INCLUSIVE LEARNING TEACHER – LITERACY & EALD

Mission

The College provides a vibrant education which is rich in opportunities, delivered within a caring, supportive environment and empowered by the love of Jesus Christ. It seeks to inspire young people to actively engage in lifelong learning, achieve their best and become global citizens who serve with an open heart.

Position Description

Function

To strengthen student literacy development and achievement through the planning, implementation and monitoring of differentiated, evidence-informed literacy practices and targeted interventions within a Multi-Tiered System of Support (MTSS).

The role works collaboratively with classroom teachers and the Inclusive Learning Team to strengthen Tier 1 literacy instruction and coordinate and deliver Tier 2 and 3 literacy interventions in Upper Primary (Years 3–6), while providing specialist English as an Additional Language or Dialect (EAL/D) support across ELC to Year 6. This includes building teacher capability, monitoring student progress and supporting equitable access to learning for students with diverse literacy and English language development needs.

Tenure

Ongoing

Conditions

Part time

Classification

As determined by the College within The Lutheran Schools SA Enterprise Agreement 2024.
A subject teacher must be registered to teach in South Australian schools.

Location

St John's Campus, 20 Highgate Street Highgate

Line Management

This position directly reports to the Principal St John's Campus through the Inclusive Learning Coordinator St John's Campus.

Essential Characteristics

Education & Qualification

- South Australian Teacher Registration
- LEA accreditation appropriate for the role
- Post-graduate qualifications in Education (desirable)

Knowledge & Experience

- Knowledge and understanding of relevant curriculum and IB PYP frameworks.
- Knowledge and understanding of contemporary research, practices and educational trends.
- Experience in leading teams of staff, projects, and/or educational change.
- Capacity to create partnerships with institutions and organisations beyond the educational environment.

Personal Qualities

- Demonstrates alignment with the College values:
  - **Integrity** (Our actions align with our words, even when it is difficult.).
  - **Courage** (We embrace challenge and take healthy risks.)
  - **Aspiration** (We strive for continuous growth and improvement.)
  - **Care** (We show respect and kindness to ourselves and others.)
  - **Connection** (We welcome, include and appreciate others)
  - **Grace** (We show humility, gratitude and forgiveness)
- Motivates and influences through exceptional communication and collaboration
- Demonstrates excellent professional judgement, composure and resilience when faced with challenge
- Openness to change and improvement
- Ability to work in a demanding role, including working out of normal hours.
- Projects positivity and displays genuine enthusiasm and optimism.
- Contemporaneous approach to curriculum and teaching and learning.

Positional Responsibilities

1. Lutheran Identity

1.1 Strengthens the College's ethos through ensuring that teaching and learning, human relationships and activities are modelled on its Lutheran identity. In this way, the teacher unites with the community in continually creating Concordia College as a place of service and transformation, within the Lutheran tradition.

2. Accountability

2.1 Meets all accountability requirements as set down by the College's policies and directives

2.2 Is directly accountable to the Head of College through the Principal St John's Campus for meeting role responsibilities

2.3 Will maintain regular and visible presence in Chapel and on Campus.

2.4 Meets the accountability requirements of Concordia College and other state and national legislative bodies, with specific attention to matters of Lutheran Education Accreditation, child protection, teacher registration and Workplace Health & Safety. Concordia College has zero tolerance for child abuse and is committed to providing an environment where children and young people are safe and feel safe, as outlined in the College's Child Protection Policy.

