



LEARNING ENHANCEMENT COORDINATOR (P-4) POSITION DESCRIPTION

TENURE – 3 YEARS

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Our Mission at Marymede Catholic College is to educate in partnership with parents, young people of courage, ingenuity, humility, commitment, strength, compassion, service and fidelity. This endeavour is possible only within a Christ centered community. Teachers at Marymede Catholic College are appointed by and responsible to the Principal for the delivery of quality learning and teaching experiences, which enhance student outcomes. The College recognises teachers as its most valuable resource and expects teachers to work in a collaborative way that enhances the spirit and culture of the College community and supports the College Mission, Vision and Annual Action Plan.

Role Responsibilities

The role responsibilities draw upon the *Victorian Catholic Education Multi-Employer Agreement (2018)* and the Australian Institute for Teaching and School Leadership. The role revolves around a demonstrated commitment to professional knowledge, professional practice and professional engagement. The teacher must also hold a current VIT Registration and will have some teaching commitments.

The Learning Enhancement Coordinator (P-4) is responsible for coordinating the provision and consultation processes for students who require adjustments to be made due to cognitive, social/emotional, physical or sensory needs

Organisational Relationships

- Reports to the Principal via the Deputy Principal Staff & Operations P-12.
- Works in conjunction with the Deputy Principal Learning & Teaching P-12 regarding educational matters.
- Works in conjunction with the Director of Students (P-4).
- Works closely with the Learning Enhancement Coordinators (5-8) and (9-12).
- Works closely with Student Services.
- Liaises with the Primary Learning & Teaching Coordinator, Domain Leaders and Prep Transition Coordinator.
- Oversees Learning Support Officers (P-4).
- Works closely with the P-4 Teachers to ensure best practices in pedagogy and curriculum.
- A member of the Primary Learning & Teaching and Student Wellbeing Teams.

Duties

Identifying Individual Needs

- Assisting with the applications from and transition of new students with individual learning needs.
- Work with feeder schools and/or kindergartens on developing ILPs for transition of these students to the school.
- Work with external agencies and alternative settings to support any students with dual enrolments.
- Liaise with classroom teachers, visit classrooms and actively explore student performance data to identify students requiring adjustments.
- Meet with parents and/or students to discuss and support the identification of individual needs.
- Store all documentation or information regarding students' individual needs appropriately, ensuring confidentiality is respected at all times.
- Coordinate the Referral Process and regularly update the Case Management Log.
- Where appropriate, refer students to Student Services for educational assessment.
- Liaise with Student Services after all relevant educational assessments to ensure a clear understanding of individual student needs and communicate these needs appropriately to relevant staff.

Coordinating Adjustments

- Oversee the organisation and co-ordination of adjustments including:
 - Alternative curriculum programs;
 - Literacy/Numeracy intervention programs;
 - Removal from specific subjects or programs;
 - Allocation of individual assistance;
 - Priming/debriefing activities;
 - Social skills interventions;
 - Withdrawal spaces and environmental modifications;
 - In conjunction with the Director of Students (P-4) prepare Behavioural Support Plans;
 - Modified reports;
 - Adjusted assessments;
 - Individual support on excursions, camps etc.
- Overseeing the Learning Support Officers (P-4) including organising their timetables and imbedding record-keeping procedures to ensure effective evidence of their work with students.
- Make all relevant applications (e.g. Scope) to ensure students have access to required supports.
- Liaise with the Business Manager to organise any adjustments that need to be made to the physical environment for individual students.
- Liaise with Student Services to coordinate support for students requiring social/emotional adjustments.
- Actively support the ongoing Professional Development of teaching staff with respect to individual learning needs and appropriate adjustments.
- Foster a shared philosophy of inclusion amongst the teaching staff in P-4.
- Mentor individual teachers to build their capacity to support students' individual needs.

Monitoring & Reviewing Adjustments

- Oversee the development and implementation of Personalised Learning Plans.
- Ensure teaching staff utilise opportunities to provide feedback and to reflect on the adjustments at regular intervals.
- Utilise a range of data to assess student progress and achievement.

Consultation & Collaboration

- Conduct regular Parent Support Group meetings to review adjustments and develop new goals and plans.
- As appropriate, communicate with outside specialists such as Psychiatrists, Audiologists etc. regarding existing and newly enrolled students.
- Be a visible and accessible presence in P-4 classrooms to consult teachers, monitor progress of supported students and build a collaborative approach to supporting students with individual needs.
- Ensure Senior Leadership Team members are apprised of any relevant matters regarding students with individual needs.

Administration

- Actively participate in the NCCD Team to collate required evidence and identify the appropriate level of adjustment for any students eligible for inclusion in the annual NCCD Survey.
- Manage all aspects of the Learning Enhancement (P-4) Budget.
- Manage and communicate with Senior Leadership Team members regarding required resourcing including ICT, staffing and other resources.
- To ensure that copyright regulations, OH&S requirements and all other legislative obligations are met in the Domain.

Professional

- Ensure communication with parents, students, teachers and/or Senior Leadership Team members is clear, constructive, proactive, timely and collaborative.
- Engage in regular professional reading to stay up-to-date with contemporary educational issues, pedagogical & curriculum directions and any changes to curriculum frameworks.
- Consistently model professional behavior, engagement in the College community and quality learning & teaching.

Health & Safety

All staff are expected to:

- Adhere to and implement safe work practices and procedures in accordance with Marymede Catholic College policies.
- Work safely and report any hazards in accordance with College procedures.
- Monitor and take full care of the health and safety of others.
- Participate when required in the resolution of safety issues.

Other Specific Duties

As required by the Principal and as outlined in the *Certified Agreement VCEMEA 2018*.