



Job Title:	Learning Enrichment - Senior Secondary Specialist
Reports To:	Head of Learning Area
Direct Reports:	n/a
Section of School:	Secondary School
Liaises with:	All Secondary School Staff

St Stephen's School Vision:	St Stephen's School is a Uniting Church School that is Christ centred, student focused and community based
St Stephen's School Values:	The way that we go about our business at St Stephen's is underpinned by five core values. All students, staff and Council members are expected to embrace these values as they undertake their various roles. • Faith • Learning • Care • Service • Community
Role and intent:	Learning Enrichment staff are part of an energetic and dedicated team that support the learning of students across the school. The Learning Enrichment teacher (senior school numeracy and/or literacy specialist) must have experience of senior school curriculums and apply associated methodologies in their teaching practice. They are required to have involvement both in teaching and supporting curriculum delivery (Years 9 – 12) and a have proven ability to teach in the upper school. All Teachers must fulfil the 'Proficient Levels' in all of the AITSL Australian National Standards for Teachers.
Role requirements:	The Learning Enrichment Program at St Stephen's School, Duncraig is based on an inclusive model whereby all students are catered for in a mainstream setting. The Learning Enrichment team includes a Head of Learning Area, Teachers and Learning Assistants who support students with: • Specific Learning Difficulties • Disabilities • Achievement below age-expectations • Gifted and Talented students and • Gifted underachievers. The senior school specialist role includes, but is not limited to: • Support of and instruction of senior students, prioritizing Y9 – 12, in curriculum classes and in specific curriculum support programs and group work. • Liaison with and support of senior classroom teachers and Heads of Learning Areas regarding the development of programs, delivery of material, development of resources through differentiated classroom and assessment tasks where required



- Development and implementation of programs targeting students with Specific Learning Disorders in literacy and numeracy.
- Transitioning students to post-school pathways.
- Development of Documented Plans and case-management of identified students through liaison with staff and regular contact with parents and students.
- Accurate and clear record keeping

It is expected that the senior school specialist will:

- Use a range of effective, appropriate and impactful strategies to support students with specific learning disorders.
- Demonstrate thorough preparation and purposeful planning the ability to support the differing needs of students.
- Use effective classroom management to support a classroom climate conducive to learning.
- Maintain effective communication with staff, students and parents concerning each student's learning programme and progress.
- Work collaboratively and communicate effectively with colleagues (including teachers, LAs, HOLAs), sharing ideas and solving problems including contributing to and presenting staff training where required.
- Demonstrate a willingness to develop and foster partnerships and working relationships with specialist agencies and support staff.
- Have an understanding of and experience in using compensatory applications and knowledge of how these can benefit students who have identified specific learning disorders.

General

- Demonstrate knowledge of contemporary educational issues and directions particularly in the field of neuroplasticity and neuro-diverse students.
- A willingness to participate in appropriate professional contributions to the learning area beyond the School.
- Work with wider school staff to build confidence and self-esteem in students.
- Ensure the collection, use and storage of personal information is in accordance with the School's Privacy Policy.
- Ensure that all documentation and communications are prepared and presented in a professional manner and in a way that reflects the School's ethos and values.
- Work collaboratively with all staff across a range of Learning Areas.
- Provide a child safe environment in accordance with the child safe standards and adhere to the School's policies and procedures regarding student safety, health and wellbeing.
- School policies and procedures are followed reflecting standards of competence and professionalism
- Serve as a good ambassador of the School.



Key Performance Indicators:	- Students, parents and staff are supported and communicated with effectively and with respect and professionalism. - Excellent record keeping aligned with the evidence standards required by the NCCD and other funding agencies. - Improved student progress demonstrated in classroom achievement, progress tests and measured standardised tests. - All documentation and communications are prepared and presented in a professional manner and in a way that reflects the School's ethos and values - Deadlines are met. - Undertake and apply Occupational Health and Safety requirements in the workplace - Other KPIs will be agreed with your manager through the induction process and ongoing evaluation and goal setting.
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Selection Criteria:	- Appropriate teaching qualifications and registration with the Teacher Registration Board of Western Australia. - Hold a current Working With Children card and a current National Police Clearance. - Experience and knowledge of upper secondary curriculums including knowledge of upper school qualification pathways – General, Certificate and ATAR courses with an understanding of the Special Provision process of the Schools Curriculum and Standards Authority. - Experience working with students with learning disabilities/difficulties in particular SLD Reading (dyslexia) and SLD Numeracy (dyscalculia) with an understanding of how to interpret and present information contained in specialist reports. - Experience in developing, delivering senior school programmes supporting students with specific learning disorders. - An understanding of and experience in differentiating class and assessment tasks to support the individual needs of students particularly those students with specific learning disorders. - Experience in contributing to, developing and evaluating Documented Plans. - A working knowledge of current legislation and policies relating to educational equity including the National Disability and Discrimination Act and Inclusive Funding processes. - Experience in and a preparedness to contribute to the School's camping, retreat and extra-curricular programs. - Willingness to positively and actively contribute to the Christian culture of the School.
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The below information is not required to be printed

Version	Date	Review Date	Author	Comments	Approval
3	Oct 2026	Oct 2028	People & Culture	Reviewed – no changes	P&C
2	Sept 2018	Aug 2020	Valery Wells	Rebranding	E-Team
1	July 2014	July 2015	Maria Moraitis	New	CFO