3. Decision Making

3.1 Takes direction from the Head of College and Principal

3.2 Works collaboratively with all Teachers in implementing connected School and College-wide pastoral, subject and co-curricular programs as applicable to the subject

3.3 Implements the year level program within the class and works closely with other teachers and Leaders to effectively and consistently deliver the program

3.4 Collaborates with the Principal and teachers who teach in the Year Level to ensure the learning program, aligned with the Instructional Model and relevant curriculum frameworks, is delivered effectively

3.5 Actively supports and participates in School events as appropriate.

4. Requirements

4.1 Assists the Head of College in fulfilling the aims and purposes of Concordia College as summarised in the Mission Statement

4.2 Assists the Principal in working with other members of staff in keeping with the ethos, values and traditions of the College

4.3 Has an understanding of and demonstrates a strong commitment to the ethos and practice of Lutheran schooling and Christian living

4.4 Accepts the delegated responsibility and authority vested by the Head of College

4.5 Consistently shows support for and leadership within school wide policy initiatives and strategic plans, both within and outside the College

4.6 Understands, leads, promotes and works within the parameters of the College security, privacy and copyright policies and practice

4.7 Attends all staff meetings and other appropriate committee meetings as required by the role and as negotiated with the Primary School Leader, Principal or Head of College

4.8 Complies with Legislative requirements and the Lutheran Schools SA Enterprise Agreement

4.9 Is familiar with, leads in, supports and ensures the implementation of WHS policies and practices as appropriate

4.10 Complies with and leads in all College policies, including policies introduced or varied after the employment commences

4.11 Leads in and performs duties according to the College Workplace Conduct Policy for staff

4.12 Understands and applies the College's child safe policies and procedures including identifying and reporting risks, identifying child abuse indicators, management of disclosures and internal and external reporting obligations

4.13 Leads in and performs tasks and out-of-hours duties to fulfil the responsibilities of the role and as requested by the Principal or Head of College

4.14 Leads, promotes and maintains a positive and productive workplace environment

4.15 Delivers curriculum that is inclusive of the learning needs of students who have a range of learning styles and abilities

4.16 Develops and maintains an agreed Professional Learning Plan aligned with the College strategic direction and APST

4.17 Is required to install and use a company approved Two Factor Authentication application on their personal phones to enable access to the College schools ICT systems

4.18 Assumes yard duties and lesson covers as required

4.19 Undertakes other duties as required by the Primary School Leader, Principal or Head of College.

5. Essential Duties - Professional Knowledge and Practice

5.1 Provide challenging, dynamic instruction that actively engages students and promotes their joy of learning (APST Standard 1)

5.2 Develop and use detailed teaching plans for the subject(s) taught (APST Standard 2)

5.3 Ensure that the curriculum delivered meets National Curriculum, and IB requirements as appropriate.

5.4 Assist in the development of curriculum materials (APST Standard 3)

5.5 Monitor, evaluate, record and report on the learning of individual students by effectively using the established assessment and reporting processes (APST Standard 3)

5.6 Develop students' academic abilities through disciplined study of a diverse curriculum and participation in co-curricular programs (APST Standard 4)

5.7 Be familiar with and follow the College Behaviour Management guidelines and approach (APST Standard 4)

5.8 Prepare students for external examinations and tests and administer and invigilate tests where appropriate (APST Standard 5)

5.9 Meet the requirements of continuous reporting

5.10 Participate in co-curricular activities and professional learning (APST Standard 6)

5.11 Participate in extra-curricular activities as required.

Role Specific - Literacy – Upper Primary (Years 3–6)

5.12 Tier 1 Literacy Instruction: Collaborate with Year 3–6 classroom teachers to plan and implement differentiated, evidence-informed literacy practices, including extension opportunities, to meet diverse student learning needs.

5.13 Flexible Grouping: Work collaboratively with classroom teachers to plan and deliver differentiated literacy instruction through flexible grouping, aligned with the Multi-Tiered System of Support (MTSS).

5.14 Tier 2 and 3 Literacy Interventions: Coordinate, plan, monitor and evaluate targeted literacy interventions for Year 3–6 students, ensuring alignment with student learning data and identified needs.

5.15 Tier 3 Intervention Delivery: Plan and deliver intensive, individualised Tier 3 literacy interventions for students requiring additional specialist support.

5.16 Inclusive Learning Collaboration: Work collaboratively with the Inclusive Learning Team and classroom teachers to monitor student progress, evaluate intervention effectiveness and support consistent literacy practices.

