The Teacher – Literacy will be responsible for the development and implementation of the College’s intensive literacy support program. The teacher will have responsibility to teach classes of students as well as individuals and small groups identified by need. The Teacher – Literacy will also support the development of individualised student adjustments focussing on literacy needs whilst supporting the teaching cohort with in class strategies and resources.

A high level of organisation skills, ability to work autonomously is essential. The ability to collect and analyse data for the purpose of identifying targets and achieving outcomes for students is necessary for success in this position.

**Job Title:** Teacher - Literacy  
**Reports To:** Principal

**Key Selection Criteria**
The Key Selection Criteria that will be used to select the Teacher - Literacy and must be addressed in the application are:

- Tertiary qualifications in Special Education and or Education (Primary or Secondary) with experience in Special Education.
- Demonstrated Experience teaching adolescents who have special educational needs in the areas of behavioral/mental health diagnosis and/or disadvantaged lives.
- Demonstrated experience in targeted literacy remediation in adolescents
- Demonstrated ability in program development, delivery and oversight with specific focus on literacy remediation and/or extension.
- Demonstrated ability to support the modification of education programs and assessment to suit individual students learning needs.
- Demonstrated experience in effective classroom behavioral management.
- Demonstrated experience of ongoing assessment of students against syllabus outcomes and reporting against students’ individual growth.
- Demonstrated commitment to maintaining a positive environment within a team
- Demonstrated ability to maintain relevant documentation
• Working with Children clearance number through the Commission of Children and Young people.
• Unrestricted Drivers Licence
• A commitment to work within the ethics and belief of the Uniting Church in Australia

**Desirable Criteria**

• Senior First Aid
• Own Vehicle

**N.B. As per the Children and Young People Care and Protection Act 1998 (prohibited employment act 1998) All staff at Margaret Jurd College must obtain and maintain a Working With Children Check carried out by the employment screening unit of NSW Commission for Children and Young People.**

**Duties and Responsibilities**

1. **Classroom Teaching**
   • Effective classroom management practices that facilitate a quality learning environment
   • Development and implementation of education programs that delivers an Integrated Curriculum
   • Flexibility in teaching practices that target the individual learning styles and of students.
   • Establishment and maintenance of positive working teacher/student relationships fostering student engagement in learning
   • Role modelling of open and positive communication with students.
   • A commitment to the maintenance of staff wok practice across the program.
   • Maintenance of class Roll
   • Maintain records regarding student behaviour and application using the College Student Management System

2. **Education Program Development**
   • Programs developed and presented to the Principal by the end of the previous term ready for delivery the following term
   • Programs that are well resources with alternative activities and scaffolding to target individual learning styles and ability levels.
   • Programs based on an integrated curriculum model.
   • All programs evaluated in the program register at completion of program delivery
   • Make recommendation to the Principal for expenditure for program resources and activities.
   • A commitment to continual improvement through the evaluation and adaptation of education programs

3. **Individual Education Planning**
   • 1:1 and small group literacy remediation across the school.
• Assessment processes that demonstrate student involvement in the planning process
• Individual Education Plans developed and maintained as a working document for all students.
• IEP’s that incorporate the input of all key stakeholders i.e. Student, parents, caregivers, caseworkers, specialist services engaged etc.
• Documented adjustments in line with the requirements of the NCCD collection.
• Individualised programs and activities targeted at individual learning needs as identified in IEP’s.

4. **Student Assessment and Support**
• Assessment tasks that are adapted to the individual student needs and interests
• Assessment schedule developed against Syllabus outcomes for KLA area of responsibility.
• Assessment schedule that demonstrates the individual needs of students being met whilst addressing targeted learning outcomes

5. **Reporting**
• Recording of students grades at regular intervals throughout the term
• Maintaining accurate attendance data via Roll maintenance in The College Student Management System Schools.
• Daily recording of student progress/behaviour/application etc. via The College Student Management System Schools
• Ensure that all activities inclusive of excursions are planned with full risk assessment and permissions in place.
• Report student progress, strategies implemented, recommendation in students IEP’s.
• School reports prepared by week 8 Terms 2 and 4 in line with ACARA requirements

6. **Student Supervision**
• Student supervision on excursions, playground, arrival and departure when needed.
• Implementation of the MJC Students Award Program.
• Reporting of any serious student misconduct or any other issue deemed relevant to the Manager for action.
• Implementation of the Margaret Jurd College Disciplinary Policy for Students

7. **Legislative Requirements**
• Reporting all identified Child protection issues to the Coordinator and CS using the Mandatory Reporters Guide and the Mandatory Reporters Line.
• Referral of clients to specialist services
• Maintain up to date training as required for all Mandatory Reporters i.e. identify and respond to risk of harm.
• Maintain up to date knowledge in WHS legislation
• Actively respond to any identified WHS risks within the workplace
• Maintain professional boundaries with students and their families in line with Margaret Jurd College Policies and Procedures

8. Other
• Attend weekly meeting of coordinators and Manager
• Any reasonable direction of the Manager or her delegate

9. Support Staff
The Teacher - Literacy will be supported by a range of personnel, including:
• Principal
• Business Manager
• Principal’s Executive team

Remuneration and Conditions

• Conditions are covered by the Independent Schools NSW (Teachers) Multi-Enterprise Agreement 2011-2014 (steps agreement). The school may also provide salary sacrifice benefits which may assist your take home pay.

It is requirement of employment that all staff at Margaret Jurd College maintain a commitment to maintaining a sound knowledge of and a working practice which reflects the following policies procedures and legislation.

• Children and Young Persons (Care and Protection) Act 1998
• Children and Young Persons (Care and Protection –Child Employment) Regulations 2005
• NSW Interagency Guidelines for Child Protection Intervention 2006 edition (Keep Them Safe)
• NSW Ombudsman Act 1974,
• Work Health and Safety Act 2011
• Margaret Jurd College Policy on Confidentiality.
• Margaret Jurd College Code of Ethics
• Ethics and Beliefs of The Uniting Church in Australia
• Fire and Safety regulations.

Margaret Jurd College Policy and Procedure Manual is made available to all staff in both soft and hard copy. All legislative and affiliated responsibilities including but not limited to those listed are distributed to all staff upon commencement. It is a requirement of employment that all staff maintain an up to date working knowledge and adhere to the policies and procedures of Margaret Jurd College. Breach of Policy may result in staff coming subject to the Margaret Jurd College disciplinary procedure for Staff.
Tenure

The Teacher - Literacy position is full-time fixed term contact position until the completion of term 4 2017 in line with the school’s term dates.

Key Performance Indicators

- Data collection focussing on literacy development across enrolment period for all students
- Diagnostic assessment for all students on intake and periodically throughout enrolment
- Documented remediated literacy adjustments for students where required
- Engaged students
- Evidence of learning
  - Work samples
  - Maintenance of students in class and on task
  - Portfolio of work
  - Student/parent Reporting
  - Student grades
- Full class literacy programs developed with cross curricular links in collaboration with all teachers
- Involvement in the development and implementation of IEP’s
- Individual learning programs and assessments specific to the learning needs of each student
- Regular updated reports and notes maintained using the College Student Management System.