POSITION DESCRIPTION

Title: Preparatory School EAL/D (English as an Additional Language or Dialect) Teacher

Reports to: Head of Preparatory School

ORGANISATION SUMMARY

Pymble Ladies’ College is a K-12 day and boarding school of the Uniting Church in Australia committed to providing quality educational opportunities for girls within the context of the Church ethos. The College is non-selective and welcomes girls of Christian and non-Christian faiths. With over 2100 students and more than 800 employees, Pymble Ladies’ College is a dynamic and progressive educational organisation.

One of the key elements of our strategic plan Towards 2020: Striving for the highest is the provision of a personalised education for all girls that is universally acknowledged for its quality, innovation and excellent opportunities. This is underpinned by a strong focus on the development of an innovative and relevant academic and Co-Curricular curriculum that reflects individual and unique strengths, interests and promotes the wellbeing of girls and young women.

POSITION SUMMARY

The Preparatory School Learning Support Teacher is responsible to the Head of Preparatory School, and works closely with the Head of Student Support Services, Preparatory School Learning Support Staff and Preparatory School Class teachers.

As part of the Learning Support team, this position will provide language and literacy support for EAL/D in the Preparatory School (Years K-2).

KEY RESPONSIBILITIES

1. Program Delivery and Evaluation

1.1 Work with a range of teachers as part of a team and with students to improve student achievement in language and literacy

1.2 Work collaboratively with teaching staff to identify, assess, differentiate, plan, prepare and deliver effective teaching programs and interventions for students with identified EAL/D needs

1.3 Support teachers of students with EAL/D needs
1.4 Teach individuals and small groups of identified students to develop skills in language and literacy

1.5 Team teach with classroom teachers as appropriate

1.6 Provide critical review and ongoing evaluation of implemented support programs and targeted individualised programs

1.7 Maintain and update teaching expertise and knowledge of evidence-based intervention strategies for students at risk

1.8 Assess new EAL/D students and make recommendations to the Head of Preparatory School as required.

2. **Communication with Key Academic/Pastoral Staff and Parents**

2.1 Provide feedback to the Head of Preparatory School, academic and wellbeing staff and parents as required

2.2 Report regularly to the Head of Preparatory School on student progress

2.3 Work collaboratively with teaching staff and the Learning Support team to identify students who require a formal assessment, and obtain feedback on student’s progress

2.4 Case manage students as required

2.5 Contribute to learning discussions with parents and class teachers

2.6 Build competency in Preparatory School staff by developing expertise in a particular area of Special Education

2.7 Conduct all communication with students, staff, parents and members of Pymble Ladies’ College community and external entities in a professional and respectful manner

2.8 Ensure all written communication is courteous, professional, accurate and reflective of the professional standards of the College

2.9 Contribute towards the development of effective communication through developing positive and professional relationships with all staff.

3. **Risk and Compliance**

3.1 Ensure that work undertaken is done within the policy of Risk Management and WHS practices

3.2 Meet the expectations for safety in the workplace and report potential risk to the Head of Preparatory School
3.3 Remain informed about Emergency Response procedures and be capable of following and applying these should it become necessary

3.4 Report directly to the Principal on any matters relating to child protection

3.5 Consistently adhere to College policies and procedures.

4. **Professional Learning**

4.1 Remain abreast of current and best practice standards

4.2 Identify and participate in training programs that will enhance innovation and improve knowledge and skill.

5. **Other duties may be required from time to time**

**POSITION REQUIREMENTS / CAPABILITIES**
- Willingness to support the ethos and values of the College
- Post-Graduate qualifications in TESOL and knowledge of, and experience with, supporting students with EAL/D needs
- Appropriate teaching qualifications which comply with the NSW Teacher Accreditation Act
- Sound knowledge and understanding of cultural diversity
- Extensive knowledge of NESA Syllabus requirements across all areas of the curriculum and have a sound ability to teach literacy
- Experience and interest in utilising digital technologies to enhance learning
- Sound knowledge of summative and formative assessment to evaluate student learning using different strategies and to use this information to inform teaching practice
- Willingness to explore innovative approaches to teaching and learning
- Proven ability to work collaboratively as a member of a team and in effective liaison with key academic and pastoral staff to enhance student outcomes
- A track record of positive, professional relationships with staff, students and parents
- Well-developed communication and interpersonal skills
- Demonstrated commitment to continuous improvement
- Ability to demonstrate professional conduct and discretion at all times.