

Learning Enhancement Teacher Role Description and Responsibilities

The Learning Enhancement Teacher is an integral member of our year level learning and teaching teams. They work closely with classroom teachers and our learning diversity leaders and allied-health team to support the learning and wellbeing needs of students across the year level, with particular focus on students requiring additional support or extension across their focus year level.

Learning Enhancement teachers have the same responsibilities as all staff employed as teachers in the school, as well as having particular responsibility for programming and planning related to students with learning, wellbeing, safety or behaviour support plans.

The safety and, wellbeing and protection of all children in our care	• Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety • Assist in the provision of a child-safe environment for students • Demonstrate duty of care to students in relation to their physical and mental wellbeing • Proactively monitor and support student wellbeing • Implement agreed school practices, processes and strategies in relation to explicitly teaching school-wide expectations and positive behaviours for learning (PBL) • Implement agreed whole-school practices to manage behaviour • Strive to create a positive and productive learning environment, and a solid working relationship with all students • Maintain motivating, safe, clean and orderly learning environments • Actively monitor student wellbeing and communicate concerns with school leadership and parents • Follow processes, procedures and laws related to child-safety
Nurturing a faith community within a Catholic context	• Be supportive of the values and teachings of the Catholic tradition • Provide opportunities for students to participate in agreed whole-school faith practices (eg. daily prayer), as required • Undertake minimum required hours of RE professional development, as required by MACS TAP
Providing learning experiences that are evidence-based and developmentally appropriate	• Apply strong pedagogical content knowledge to deliver targeted, explicit teaching that meets the learning needs of students • Have a working knowledge of key curriculum documents and requirements from state and system authorities (eg. Victorian Curriculum, MACS) • Implement agreed school practices, processes and strategies in relation to planning, documenting and explicitly teaching content and skills across a variety of learning areas • Undertake agreed assessment with students, record data as required and engage in collaborative moderation and analysis of assessment data • Contribute a 'fair share' to formal academic reports for students that participate in groups/programs that the LET teaches and oversees • Liaise with appropriate leadership and support staff in the implementation of the curriculum and student programs • Attend collaborative planning meetings with year-level teams, contribute to the planning of learning experiences and implement lessons as agreed to by team to ensure low-variance between classrooms • Differentiate instruction and implement reasonable adjustments to ensure access and equity for all learners • Document learning adjustments and maintain personalised learning plans and high-ability plans

Supporting planning, documentation and implementation of programming for students with additional needs	• Provide differentiated teaching instruction, including Tier 2 programs as required, for students at all capabilities • Monitor the progress of each student with a PLP or high-ability plan and provide meaningful and regular feedback to each student and family on their progress, by way of program support group (PSG) meetings, learning conversations (where attendance is requested) and Seesaw feedback (for students the LET is working with) • Support Learning Support Partners in fulfilling their roles • Oversee and organise the work and timetable of the Learning Support Partners and clarify their timetable and responsibilities throughout the week in consultation with the Learning Diversity Leader • Ensure that the relevant documentation concerning individual students is recorded and filed • Liaise with the Learning Diversity Leader about student needs • Support the implementation of Personalised Learning Plans, safety plans, behaviour support plans, wellbeing and safety plans and/or high ability plans for students in the focus year level • Work within teams to regularly review student learning goals, record evidence of progress and update learning goals • Ensure PLPs are regularly updated and meet standards for official documentation • Facilitate and document PSG meetings for students in the supplementary NCCD support category and other students as required or negotiated with the learning diversity leader/s • Support with the distribution and collation of documentation related to school programs and interventions in line with agreed school processes
Engaging in ongoing professional development	• Have current knowledge of evidenced-informed practices and initiatives in your teaching areas • Commit to ongoing professional development in your teaching areas • Engage in professional learning, in line with the school's strategic plan • Continue development of ICT skills • Participate in staff appraisal and feedback processes • Commit to the development of ongoing learning through a Professional Development Plan (PDP) • Support collegial learning by engaging in school collaborative professional learning strategies (such as learning walks) • Attend scheduled meetings and professional learning sessions and contribute to professional learning
Providing students with a rich and rewarding educational experience	• Support and be involved in extra-curricular program and events as required • Within a team, plan for and attend extra-curricular experiences including excursions, incursions and camps • Attend school liturgical celebrations where possible • Attend relevant school organised activities, as required • Create and maintain a safe environment in which students may enjoy their participation <i>* participation outside of agreed working hours accrues TIL</i>
General and administrative duties	• Undertake classroom teaching responsibilities as required for school operational purposes • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures • Comply with all administrative duties required including development of PLPs and other learning plans as appropriate • Maintain currency of first aid, mandatory reporting and anaphylaxis training • Attend all relevant school meetings and after school services/assemblies, sporting events, mass, community and faith days as well as professional learning opportunities • Participate in duty supervision as rostered and other supervision duties when required • Demonstrate professional and collegiate relationships with colleagues • Uphold the professional standards expected of a teacher • Oversee the provision and care of relevant equipment and materials • Follow purchasing and budgeting processes • Develop positive, meaningful and committed relationships with students, staff and the wider school community • Communicate with and respond to parent/family communication according to agreed school processes • Complete administrative and supervisory tasks as required, including accurate records of student attendance, performance and progress • Work positively and cooperatively in designated and ad hoc teams to develop curriculum and other learning opportunities for students • Be present in the classroom at 8.30am to begin morning routines • Contribute to school curriculum and policy development • Other duties as directed by the Principal or delegate