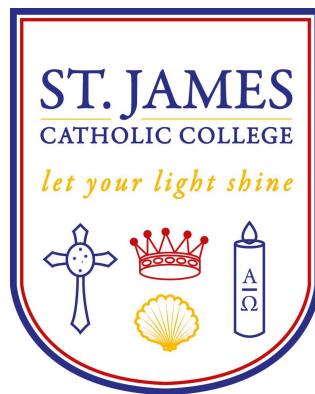


2019

ST JAMES CATHOLIC COLLEGE, CYGNET



STUDENT SUPPORT COORDINATOR: 0.8 FTE

APPLICATION PACKAGE

CLOSING DATE: 15 NOVEMBER 2018, 3:00PM

GENERAL INFORMATION

The Tasmanian Catholic Education Office (TCEO) serves and supports Catholic schools in the Archdiocese of Hobart.

The Archdiocese of Hobart covers the State of Tasmania.

Within the Archdiocese there are thirty-eight Catholic schools administered by the TCEO;

- 35 Archdiocesan Schools
- 3 Congregational Colleges

The Archbishop delegates responsibility to other key bodies including the Tasmanian Catholic Education Commission (TCEC), Systemic School Governing Councils and College Governing Councils, School Boards and other groups which support Catholic schools.

The Tasmanian Catholic Education Office, established in 1959, is the central administrative and co-ordinating body for the multi-faceted and diverse mission of Catholic education in Tasmania. One of its prime functions, under the Executive Director of Catholic Education, is to co-ordinate the provision of Catholic education at all levels and to communicate and negotiate with appropriate authorities on behalf of all Catholic schools in Tasmania.

For further information click the following link to access the Catholic Education Tasmania website:

<http://catholic.tas.edu.au/>

Some key documents include:

- The Archbishop's Charter
- The Tasmania Catholic Education Single Enterprise Agreement 2015
- Relevant Policies

ST JAMES CATHOLIC COLLEGE

Located in the picturesque township of Cygnet, St James Catholic College caters for the needs of approximately 300 students. The College is proud of its long standing and well-respected relationship with the community.

St James Catholic College upholds the values of the Gospel lived out in the Josephite and Edmund Rice traditions.

Small class sizes enable staff to teach with a strong focus on the individual needs of each and every student. Students are supported and encouraged to reach their full potential guided by our school motto "Let your light shine". For further information please visit our website: www.sjcc.tas.edu.au

Role Description – Draft

A finalised Role Description will be forwarded to the successful applicant prior to the commencement date

Role Title: **Student Support Coordinator**

Position Reports to: **Principal**

Role Purpose

The role of the Student Support Coordinator is to be the key teacher for student support. This area includes but not isolated to: accountability requirements for National Consistent Collection of Data (NCCD), leading the coordination of Individual Learning Plans, coordinating targeted support for students with specific needs and learning difficulties. The Student Support Coordinator will also lead the coordination and implementation of programs and initiatives within the school that support the wellbeing of students. Where appropriate support the Principal with students with behavioural needs. This also includes those students that are gifted and/or talented. The Student Support Coordinator is to provide for the spiritual, academic and well-being needs of all students and adhere to Catholic principles, by personal example, integrity and behaviour. The Student Support Coordinator is a member of the leadership team of each school.

Catholic Education Tasmania Requirement

- Support the mission of the Catholic Church.
- Support the Tasmanian Catholic Education Office Vision and Mission Statement.
- Support the Vision and Mission Statements of St James Catholic College.
- Promote pastoral care within the school community, particularly in relation to students and staff.

Personal Accountabilities

- To honour, respect and model the Gospel values in all interactions with people in day to day life.
- To continually develop positive relationships with all members of the community.
- To genuinely support each student within our care wherever possible, celebrating their diversity and catering for individual differences as required.
- To be active, collaborative, authentic, professional and relational members of a Catholic School community.
- To develop and support a school culture that empowers students to think critically, discern wisely and value the search for truth.
- To openly and honestly provide professional feedback and support to colleagues through the sharing of teaching, public support of other colleagues, and maintaining the dignity of all people within our school community.
- To openly and honestly enter into dialogue with the Principal and Leadership Team with relevant issues where necessary and appropriate.
- To recognise and support parents as the first and foremost educators of their children.
- Actively engage and encourage parents to be involved in their child's education through a variety of opportunities.
- To create an atmosphere in which parents feel comfortable to approach the teacher on matters relating to their child.
- To maintain positive, open and proactive communication with parents, students, staff and wider community.
- To exercise sound judgement when dealing with confidential and sensitive information and matters.
- To ensure accountability for maintenance of confidentiality in regard to students and all members of the school community.
- To maintain vigilance in undertaking reasonable care of personal health and safety and that of other people, in accordance with the requirements of current workplace health and safety legislation.
- Working in regular consultation with specialist support staff, parents, school staff, and other relevant service providers to develop, implement and evaluate Learning Plans.
- maintain a knowledge and understanding of legislative requirements.

