

## Position Description

# Classroom Teacher – Marri Mittigar Campus (EAL/D and Learning Support Teaching Focus)

### OVERALL PURPOSE OF THE POSITION

Marri Mittigar is a special assistance school for students from refugee backgrounds. Registered for Years K – 8, Marri Mittigar is commenced operations in Term 2, 2024.

Marri Mittigar is a campus of Barker College and has its own dedicated premises on Clarke Road, Waitara, utilising the resources and support from the Barker College Hornsby Campus.

The primary role of the classroom teacher is the academic and well-being needs of the students in their assigned class. The teaching of these students is developed within a tiered interventions framework and reflects current evidence-based best practice as well as Marri Mittigar strategic teaching and learning priorities. The classroom teacher will benefit from specific experience working within an EAL/D or learning support environment focused on supporting students with a diverse range of EAL/D and/or learning needs to access and participate successfully in their learning.

The classroom teacher will work collaboratively with the Head of Campus and other teachers. They will ensure that the EAL/D needs of the students in the school are planned for and accommodated in their programs.

Classroom teachers prepare teaching and learning programs, including assessment and reporting as well as undertake playground supervision and participate where appropriate in the school's cocurricular program. The teachers will need to keep accurate records for students with specific learning needs for evidence of support and adjustments made to teaching and learning so that the students can effectively access curriculum.

The successful applicant will be a positive team member who is efficient, flexible, and discreet, has a keen eye for detail and accuracy, and enjoys working with children and adults in a varied and busy environment. Within the context of Marri Mittigar, experience with and a heart for supporting students from refugee backgrounds is essential.

### PRIMARY DUTIES & RESPONSIBILITIES

Classroom teachers are required to:

- Teach their timetable allocation and contribute to and work collaboratively as a member of the Marri Mittigar Teaching team.
- Work with all classroom teachers as well as specialist teachers to collaboratively plan teaching and learning units.
- Undertake administrative responsibilities including the maintaining of records on student progress and achievement, preparing academic and pastoral reports, developing differentiated teaching programs and maintaining a teaching day book.
- Support the School's student well-being and pastoral care procedures and practices.
- Conduct parent teacher interviews throughout the year as requested by parents and formally as designated by the School.
- Attend School functions and events as requested

- Provide supervisory cover above the normal teaching load as may be required from time to time for absent teachers.
- Undertake playground supervision as rostered.
- Attend Chapel services and Assemblies.
- Accompany their class on excursions in relation to School programs, including overnight excursions and camps.
- Attend staff meetings and participate in professional learning activities when scheduled.
- Undertake other duties as may be assigned from time to time by the Head of Barker College or his delegate, or the the Head of Campus – Marri Mittigar.

### **Student Needs Identification and Individual Planning**

- Work collaboratively with the Head of Campus to implement, monitor and review (as required) the Marri Mittigar across grade screening benchmark assessments and individual Student Focused Assessment processes as well as student 'hand over documentation' each year.
- Administer and/or interpret standardised and curriculum-based assessments (including classroom/playground observations, reviews of student academic history and reports provided by School Counsellors/outside professionals).
- Provide direction and support for classroom teachers and Learning Support staff to effectively interpret assessment data and to use it to inform their teaching and learning practice.
- Collaboratively develop adjusted assessment strategies and reporting formats for targeted students.
- Oversee the planning, implementation and review processes associated with IEPs.
- Liaise and consult with parents, staff, Speech Pathologists, OTs and other professionals (as required).
- Oversee the provision of education adjustments and appropriate research-based interventions.

### **Supporting student learning through Teaching and Learning program planning and support**

- Monitor and provide strategic guidance and support to all Learning Support staff in relation to the development and implementation of evidence-based Tier 2 and Tier 3 Literacy and Numeracy programs and initiatives.
- Collaboratively evaluate/reflect on the effectiveness of Learning Support programs with Learning Support staff, ensuring that all programs are delivered with fidelity. Support Learning Support staff to make appropriate changes as required.
- Train Teacher Aides to implement targeted intervention programs (as appropriate)
- Ensure students with learning gifts and talents are identified and catered for both within the classroom and with learning opportunities beyond the classroom setting.

