



Loyola College

Position Description Literacy Support Teacher

The Literacy Support Teacher is primarily responsible for providing quality teaching and learning opportunities to students that allows them to reach their full potential. The Literacy Support Teacher is responsible to the Principal via the Head of Student Services. The Literacy Support Teacher promotes gospel teachings and is committed to articulating the Ignatian charism of the College.

Ignatian Charism:

- Develop and maintain an adequate understanding of those aspects of Catholic teaching that impact on your classroom; including supporting Catholic gospel values.
- Attend and participate in College liturgical experiences and celebrations.
- Develop an ongoing understanding of the Ignatian charism of the College and embed this understanding in teaching practices.
- Attend and facilitate the weekly Examen.

Teaching and Learning:

- Present well-prepared and engaging support lessons, in collaboration with the classroom teachers, in Year Levels 7-9 to meet the needs and abilities of students.
- Support faculty objectives in accordance with the Teaching and Learning Policies.
- Adopt and implement the L5 approach to teaching and learning.
- Effectively use the Learning Management System for teaching and learning, preparation, delivery and evaluation of lessons.
- Employ a variety of effective teaching strategies to effectively implement the curriculum.
- Uses a full range of resources as required including the use of ICT.
- Support and be involved in the co-curricular program.
- Articulate high literacy expectations for students.
- Select instructional practices that scaffold the learning for all students to reach their maximum capacity in literacy through building on students' prior learning, engaging student interest, encouraging participation, and making connections with other learning judgements to improve future student learning/literacy.
- Provide ongoing, constructive feedback to students to enable them to build their knowledge and understanding.
- Regularly monitor and analyse student data to identify student strengths, needs and focus for instruction, including the identification of the need for one-to-one or small group support or extension.
- Establish an authentic purpose for learning and ensure students understand that purpose.
- Plan for and dedicate focused time for the explicit teaching of literacy.
- Develop literacy strategies specific to their subject areas.
- Provide classroom support to teachers in developing Adjusted and or Modified Learning Programs.
- Provide support to Staff to develop SMART goals and Learning Programs for Funded and Special Need Students within the class.

Assessment and Reporting:

- Provide assistance with the creation and upgrading of School Assessed coursework and tasks, examinations and course outlines as requested.
- Plan, develop, review and evaluate curriculum in subject areas and at year levels which you teach.
- Develop assessment instruments in a collegial manner where whole group testing takes place.
- Understand and maintain and updated knowledge of State and National educational requirements.
- Maintain accurate and up-to-date records of students' progress, attendance and academic achievement.
- Report honestly and objectively to parents and adhere to reporting and review deadlines and procedures.
- Completes reports as required by the College.
- Participate in the creation, development and construction of assessment tasks.
- Give students, parents and colleagues meaningful feedback.
- Attends Parent-Teacher-Student conferences and information evenings.
- Attend Academic Companion sessions and provide feedback to students, parents and guardians.
- Uses assessment to recognize learning achievements.
- Maintains an accurate record of lesson plans on a daily/weekly basis, including recording student results on the Learning Management System.

Wellbeing:

- Liaise with the appropriate Mentor and Academic Companion should an individual student cause concern.
- Provide students with a safe environment, by maintaining discipline that enhances the learning of all members of a class using a restorative practices approach.
- Arrive punctually to class and dismiss students in an orderly fashion at the end of a lesson.
- Undertake duties as assigned such as yard duty, extras and replacement lessons, underload lessons, assembly supervision and the like.
- Foster and positively reinforce responsible student behaviour.
- Develop fair and consistent routines for managing student behavior, including Restorative practices
- Emphasises consequences for inappropriate behavior.
- Keep an accurate record of attendance and movement log for each lesson.
- Provide students with a child-safe environment in which the inherent dignity of children and young people is respected and nurtured.
- Comply with the CECV accreditation policy, the VIT registration requirements and other CECV policies.
- Exercise pastoral care in a manner which reflects the Ignatian charism.
- Implement strategies which promote a healthy and positive learning environment, including aspects of positive psychology through an Ignatian lens.

Professional Engagement:

- Participate in English and Student Services team meetings and English Faculty meetings.
- Attend all meetings as scheduled.
- Attend assemblies, community days and liturgies as required.
- Undertake professional learning activities which enhance teaching and learning.
- Actively participate in the Teacher Formation Program.
- Displays knowledge and awareness of current curriculum trends.
- Assist in the planning/delivery of programs that promote teaching and learning.
- Adhere to all College policies.

Child Safety:

- Be familiar and comply with the College's Commitment to Child Safety, Child Safety Policy, Safeguarding Children and Young People – Code of Conduct and any other policies or procedures relating to child safety.