Learning Enhancement Teacher

Mater Christi College, Belgrave is a Catholic School established by the Sisters of the Good Samaritan of the Order of St Benedict in 1963. The College is a company limited by guarantee and owned by Good Samaritan Education. Mater Christi is a proud leader in educational innovation and strives to educate young women to be Informed, Compassionate and Creative. This role description is written in light of the Mission and Vision statements of the College and the associated School Improvement goals set each year.

Position Overview

The Learning Enhancement Teacher works collaboratively across Years 7-10 to identify, support and monitor students requiring additional assistance in literacy and numeracy. The role focuses on early identification of learning needs, implementation of evidence-based interventions, progress monitoring, and supporting teachers to differentiate curriculum and assessment to improve student outcomes. All teachers at Mater Christi College are employed under the conditions set out in the Catholic Education Multi-Enterprise Agreement CEMEA (2022).

Commitment to Mission

All staff in a Good Samaritan School have an indispensable role to play in furthering the mission of Good Samaritan Education and of the Church as a whole. It is expected of all employed at Mater Christi College that they:

- Familiarise themselves with and accept the Good Samaritan Educational Philosophy of the school within the wider context of Catholic Education.
- Develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their work.
- Avoid, whether by word, action or public lifestyle, influence upon students that is contrary to the teaching and values of the Church community in whose name they act.

Mater Christi College is a Child Safe School

Mater Christi College holds the care, safety and wellbeing of its students to be at the core of all we do. The College is resolutely committed to ensuring that all staff of the College act in a manner that promotes the inherent dignity of each of our students and their fundamental right to be respected and nurtured in a safe school environment. This commitment includes regular and appropriate learning opportunities in relation to child safety and young people's protection and wellbeing.
We also commit to listening to, and taking seriously all concerns voiced by students, staff, parents and caregivers, volunteers, contractors and members of the community. We commit to continuously reviewing and improving our systems to protect children from abuse.
Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

Attributes and Competencies

It is expected that all staff will

- Show a lively and practical support of the Catholic, Good Samaritan and Benedictine nature of the College.
- Have a firm belief in, and commitment to, the mission and vision of the College and an ability to articulate and promote these.
- Have a clear focus on student learning and wellbeing in and beyond the classroom.
- Actively support and demonstrate loyalty to the leadership of the College and show practical understanding of the nature of confidentiality as required.
- Exhibit ongoing professional growth on a personal level and for the benefit of the College community.
- Demonstrate a high level of ability to articulate issues and perspectives relevant to their role in communication with colleagues and others, particularly in public forums.
- Demonstrate an understanding of key priorities of the legal requirements surrounding Child Safety.
- Display initiative, exercise creativity and adaptability; be able to work autonomously and as part of a team.

Key accountabilities and specific duties	
Mission and Identity	• Actively support the Principal and College Executive to develop the Good Samaritan Benedictine identity of the College.
Working Relationships	• Learning Diversity Leader (L:DL) • Deputy Principal Teaching & Learning (DPT&L) • Learning Support Officers • Classroom teachers
Responsibilities	• Plan, teach and review the Year 8 Learning Support program in collaboration with the Learning Enhancement team, ensuring learning experiences are aligned with students' Personalised Learning Plans and the diverse learning needs of students. • Design and implement tier 2 interventions in Literacy and Numeracy in years 7-9. • Administer universal and tier 2 assessments to make data driven decisions for students requiring intervention and extension, and to inform Personalised Learning Plans. • Support the work of classroom teachers to modify and deliver curriculum for students who cannot access the year level curriculum. • Support classroom learning in Maths and English across years 7 - 10. • Support LSOs to deliver modified curriculum, intervention, and appropriate adjustments and support, according to student need. • Keep detailed records of assistance provided to students and utilise qualitative and quantitative assessments to measure impact. • Conduct PSG meetings and associated administration for selected students. • Engage in professional reading and development as part of an expectation of continual professional learning. • Participate in Maths and English Learning Area meetings and whole staff meetings. • Other duties as directed by the LDL, DPT&L and/or Principal.

Professional Growth and Appraisal	• Be willing to participate in professional learning and growth opportunities
Policies, professional standards, and legislative requirements	• Inspired by the Rule of St Benedict and guided by College policies, uphold professional standards and legislative requirements as expected of all staff • Comply with College Policies and the Employee Code of Conduct and College Charter.
Commitment to Child Safety	• All employees, including those with positions of leadership should demonstrate an ongoing understanding of child safety requirements, including understanding appropriate behaviors when engaging with young people in and beyond the classroom. This commitment should extend beyond the legal obligations relating to child safety (such as mandatory reporting, Ministerial Order 1359) and include flourishing of the whole person.
Other duties	• As directed by the Principal, Deputy Principal Learning or Learning Diversity Leader

Eligibility Criteria

Essential

- Current teaching qualifications and Victorian Institute of Teaching (VIT) registration
- Relevant post-graduate studies (or working towards such qualifications)
- Demonstrated experience in using ICT to teach subject area
- Demonstrated commitment to professional engagement and improvement.

Desirable

- Accreditation to teach in a Catholic school (or be working towards such accreditation)
- Demonstrated understanding and experience of the learning and teaching pedagogy.
- Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes
- Familiarity with using data to drive improvement.

As part of your application for employment, please provide your CV, including the names and contact details of at least two referees, and a statement addressed to the Principal of 500 words or less on how you meet the role requirements and why you believe you are the best person for this role.