

Position Description

Junior School Individual Learning Centre Coordinator (Pre-K to 6)

OVERALL PURPOSE OF THE POSITION

The role of the Junior School Individual Learning Centre (ILC) Coordinator (Pre-K to 6) is focused on supporting students with a diverse range of learning needs (including students with learning difficulties, identified gifted and talented capabilities, disability and EAL/D needs) to access and participate successfully in their learning. The multi-tiered service delivery model employed for these students is developed within a tiered interventions framework and reflects current evidence best practice as well as Barker's strategic teaching and learning priorities. The Junior School ILC Coordinator (Pre-K to 6) will work collaboratively with the Head of the Individual Learning Centre, Barker College.

PRIMARY DUTIES & RESPONSIBILITIES

Student Needs Identification and Individual Planning

- Contribute to and work collaboratively as a member of the Junior School Student Support team.
- Work collaboratively with the Director of Primary Curriculum to implement, monitor and review (as required) the Junior School's 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 IPs.
- 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

- Work collaboratively with the Director of Primary Curriculum to ensure that evidenced based Tier 1 Literacy and Numeracy programs (and appropriate assessments) are being implemented.
- 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

Building School Capacity to support student learning

- Present Professional Learning sessions for Junior School staff to implement and evaluate inclusive teaching approaches, differentiated teaching programs, learning strategies and support adjustments.
- Collaboratively plan and present Professional Learning initiatives that reflect the School's strategic direction e.g. the Multi-tiered Service delivery model, the Collaborative Planning Process and associated development of student IPs, teaching strategies and practices to best support the learning needs of a diverse range of learners within the PYP framework etc.
- Promote with all staff the need to recognise that a key role of the Learning Support Teacher and Gifted and Talented Teacher is focused on building classroom teacher capacity and capability through the use of current evidence based best practice.
- Provide professional opportunities and support to Learning Support and Gifted and Talented teachers to continue to develop their understanding and skills related to current best practice in supporting students with diverse needs.
- Coordinate and develop teacher timetables for Learning Support and Gifted and Talented in conjunction with Deputy Head Junior School.
- Lead the Junior School ILC team with enthusiasm and passion.
- Show initiative and innovation in the planning and reviewing of programs.

Administration

- Collaborate with School Executive to develop ILC guidelines and write associated documentation.
- Use the RTI model and the School's student learning need data to allocate support resources and create flexible Learning Support Staff (including Teacher Aide) and Gifted and Talented teacher timetables that reflect student need and make ongoing changes to these as required.
- Allocate the students on IPs 'LS contact' load to each Learning Support Teacher and Gifted and talented Teacher.
- Collaboratively maintain appropriate documentation.
- Work collaboratively with members of the JSST to implement all aspects of the NCCD including staff training, collation of documentation and associated administration.
- Monitor and provide feedback on ILC staff teaching programs.
- Convene fortnightly ILC Teacher meetings
- Work with Deputy Head Junior School to plan and organise appropriate provisions for students for NAPLAN testing.
- Review and coordinate the ALLWELL testing and interpretation of data for the School.

QUALIFICATIONS REQUIRED

Primary: Bachelor of Education (Special Education) or Post Graduate studies (Special Education) and training in Gifted Education.

ORGANISATION CHART RELATIVE TO POSITION

The Manager's Manager: Head of Barker College

The Immediate Manager: Head of Junior School & Head of the Individual Learning Centre

This position: Junior School ILC Coordinator

APPROVAL

This position description accurately details the primary duties and responsibilities of a Junior School **Individual Learning Centre Coordinator (Pre-K to 6)**.

Approved by the Head of Individual Learning Centre & Head of Junior School on 28 February 2022.

ACCEPTANCE OF POSITION DESCRIPTION

Position description accepted by:

Name of Staff Member:

Signature of Staff Member:

Date:
