Job Description

Introduction

Kennedy Baptist College's mission is "to provide educational excellence in a Christian context, addressing the needs of individuals for lifelong learning." We are committed to fulfilling this mission as a college community as we serve God by serving our students, families, and each other. Our values, defined as faith, integrity, boldness, growth, and service, underpin the mission and culture of the college.

- **Faith**: The Christian faith undergirds all the College's activities.
- **Integrity**: The College Community demonstrates respect and honesty towards all its members and delivers on its promises.
- **Boldness**: Staff and Students are bold in accepting the challenges at the College and striving to achieve the best outcomes.
- **Growth**: College Community members develop their unique gifts and talents and strengthen their areas of weakness.
- **Service**: College community members serve others within the college and in local, national, and international communities.

Role Summary

Position: Inclusive Education Teacher

Responsible to: Head of Inclusive Education

Job Purpose: All Kennedy Baptist College staff members have special knowledge and skills to carry out their roles effectively, whether their responsibilities lie in the academic or support areas. It is important that each person understands the parameters of their responsibilities, has a sense of independence and autonomy, acknowledges accountability to the senior person in their area and can experience both challenge and satisfaction in their work.

Responsibilities

The Inclusive Education team aims to provide a nurturing and flexible environment that understands and responds to each student's physical, social, emotional and academic needs within an inclusive setting. We believe every student has the right to be supported through targeted interventions, strategies and adjustments that enable them to discover their potential, passions and purpose in life.

As an Inclusive Education Teacher of Literacy and/or Numeracy, you will work collaboratively within school teams to deliver specialised literacy and/or numeracy support to students in Years 7 to 10 through classroom, small group and targeted intervention programs. A key aspect of the role is facilitating Education Plans for a designated cohort of students, including coordinating meetings, collaborating with families and staff, developing personalised learning goals, monitoring student progress, and ensuring appropriate adjustments and supports are implemented to maximise engagement, participation and achievement.

Major Responsibilities

1. Be an allocated Home Room Teacher (a daily pastoral care role).
2. Coordinate the identification, preparation, implementation, management and dissemination of Education Plans (EPs) in collaboration with students, families/carers and relevant stakeholders for an allocated cohort of students.
3. Case manage students with disability and/or additional learning needs, including facilitating wraparound meetings with key stakeholders to review learning impacts, adjustments and student progress using an evidence-based approach.

4. Lead and mentor Education Assistants and teaching staff in evidence-based inclusive practices that support neurodivergent students and students with diverse learning needs.
5. Demonstrate an understanding of, and ability to implement, advanced data-informed practices within a Multi-Tiered System of Supports (MTSS) framework.
6. Ability to critically review, interpret and apply current policies, procedures and evidence-based practices related to learning support.
7. Work alongside the Inclusive Education team to identify target students and implement evidence-based interventions to improve literacy and/or numeracy skills.
8. Collaborate with Heads of Department to plan, deliver and support small-group and whole-class evidence-based literacy and numeracy programs for students in Years 7 to 10, supporting students with learning disabilities and learning difficulties to develop the knowledge, skills and strategies required for successful learning.
9. Collaboratively design and deliver small group and individual evidence-based literacy and/or numeracy intervention programs to meet the diverse learning needs of students.
10. Apply a range of formal and informal formative and summative assessment strategies to monitor and evaluate student learning and progress.
11. Work alongside the Head of Learning to liaise with specialists and teachers to support differentiated teaching practices that meet the needs of students across the full range of abilities and promote the full participation of students with learning difficulties and disabilities.
12. Attend relevant weekly MESH and Inclusive Education team meetings and contribute to the ongoing development of programs, policies and teaching practice.

Teaching Staff Guidelines

The following guidelines, adapted from a list for teaching staff in independent schools, are intended to help us ensure that the College's aims and goals are reflected in our procedures.

For this role, these guidelines provide an overview of the expectations for classroom teachers and the corresponding environment and culture that result.

A. Foundational Points

1. Consistently model the College's Vision, Mission and Values in all dealings with students, staff and external parties.
2. Maintain and uphold the Child Safe Organisation principles.
3. Be interested in students as people. Be willing to help your subject individually and in any other way you can.
4. Encourage an atmosphere of friendliness, cooperation and respect for other people.
- Maintain a positive approach to life. How staff treat other people - teachers, students, parents, visitors, is very important in speech, attitude and behaviour.
- Do not criticise or allow criticism of other staff or students.
- Be careful what you say and how you say it. Do not believe the worst in people and circumstances. Look for the truth.
- Avoid giving people any reason to feel they have been belittled, "looked down upon," disregarded, or brushed aside.

