undertaken in close collaboration with parents/carers, Allied Health staff and ESOs. Teachers uphold and contribute to the ethos of Catholic schools and the specific ethos of Our Lady of La Vang. They operate in accordance with the CESA Code of Conduct. Teachers are responsible for the development, implementation and evaluation of the curriculum.

D U T Y S T A T E M E N T

Professional Responsibilities

- Fulfil all requirements of the Australian Professional Standards for Teachers
- Operate in accordance with the Charter for Teachers in SA Catholic Schools
- Actively commit to uphold and contribute to the ethos of Catholic schools in general as well as that of Our Lady of La Vang

- Comply with relevant legislation as well as South Australian Commission for Catholic Schools (SACCS) and the school's policies, guidelines and procedures
- Meet and teach students at designated locations and times
- Appropriately assist students who are hurt, sick or in distress
- Diligently undertake supervision duties, including regular yard duty
- Complete administrative tasks accurately and on time including record keeping
- Attend staff and other required meetings, parent teacher meetings and other school-related activities as required.

PROFESSIONAL KNOWLEDGE

Know students and how they learn

- Demonstrate an understanding of contemporary learning theory, disability education and developmental learning needs
- Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning
- Structure teaching programs using research and collegial advice about how students learn
- Develop teaching activities that incorporate differentiated strategies to address the specific learning characteristics and interests of students
- Design and implement teaching activities that address relevant policy and legislative requirements for students with intellectual, physical and multiple disabilities.

Know the content and how to teach it

- Design and implement engaging and coherent learning and teaching programs using knowledge of the Australian Curriculum, General Capabilities and ABLES assessment and reporting requirements.
- Implement SACE for Students with Disabilities for senior years' students including SACE Modified subjects.
- Implement appropriate Vocational Educational/Work Experience programs for senior students.
- Utilize effective teaching strategies and resourcing to foster students' literacy and numeracy achievement.

PROFESSIONAL PRACTICE

Plan and implement effective teaching and learning

- In conjunction with parents develop and implement relevant and challenging Personalised Plans for Learning (PPLs) and achievable learning goals for students.
- Plan and implement responsive teaching programs utilizing strategies and resources that engage students and promote quality learning.
- Utilize a range of resources, including ICT, to engage students in their learning.
- Use effective verbal and nonverbal communication strategies and resources to support student understanding, participation, engagement and achievement.
- Evaluate teaching and learning programs using evidence to inform planning.
- Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.

- Coordinate the work of ESOs to support the effective design, implementation and evaluation of student learning
- Participate in the review, development of the school's Duty of Care and Curriculum policies and procedures.

Create and maintain supportive and safe learning environments

- Establish positive and effective relationships with students
- Establish and implement inclusive and positive interactions to engage and support all students in a safe, orderly and successful learning environment.
- Establish and maintain effective routines to create an environment that promotes and supports student learning.
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities to suit the learning activity
- Understand student behaviour as observable phenomena that inform student learning and wellbeing and respond in ways consistent with the school's Positive Programming processes.
- Ensure students' wellbeing and safety by implementing school and system, curriculum and legislative requirements.
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Assess, provide feedback and report on student learning

- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- Collect and utilize student assessment data to analyse and evaluate student understanding, identifying interventions and modifying teaching practice.
- Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.
- Coordinate PPL and other meetings with families to provide formal and informal feedback.

PROFESSIONAL ENGAGEMENT

Engage in professional learning

- Identify, participate and implement ongoing professional learning in contemporary pedagogy, curriculum design, disability, and WH&S, informed by the needs of the students, advice from colleagues, school and system priorities
- Participate in professional discussion, seek and apply constructive feedback from colleagues to improve professional knowledge and practice
- Plan, prepare and lead, professional learning for school staff and parents.

Engage professionally with colleagues, parents/carers and the community

- Develop and maintain positive and effective working relationships as part of a team which includes other cluster teachers, allied health staff and education support officers,
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas

- Demonstrate effective communication and interpersonal skills, recognised ability to develop positive relationships with colleagues and families
- Establish and maintain respectful relationships, based on Catholic teaching and ethos, with all members of the school community
- Ensure confidential information is handled appropriately
- Work collaboratively with parents to develop and implement plans to support student learning.
- Perform other duties as required by the Principal (or delegate)

PERSON SPECIFICATION

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience
- Teacher Accreditation in Catholic Education SA
- Demonstrated skills, knowledge and experience relevant to the role requirements
- High level interpersonal skills to interact positively with the school community and be a positive role model and professional representative for the school at all times
- Excellent written and verbal communication skills and able to work collaboratively within a team environment and effectively teach students to achieve required learning outcomes
- Be self-directed and utilise initiative and judgement to fulfil role requirements
- Excellent organisational skills with ability to problem solve and ensure required timelines are met
- Willingness to actively and positively uphold and contribute to the culture and ethos of the School
- Proficient ICT skills and knowledge and ability to fully utilise required systems and programs, or ability to quickly learn and use effectively

SPECIFIC REQUIREMENTS

- Applicable First Aid Certificate relevant to the role requirements
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.

WORK HEALTH AND SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must:

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer

- cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

(Reference: Division 4, Section 28 – SA WHS Act 2012)

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.