



TRINITY
GRAMMAR SCHOOL

ACADEMIC POSITION

PRIMARY TEACHER - LEARNING SUPPORT PREPARATORY SCHOOL

Position Description	Primary Teacher – Learning Support
Reporting to	Master of the Preparatory School
Agreement / Award	Independent Schools NSW Teachers (Hybrid model) multi-Enterprise Agreement 2017
Minimum Hours	Full-time

Mission Statement

The mission of Trinity Grammar School is to provide a thoroughly Christian education for its boys, imparting knowledge and understanding of the world we live in, and recognising the importance of spiritual qualities in every sphere of learning and living. The School actively encourages its students to grow in wisdom and stature and in favour with God and man.

Purpose of the position:

The role of the Learning Support Teacher is to actively support and promote the School's traditions and Christian Mission in a positive and purposeful manner that contributes to the honourable image of the School through conscientiously and competently undertaking duties, both teaching and non-teaching, determined by the relevant agencies and assigned by the Head Master.

Trinity teachers encourage critical reflection and inquiry, in order to improve knowledge and skills to effectively engage students in their learning, ensuring all students are provided with opportunity for a high quality education in a safe and supportive Christian environment.

As a Learning Support specialist teacher, this role is responsible for facilitating the day to day delivery of student-centred, individual learning support programmes in the Primary School for students with additional needs.

As part of the wider School community a teacher is expected to co-operate with the senior staff in the organisation and management of the School and help promote a team spirit among the staff, students and School community.

Specific Roles/Duties/Responsibilities

1. Academic

Working in close collaboration with and under the direction of the Head of Department:

1. Under the direction of the Master of the Preparatory School, meet syllabus requirements of the NSW Board of Studies (BOS) and the International Baccalaureate Organisation (IBO) where applicable, within the framework of the aims of education at Trinity Grammar School.
2. Within the framework of BOS and IBO syllabuses, plan, structure and teach to:
 - a. The aims, objectives and outcomes at each Year level as outlined for the department.
 - b. Ensure preparation of appropriate courses of work at each Year level to meet these aims, objectives and outcomes.
 - c. Contribute to appropriate programmes (within the department) of assessment for each Year level, having regard to the School Assessment Policy.
3. As delegated by the Stage Leaders, undertake marking criteria/scaling across each Year level according to School policy.
4. Ensure timely dissemination to students of course outlines, required outcomes and programmes of assessment.
5. Track and monitor the progress of students in your class including areas such as classroom behavior, study techniques, reports and assessments.
6. Actively promote subjects offered by the Department within the School community.
7. As required, assist other staff with their preparation of programmes of work, assessment and resources for the Year levels they are teaching.
8. To liaise with Head of Department and other departmental staff, and appropriate specialist staff, in developing differentiated learning activities to assist less academically able students.

2. Learning Support (specific)

1. Provide learning support (withdrawal 1:1 or small group, in class support, team teaching, timetabled TESS classes).
2. Case manage assigned students.
3. Facilitate appropriate assessment and determine level of support.
4. Develop and implement learning support intervention.
5. Create, modify and distribute Individual Plans.
6. Work with teachers where appropriate to adjust for individual students' needs.
7. Actively contribute to planning and implementation of goals for TESS programs
8. Contribute to and maintain processes and procedures for the assessment and evaluation of learning support, in consultation with the Director of TESS
9. Case manage students, including maintaining currency of, and evaluating Individual Plans
10. Identify students requiring Teacher's Aide support and, under the direction of the Director of TESS, contribute to the overseeing of their specific work in learning support
11. In consultation with the Learning Support Coordinator, facilitate learning support meetings with parents and guardians.
12. Share resources and learning support information relevant to all staff and advocate for students with learning support needs in the wider School community
13. Work with the TESS Leaders (Academic) of the Preparatory and Junior Schools to assist with the transition of students with learning support needs from Year 6 into Year 7

3. Pastoral

1. Model the Christian values of the school and provide a Christ-like example to all students regardless of the student's faith or background
2. Support the School's formal pastoral care based House system as a tutor or Housemaster.
3. Encourage student involvement and growth in all aspects of school life such as academic, sporting and co-curricular programmes.
4. Liaise with parents on any feedback regarding their son's academic, pastoral, and social progress.
5. Monitor student welfare as necessary.
6. In conjunction with the relevant Master of School, enforce the Discipline System for students when required.
7. Report immediately any concerns or suspicion of inappropriate behaviour by either staff, student or community member in areas such as discipline, breaches of the School's code of conduct and/or Child Protection matters.

4. Administrative

1. Demonstrate excellent organisation and communication skills at all times.
2. Actively engage in meeting and maintain the NESAs Teaching Standards appropriate to your level of accreditation and undertake relevant Professional Development to meet compliance requirements.
3. Undertake peer reviews and visit classrooms occasionally by prior arrangement, for teaching, observing, disseminating information or discussing issues when appropriate.
4. Maintain formal records required by the School including but not limited to progress reports, assessment data, incident and discipline reports.

5. General

1. To help foster good relations between parents, the community and the School and encourage parents to take an interest in the schooling of their sons and to participate in the life of Trinity Grammar School
2. Be actively involved in supporting the School co-curricular activities and be responsible for, but not limited to the maintenance of the Schools standards and the application of the School's code of conduct.

6. Personal Qualities and Requirements

	Essential	Desirable
Academic / Professional Qualifications	<ul style="list-style-type: none"> → Formal tertiary qualification in teaching → Valid NSW Working with Children Check → Current Senior First Aid and CPR → Registration with NSW Educational Standards Authority (NESA) 	<ul style="list-style-type: none"> → Experience in teaching relevant to subject specialisation
Work experience and skills		<ul style="list-style-type: none"> → Ability to demonstrate active participation in school wide initiatives → Active involvement and experience in community activities, preferably in Christian Ministries (such as camps, university, ministry, schools, youth groups, church)
Personal qualities / behavioural traits	<ul style="list-style-type: none"> → Excellent organisational skills → Efficient administrative skills → High level communication skills → High level interpersonal skills 	<ul style="list-style-type: none"> → Strong Christian morals and ethics → Attention to detail → Experience in effectively managing difficult conversations

- > All applications must be made on our standard application form (please see instructions below).
- > Applications not made on our standard form will not be considered.
- > No agencies please.

[Click here to complete an application form](#)