5. The College's culture depends largely on the example set by staff and their encouragement of certain behaviours. There needs to be a good balance between informality and formality.
6. Students and staff are not permitted to smoke. No one should smoke in any part of the College.
7. Participate in College functions to assist in the development of positive and productive relationships between staff members.

B. General Professional Points

1. Work co-operatively with the Principal and other staff to ensure unity and smooth operation of the College.
2. Keep yourself informed of educational developments - by professional reading, membership of subject associations and attending courses and conferences.
3. Contribute to the thinking and discussion of educational issues that affect not only your own learning area but also those that are of wider importance to our students.
4. Attend and contribute to Staff Meetings.
5. Attend assemblies and other functions of the whole college; support the Christian ethos, sporting and social.
6. Attend Parent/Teacher meetings concerned with the students you teach where applicable.
7. Attend Form group. Support student activities such as year-group events and house groups.
8. Maintain open and regular communications with Heads of Learning Areas, Heads of Year, Deputy Principals and parents to support positive schoolwork and conduct outcomes.
9. Being aware of some legal or custody considerations relevant to your students. Seek guidance and information from the Administration if uncertain.

C. Academic Points

1. Teach effectively. Utilise the College's pedagogy and policies to present lessons which engages and motivates students on their learning journey.
2. Provide an environment for sound learning, arousing interest, gaining attention, improving concentration, requiring active participation, and stressing reinforcement. Ensure appropriate and adequate materials and careful sequencing of events. Recognise and accommodate individual differences in students.
3. Utilise College and professional resources to evaluate the effectiveness of teaching practices.

D. Day to Day Routine

1. Attend to all requirements and duties. Access to this information is explained during the Staff Induction. Periodic updates are communicated through established channels.
2. Attend to any special arrangements for the day including being a form teacher. Be in your form room before 8:10am to be accessible to your students.
3. Teachers are expected to arrive at least 30 minutes before their first duty and remain for at least 30 minutes after their last duty. You are expected to be at the College premises during your work hours. You are responsible for providing reasonable notice to your line supervisor and Administration if you are away or departing the College.

E. Discipline

1. All staff are responsible for maintaining a high standard of discipline in the classroom, within all buildings, the grounds, on outings and at camps. Staff should encourage, expect and require good manners, courtesy and thoughtfulness at all times and in all situations.
2. Staff should remain aware that they provide behaviour models for the students.
3. Standards of discipline and classroom management should be consistent with the college's overall policy and ethos.

Selection Criteria

Essential

1. Demonstrates commitment and capacity to actively promote the Mission and Values of Kennedy in the school community.
2. Experienced teacher with a Degree or equivalent qualifications in Inclusive Education/Learning Support.
3. Experience in developing and delivering Educational Learning Plans across all levels.
4. Demonstrates knowledge of and experience implementing the Nationally Consistent Collection of Data (NCCD), supporting diverse learners, and working within an inclusive mainstream school environment.
5. Strong understanding of the Western Australian education policies and guidelines to ensure equitable access to learning and assessment, including adjustments for students undertaking ATAR courses and examinations in alignment with the School Curriculum and Standards Authority (SCSA) procedures.
6. Awareness and application of the Disability Standards for Education 2005 (under the Disability Discrimination Act 1992) to uphold student rights and ensure compliance in supporting inclusive education practices.
7. Have a current TRBWA registration and a current Working with Children Card
8. Highly developed interpersonal, organisational and communication skills
9. Demonstrates ability to actively engage and understand the needs of students.
10. Able to work closely with staff from different Learning Areas.

How to apply

To apply for an advertised employment position at Kennedy Baptist College please fill in the online Employment Application Form on our website.

Please ensure you have ready your CV, Cover Letter, Selection Criteria (if applicable), references, a written reference from your church pastor/minister and digital copies of all academic records. You will be asked to upload these documents as part of your submission of this application.

Please Note: Should you be invited to an interview, given the position applied for involves working with and actively presenting the Christian Gospel to children, you will be asked your personal views on Faith issues. Given the Christian nature of the College and the expectations of all who enrol, agreement with the College's Statement of Faith and Staff Code of conduct is a pre-requisite.