



Nowra Anglican College is a respectful community, grounded in Christ's compassion, learning to live with wisdom.

Position Title	Teacher - Diverse Learning
Appointed by	Principal
Responsible to	Head of Department - Diverse Learning
Key working relationships	Deputy Principal – Wellbeing and Growth, Deputy Principal Learning and Teaching, Head of Department Diverse Learning, Faculty Staff
Last reviewed	August 2021
Position Overview	<p>The Diverse Learning teacher will be an excellent Christian educator who will work collaboratively with colleagues in an environment of support and collegial learning. Excellent organisational and interpersonal skills are essential.</p> <p>The Diverse Learning team provides support and guidance to staff in the development and implementation of appropriate programs that support the whole spectrum of learning needs including students with high intellectual potential and students requiring learning support.</p> <p>Teachers in the Diverse Learning Team will provide direct and timely specialist assistance to students and teachers with additional learning and support needs.</p> <p>The Disability Standards for Education 2005, provides the context for the role and activities of the Diverse Learning Team Teacher. Emphasis in the role will reflect the needs of individual students and school priorities and programs that support students with additional learning and support needs.</p> <p>The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student's education.</p> <p>The College has implemented a P to 12 learning and teaching framework which is based on the concepts of the Building Learning Power approach to learning. All staff are required to explore, grow and implement their understanding of this approach to learning.</p>
Preamble	Nowra Anglican College seeks to appoint Christian staff members who are energetic, innovative and committed to the ethos of independent Christian education in the Anglican tradition and are actively involved in their local church.
Who are we, and what do we commit to?	<p>Our Vision</p> <p>To be a community of learners, living and serving in Christ's world.</p>

	<p>Our Mission To provide a high quality Christian education within a welcoming community where all individuals are valued and belong. As a community of learners, we strive for excellence, unlocking the potential of each individual, developing confident, active learners who improve their world.</p> <p>Our Values Respect Compassion Wisdom All staff are to demonstrate a commitment to the school’s vision, mission and values in all interactions with colleagues, students, parents and the wider community.</p>
<p>Involvement in the Life of the School</p>	<ul style="list-style-type: none"> ● Attendance at Staff Devotions. ● Attendance at other staff meetings and committee meetings when required. ● All Senior School staff are involved in the Pastoral program in the Senior School. ● All staff are required to run or assist in a co-curricular activity such as a music ensemble, lunchtime club or sporting team. ● Performing other duties that are deemed appropriate by and in negotiation with the Principal as required from time to time.
<p>Duties - Learning and Teaching</p>	<p>Know students and how they learn</p> <ul style="list-style-type: none"> ● Develop, implement and monitor individual plans for students with <ul style="list-style-type: none"> – specific learning needs – complex diagnoses ● Work with Heads of Departments, Year Coordinators, the Pastoral Care team and Class Teachers to develop and implement: <ul style="list-style-type: none"> – differentiated and adjusted programs that meet legislative requirements – strategies to support students with specific learning, behavioural, social and emotional needs ● Liaise with External Agencies to support students with additional learning needs ● Demonstrate a broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds <p>Know the content and how to teach it</p> <ul style="list-style-type: none"> ● Know and understand literacy and numeracy teaching strategies and their application in teaching areas ● Work with the Head of Diverse Learning to develop and implement the provisions of interventions to support the needs of students with learning differences across the ability spectrum, including students with learning difficulties, behavioural differences and gifted students that have learning difficulties ● Ensure that staff are updated on an ongoing basis re developments in the education of students who learn differently ● Know and apply the Christian worldview in all teaching areas <p>Plan for and implement effective teaching and learning</p> <ul style="list-style-type: none"> ● Collaborate with teachers to modify classroom programs in order to meet the learning needs of students, including planning, implementing, modelling, monitoring and evaluating programs for students with additional learning and support needs ● Organise, administer and report on testing such as;

- National Benchmarking Testing
- School determined benchmark testing
- Individual diagnostic assessment
- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning
- Maintain professional confidentiality on information about students
- Interpret Paramedical and Medical reports regarding students in order to develop and implement the most effective support strategies
- Seek advice, work cooperatively with and refer students to specialist staff where required

Create and maintain supportive and safe learning environments

- Establish rapport with students and provide ongoing encouragement
- Communicate confidentially with appropriate senior staff any issues of perceived danger to a student
- Ensure students' wellbeing and safety within the school by implementing school, curriculum and legislative requirements
- Monitor and minimise risk through implementation of School Risk management procedures
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching
- Liaise with the School's counselling team and other key staff to achieve a co-ordinated response to the management of individual students' needs

Assess, provide feedback and report on student learning

- Communicate with students, colleagues and parents/carers in a respectful, clear, caring and professional way
- Prepare timely and meaningful feedback in the form of semester reports and notifications to students and parents
- Participate in moderation activities to support consistent and comparable judgements of student learning
- Maintain clear records pertaining to student progress and assessment
- Support teaching staff in the implementation of moderation of assessments and its application to support consistent and comparable judgements of student learning

Engage in professional learning

- Liaise with Tertiary Providers/Specialists/Consultants with specific expertise to ensure that the School practices remain at the 'cutting edge' in supporting students with learning difficulties
- Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs
- Seek and apply constructive feedback from supervisors and teachers to improve teaching practices

Professional Engagement

- Understand and apply the key principles described in codes of ethics and conduct for the teaching profession
- Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage
- Understand strategies for working effectively, sensitively and confidentially with parents/carers

	<ul style="list-style-type: none"> ● Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice ● Engage professionally with the community by attending and assisting as required to promote Nowra Anglican College during tours and events such as Open Day, Information evenings and Community Building Events <p>Administration</p> <ul style="list-style-type: none"> ● Participate in staff meetings and provide support and presentations in such meetings to assist the professional development of staff in the area of Diverse Learning ● Collaboratively support students with disability provisions, through meeting with students, parents, teachers ● Maintain and keep accurate, well organised records for each student under their care within the relevant privacy and confidentiality requirements ● Analyse NAPLAN and PAT test data and utilise this data to inform teaching ● Communicate results of assessment and professional reports to staff. ● Support the College's enrolments program by assisting in enrolment interviews when required
Duties - WHS	Be aware of and respond appropriately to any Work, Health and Safety issues raised by materials, practice or accommodation related to the subject
Duties - Corporate	<p>Contribute to and maintain the College's reputation, ethos and values with colleagues, students and the wider community:</p> <ul style="list-style-type: none"> ● Encourage students to know and live the College values in all aspects of their lives ● Encourage students to wear the College uniform correctly and with pride ● Model and uphold a high standard of professional behaviour
<p>Selection criteria (Please address these in your cover letter)</p> <p>Experience/Skills Required</p>	<ul style="list-style-type: none"> ● Degree plus recognised teaching qualifications. For example, Bachelor of Education or equivalent, or an undergraduate degree plus post-graduate qualifications in teaching. ● Eligible to be accredited with the NSW Educational Standards Authority (NESA). ● A Working With Children Check (WWCC). ● Qualification in Special Education. ● Ability to embed the Christian ethos into teaching practice. ● Experience in teaching students with complex diagnoses and supporting the implementation of appropriate strategies within the classroom. ● Outstanding communication skills with the demonstrated capacity to contribute to building and strengthening a collaborative learning culture. ● Flexible and open to change. ● Proactive and innovative. ● Enthusiasm for a team environment. ● Experience with devising and implementing positive behaviour strategies. ● The ability to implement effective support strategies and programs including behaviour.

	<ul style="list-style-type: none">● Experience in formal Special Education assessment, testing and reporting to parents is desirable.● Knowledge of special education laws, exceptional conditions, practices, program development and program evaluation.● Effective communication skills and the ability to work collaboratively with colleagues, parents and caregivers.
Additional Details	<p>Teaching Staff are expected to commence at 8:15am in the morning and finish no earlier than 3:30pm in the afternoon. All staff will also attend a weekly staff meeting. This will comprise one afternoon per week until 5:00pm. Other duties may be allocated from time to time.</p> <p>This job description may be modified by the Principal, with the postholder's agreement.</p> <p>This is a 1.0 FTE permanent full-time position and is remunerated under the Independent NSW Teachers Multi-Enterprise Agreement.</p>