### **Administration**

- Use the RTI model and the School's student learning need data to access support resources and create flexible timetables that reflect student need and make ongoing changes to these as required.
- Collaboratively maintain appropriate documentation.
- Work collaboratively to implement all aspects of the NCCD including staff training, collation of documentation and associated administration.
- Work with the Head of Campus to plan and organise appropriate provisions for students for NAPLAN testing.

### **General Duties**

- To maintain professional networks and leverage relationships in order to promote the College and access resources that enhance the standard of service provided to our students.
- Assist with the care and supervision of students in all activities
- Accompany students on excursions as required
- Undertake playground supervision
- Support the behaviour of students by implementing supportive strategies
- Support the educational experiences of students with disabilities, disorders and difficulties
- Attend staff in-services where applicable
- Maintain an environment that is clean, tidy, organised and positive
- Maintain the documentation and display of students' work
- Monitor, order and maintain materials used in the classroom for teaching and learning
- Perform his/her duties in a manner consistent with the purposes of the school and in line with community expectations
- Remain current on school policies and procedures
- Support students who become sick or injured whilst at school as required
- Assist with after School co-curricular programs as needed
- Other duties as may be assigned from time to time by the Marri Mittigar Head of Campus or his/her delegate.

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## **SKILLS AND KNOWLEDGE ESSENTIAL TO THE JOB**

- Not for profit experience is desirable
- Ability to effectively teach young people who have faced social or emotional challenges.
- Experience in an EAL/D school environment or work in a learning support context
- High level judgment, flexibility and foresight to anticipate, prioritise and resolve issues in line with College requirements and student needs;
- Highly developed negotiation and influencing skills;
- Ability to maintain a stable performance under pressure and/or opposition (such as time pressure or challenging situations).
- Highly developed communication, presentation and interpersonal skills with the ability to forge effective professional relationships with students.
- Experience in delivery up to Stage 4 curricula.

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## **ESSENTIAL PERSONAL ATTRIBUTES**

- Enthusiasm, energy, initiative, punctuality, reliability and flexibility
- Excellent communication skills
- Outstanding organisational ability
- Well-developed Information Technology skills
- An ability to work in a collaborative team environment
- Competent ICT skills (particularly iPads) and knowledge of applications frequently used in an educational setting

- Commitment to the principles and practices of a learning organisation
  - Strong collegiality and team-building skills
  - Exceptional personal standards of honesty, integrity and professionalism.
  - Ability to support the Christian values and ethos of the School
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## **ACCOUNTABILITY**

### **Child Safety**

Barker College has an abiding commitment to the safety, protection and well-being of all children and young people in our care. All staff members will be held accountable for ensuring adherence to the policies of the School, in particular those relating to the safeguarding of children.

### **General**

Breaches to a staff member's responsibilities and/or authority will be managed through the School's Disciplinary Management Procedures. This defined accountability is underpinned by Barker College's Code of Conduct and the Complaints Procedures.

### **Work Health and Safety**

All staff members will be held accountable for their actions and omissions where it affects their own or another person's workplace safety.

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## **SPECIAL CONDITIONS**

- Working hours are expected to be 7:45am to 3:45pm
  - This is a full-time role
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## **QUALIFICATIONS**

- Certificate III in Children's Services, F+TAF Diploma in Children's Services or equivalent would be an advantage
  - Training in First Aid will be essential (Barker College will provide access to this training as necessary)
  - Working with Children Check (employee) clearance
  - Qualifications in School Based Education Support and experience working with students with additionally learning needs and with students from a refugee background would be advantageous.
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**ORGANISATION CHART RELATIVE TO POSITION**

**The Manager's Manager:** The Head of Barker College

**The Immediate Manager:** Head of Campus – Marri Mittigar

**This position:** Classroom Teacher

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**APPROVAL**

This position description accurately details the primary duties and responsibilities of the Classroom Teacher.

*Approved In April 2024 by the Deputy Head People & Culture and Head of Campus – Marri Mittigar*

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**ACCEPTANCE OF POSITION DESCRIPTION**

Position description accepted by:

**Name of Staff Member:** \_\_\_\_\_

**Signature of Staff Member:** \_\_\_\_\_

**Date:** \_\_\_\_\_