



Teacher – Learning Support

TITLE:	Teacher – Learning Support
AWARD/AGREEMENT:	Scotch Oakburn College (Teachers) Enterprise Agreement
EMPLOYMENT STATUS:	Maximum Term Tenure – 4 May, 2026 – 7 September, 2026
HOURS OF WORK:	0.67FTE
REPORTS TO:	Head of Inclusive Education, Penquite
LOCATION:	Penquite Campus (Middle & Senior Schools)
QUALIFICATIONS:	Relevant teaching qualifications (required) Formal qualifications in Learning Support/Inclusive Education/Literacy Support (Preferred / Desirable)
MANDATORY CLEARANCES:	1. Working with Vulnerable People (Children) Registration 2. Registration with Tasmanian Teachers Registration Board

The College:

Scotch Oakburn College is an independent, open entry day and boarding school of approximately 1,300 students from Early Learning through to Year 12, in association with the Uniting Church in Australia. Through the provision of academic, pastoral, and co-curricular programs, the College provides a holistic education designed to prepare students for their future.

Our College has four campuses:

- **Elphin Campus**, located in the inner eastern suburbs of Launceston and home to our Junior School (Early Learning Centre and Years Prep to 5) as well as our Boarding House students who come to us from intrastate, interstate and international locations.
- **Penquite Campuses (Middle & Senior)**, located 2.5km from our Elphin Campus
 - Home to our Middle School students (Years 6 to 8)
 - Home to our Senior School students (Years 9 to 12).
- **Valley Campus**, located in the Fingal Valley just over an hour’s drive from Launceston and the hub of our Education Outdoors and Environment Centre.

Scotch Oakburn College is one of 250 Round Square schools that span 50 countries around the globe. Round Square schools are committed to character education and experiential learning built around the six IDEALS of International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service.



Scotch Oakburn College is accredited by the **Australian Childhood Foundation** in recognition of its commitment to **child safety standards**.

Child safeguarding screening, selection and training practices form part of the recruitment and selection process, and employment conditions for all positions at the College.



Teacher – Learning Support

The Role:

Neurodiverse students, including those requiring extension and enrichment are identified using data from a range of sources including school reports, test results, NAPLAN assessments, observational and specialist assessments and reports, together with anecdotal evidence from teaching staff.

Through a collaborative planning model these students are provided with adjustments to participate and progress through the curriculum within an inclusive model. Adjustments to teaching and learning assist the student in the classroom along with Learning Support Assistants who work to enhance individualised and small group learning support in the classroom lessons. Small withdrawal classes are also offered for students identified as requiring more direct instruction in literacy and numeracy.

All teachers work collaboratively in a team committed to building exciting learning environments that engage and challenge young learners. Scotch Oakburn delivers the Australian Curriculum through innovative learning programs designed to cater for the learning needs and personal development of each student. After hours and weekend work is required to meet the requirements of the College's co-curricular program.

Key Duties and Responsibilities:Learning Support

- Promoting a culture that is supportive and responsive to individual student needs.
- Identifying each student's learning support requirements in a timely and appropriate manner.
- Providing support and intervention for students with learning difficulties as required.
- Providing resources to staff and students to cater for individual learning needs.

Planning, organisation and administration

- Working with Teachers using current data to identify students below or near national benchmarks in literacy and numeracy.
- Including parents in the planning and facilitation of Learning Support for their child.
- Ensuring the maintenance of appropriate and accurate electronic records.
- Assisting with the support of appropriately qualified and experienced Learning Support Assistants across campus, as required.

Funding and Support of individual students

- Support the implementation of the Nationally Consistent Collection of Data (NCCD) across the Penquite Campus and to ensure accurate records and related data are in complete accordance with regulatory guidelines and expectations.
- Attendance at IEP meetings when required.

Communication

- Maintaining up to date information in relation to students through the college database.
- Ensuring any new information pertaining to the learning of students is communicated to relevant teachers and pastoral care staff in a timely fashion.
- Ensuring that the Head of Inclusive Education and classroom teachers are regularly briefed about individual student progress.