English as an Additional Language or Dialect (EAL/D) – ELC to Year 6

5.17 EAL/D Curriculum and Program: Collaborate with the Learning Leader (ELC–6) and Inclusive Learning Coordinator to develop, implement and review an EAL/D curriculum scope and sequence and associated support programs.

5.18 Student Identification and Assessment: Collaborate with teaching staff to identify EAL/D students requiring additional support, assess English language proficiency and determine appropriate learning adjustments and interventions.

5.19 Targeted EAL/D Support: Plan and deliver targeted English language instruction to strengthen students' English language proficiency, literacy development and access to classroom learning.

5.20 Teacher Collaboration and Capability: Provide professional advice, resources and practical support to classroom teachers to strengthen differentiated instruction and inclusive practices for EAL/D learners.

5.21 Student Progress and Reporting: Monitor, document and report on students' English language development, communicating progress and learning needs to relevant staff and families.

5.22 Student Transition and Cultural Inclusion: Support the transition and inclusion of EAL/D students across ELC–Year 6, providing appropriate cultural and language support to students and families.

5.23 Parent Engagement: Collaborate with families to support students' English language.

6. Pastoral Care

6.1 Provide opportunities for faith development through participation in daily worship, devotions, and in Christian instruction (where appropriate)

6.2 Manage student behaviour in the classroom and on school premises and apply appropriate and effective measures in cases of misbehaviour

6.3 Encourage and assist students to pursue individual and group excellence by providing a positive role model and having a commitment to College activities

6.4 Develop students' initiative and enhance self-esteem by encouraging them to take up opportunities for responsible leadership and decision-making

6.5 Work collaboratively with others for the development and welfare of students, including the implementation of effective and college aligned behaviour management strategies

6.6 Further the development of students in areas of personal, social and civic responsibility by encouraging them to be involved in a variety of service activities

7. Professional Engagement

7.1 Model continuous learning

7.2 Participate in the induction program provided to new teachers by the school

7.3 Participate in and complete within three years the Lutheran education pathways program to complete appropriate accreditation as a teacher in Lutheran schools.

7.4 Engage in relevant professional learning

7.5 Develop and maintain an agreed professional development plan aligned with the college strategic direction and the APST

7.6 Participate in the professional development program of the College

7.7 Engage professionally with colleagues, parents, carers and the community

8. Managing Resources

8.1 Collaborates with the relevant leaders to identify and introduce digital resources that enhance learning outcomes

8.2 Ensures and contributes to the efficient and effective administration of all elements of the curriculum

8.3 Is actively involved in relevant groups and organisations

8.4 Actively builds and promotes quality relationships with external partners that enhance student outcomes

8.5 Participates in a variety of networks and Professional Associations relevant to the role

8.6 Ensures all communications and engagements with parents, students and staff are timely and appropriate

Performance Appraisal & Review

1. The Teacher is accountable for and appraised annually on the basis of the following:
   - Executing the responsibilities outlined in this duty statement.
   - Contributing to a coherent, knowledge-rich curriculum and relevant documentation.
   - Identifying improvement priorities and taking strategic action to address them.
   - Using data to enhance student learning, achievement, and year level operations.
   - Managing the effective use of the College Learning Management System (e.g. SEQTA) to support teaching, learning, and reporting.
   - Contributing constructively to College-wide initiatives and demonstrating collaborative leadership.
   - Fostering a collaborative, positive, and professional culture.
   - Supporting staff development and mentoring, including the identification of leadership potential and opportunities for professional growth.
   - Managing learning resources effectively and efficiently, including budgets, facilities, and equipment.
2. All roles evolve over time, and the school is regularly committed to reviewing and updating duty statements to ensure they accurately reflect each employee's contribution and the College needs. The Teacher will participate in the College's performance and feedback process, as the need arises. This process is facilitated by the School Leader or delegate.
3. The Duty Statement will be reviewed at regular intervals to reflect College direction and needs.

November 2026