Technical Accountabilities

- Work collaboratively with teachers, teacher assistants and other relevant support providers to plan for students using differentiated curriculum, personalised learning environments and assistive technologies within the framework of the Australian Curriculum.
- Consult with specialist support staff, parents, school staff and other relevant service providers to develop, implement and evaluate Learning Plans within inclusive teaching programs.
- Provide support, direct assistance or demonstrate and model appropriate teaching strategies and provide advice regarding specific programs and resources (including medical action, behaviour and transition plans).
- Promote inclusive practices and assist to build the capacity of school staff through modelling of effective pedagogy; referral to, facilitation of Professional Learning with the school.
- Assist the school with co-ordination of services, assessments and the Nationally Consistent Collection of Data on school students with disability.
- Support teachers with their responsibility of maintaining appropriate records and database requirements for students with additional needs.
- Source support information and resources from other professionals and agencies as appropriate.

Scheduling Accountabilities

- Report to the Principal and/or other senior staff regularly.
- Attend staff meetings and professional learning sessions.
- Meet with colleagues and senior staff to plan, moderate and discuss teaching and learning of students.
- In consultation with teachers and parents/carers support the development of Learning Plans for students with disabilities.
- Engage in on-going professional learning to build professional knowledge and skills and ensure current knowledge of disability specific information.
- Attend staff meetings and professional learning sessions as required.
- Coordinate Learning Plan meetings.
- Prepare Learning Plans, any necessary reports, funding submissions and evaluations and complete the required administrative and organisational tasks as required.
- To be the first and main point of contact for external specialists and service providers including the NDIS.
- Facilitate meetings with Teacher Assistants in regards to organisation, information and evaluation.
- Assist in the monitoring and accountability of the Learning Support budget.
- Complete scheduled tasks as per the Learning Support Coordinator calendar.

Role Relationships

Internal

- Principal
- Teachers and Assistants
- Students
- Parish Priest

External

- Principals and Teachers
- Parents
- Visitors/members of the public
- Other professionals
- Parish
- Archdiocese of Hobart

Selection Criteria

Essential Criteria

Qualifications

- Qualified and registered Teacher in Tasmania or ability to gain registration prior to the commencement of the position.
- Successful attainment of Accreditation to teach in a Catholic School; or the willingness to work towards the successful attainment thereof.
- Gained or working towards a postgraduate qualification in Inclusive Education.

Experience

- Considerable experience as a classroom teacher.
- Sound experience in implementing differentiated curriculum to meet the needs of all students.
- Sound experience in teaching a range of grade levels.
- Demonstrated commitment to inclusive education and catering for students with diverse needs.

Knowledge, Skills and abilities

- Demonstrated knowledge of how students learn.
- Understanding of Australian curriculum relevant to Tasmanian Catholic education.
- Understanding of current teaching pedagogy and best practice.
- A current knowledge of disability specific information.
- A knowledge and understanding of legislative requirements.
- Ability to create and maintain a supportive and safe learning environment.
- Ability to assess, provide feedback and report on student learning.
- Demonstrated ability to engage professionally with colleagues, parents/carers and the community.
- Ability to engage with the School community.
- Demonstrated commitment to ongoing professional learning.

Desirable Criteria

Qualifications

- Current Motor Vehicle Licence
- Tertiary study with a focus on Students with specific needs
- Ability to conduct targeted assessments

Knowledge, Skills and Abilities

- Experience in different schools
- Experience teaching different grade levels

ADDITIONAL INFORMATION

Student Support Coordinator

ST JAMES CATHOLIC COLLEGE, CYGNET

WWW.SJCC.TAS.EDU.AU

1 Position	0.8 FTE	Student Support Coordinator: Special Learning Needs (PoL) 4-year Contract commencing 2019 school year <i>(At the conclusion of the 4-year PoL contract the position will transition to 0.8 FTE ongoing teaching load)</i>
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FINAL CHECK LIST FOR APPLICATIONS

Before sending in your application, use this checklist to ensure you have completed all important details. In particular, check that you have:

- Read the Role Description, which contains the Selection Criteria
- Fully completed, signed and dated your Application for Employment form
- Included a brief letter of introduction stating the reasons why you are seeking a position within Catholic Education Tasmania
- Addressed the Essential Selection Criteria - this must be done to be considered for the vacant position/s Applicants that do not address the Essential Selection Criteria cannot be considered for the position/s
- Included a current Resume, which should include a brief employment history stating where you have worked, the length of service and brief description of the position(s) held and duties undertaken.

(Additional information, i.e. transcripts, certificates etc. may be required by the selection panel if called to interview).

NOTE: Applications must be submitted in PDF format only

Applications are to be forwarded electronically before the closing date:

15 November 2018, 3.00 p.m.

to

allan.clark@catholic.tas.edu.au

If you have any further queries regarding your application please do not hesitate to contact
Allan Clark (Principal) via phone 62 951 541