Teacher – Learning Support

- Communicating with parents of students requiring Learning Support as required, to facilitate strong working relationships.
- Attending meetings to brief teachers on Learning Development issues and initiatives.
- Undertake any additional duties as assigned by the Head of Inclusive Education and Deputy Principal, Penquite, to support the objectives of the Inclusive Education Department and College.

Level of Accountability

Performance of the role must be undertaken with the highest of integrity, in accordance with the College Delegations of Authority. This is a highly collaborative role, with general direction provided on a day-to-day basis. Guidance and advice are available from the Head of Inclusive Education, Penquite and Deputy Principal, Penquite as required.

All tasks must be completed within required timeframes, to a high standard, and in accordance with the policies and procedures of the College. Actively engaging in reflective practices and receiving feedback is required to promote continuous improvement and to lead individual professional development objectives.

Organisational Relationships

Reports to: Head of Inclusive Education, Penquite

Direct Reports: Not applicable

Key Internal Relationships: Principal
 Heads of School – Middle & Senior
 Director Wellbeing - Penquite
 Heads of House
 Director of Teaching & Learning - Penquite
 Heads of Department
 Students
 College staff

External Relationships: Parents and/or carers of students
 External organisations, such as educational institutions and other organisations with whom the College deals

Leadership Teams: Not applicable

Safeguarding Children and Young People

As an employee of Scotch Oakburn College, you are required to adhere to our Code of Conduct, accessible on The Dash, which outlines behaviour standards aligned with safeguarding children and young people.

Your responsibilities include providing a safe and welcoming environment for children and young people, acting as a positive role model, ensuring positive and safe interactions, and providing adequate care and supervision. Through the performance of their roles, all staff are required to promote the safety and well-being of children and young people in our care, and report suspicions or disclosures of abuse or policy breaches to management.

Additionally, during your employment with the College you are required to maintain valid Working with Vulnerable People documentation and undergo periodic National Criminal History record

Teacher – Learning Support

checks. You are also obligated to report to College management any criminal charges or convictions received during employment that may pose a risk to children and young people.

Work Health and Safety

Scotch Oakburn college is committed to achieving the highest attainable standards of Work Health and Safety (WHS) for its staff, students, and visitors. As a member of staff, you will be required to:

- take reasonable care of your own health and safety,
- take reasonable care that your acts or omissions do not adversely affect the health and safety of other persons,
- comply, so far as you are reasonably able to, with any reasonable instruction provided by the College to allow the College to comply with the Work Health and Safety Act,
- co-operate with any reasonable policy or procedure of the College relating to health or safety, and
- report any injury, hazard, near miss or incidents and losses as soon as they are detected using the College's incident and accident reporting system.

Knowledge and Experience:

Experience is required in:

- Recognised teaching qualification and current teacher registration.
- Previous experience, or a background in teaching literacy and numeracy foundation skills.
- Further qualifications or expertise related to individual needs eg Special and Inclusive Education would be desirable.
- Sound working knowledge of the Australian Curriculum requirements.
- Ability to provide guidance for teachers regarding differentiating the curriculum to best meet the needs of students.
- Excellent communication and interpersonal skills.
- Sound administrative and organisational skills with the ability to manage deadlines, and
- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

Teacher – Learning Support

In accordance with its Recruitment Policy, Scotch Oakburn College is committed to selection procedures based on merit, qualifications, experience and which are aligned to the key selection criteria of the role. As such, applications for this role should address the Key Selection Criteria below to demonstrate their ability to fulfil the key duties and responsibilities outlined.

Key Selection Criteria:

1. Proven ability and acknowledgement of being an outstanding teacher, particularly in the areas of Learning Support and Inclusion.
2. Proven ability to provide dynamic and pro-active educational leadership in a co-educational environment with the capacity to provide innovation in education.
3. The skills to work in a consultative and collaborative way, to encourage teamwork and be part of a committed team.
4. Demonstrated high-level interpersonal and communication skills.
5. An understanding of current theory in teaching and learning pedagogy especially relating to Inclusive Education, as well as pastoral welfare.
6. A strong understanding of learning technologies and their application to enhance learning.
7. Safeguarding Children: a demonstrated commitment to actively contribute to the College's safeguarding culture for children and young people, including an understanding of the College's policies in relation to Child Safety.