

*"We are a Catholic community of welcome,
connecting faith, family & education."*



POSITION INFORMATION DOCUMENT

Spanning across multiple campuses and sites on Kaurna land in the western suburbs of Adelaide, Nazareth incorporates an Early Childhood Centre, Reception to Year 12 College, a Pathways & Partnership Centre, and a variety of community and engagement programs.

We provide learning that is holistic, inclusive, lifegiving, and lifelong. Our promise is that students will find their chosen pathway and graduate knowing they matter absolutely, have the power to make the world a better place and influence positive change.

A strong partnership between staff, children and families ensures we are all striving for the same outcomes.

Families are at the heart of our faith and learning environment and we are committed to building community through nourishing family life. It's not just students who get to experience what Nazareth has to offer, as we coordinate a range of programs and initiatives to support and celebrate all members of our community including early learners, graduates, parents, seniors and friends.

At Nazareth we invite our community to a deeper understanding of God through authentic, engaging, and life-giving experiences.

From the Early Childhood Centre to Year 12, we are continually examining the needs of young people as we prepare them for life as critical, informed and motivated contributors to the local community and beyond. In our community diverse cultures and religions are recognised and embraced. We embrace a contemporary approach to faith and learning, where innovation, technology and our environment enable both students and staff to be at the forefront of education.

Grounded by our Catholic beliefs, we aspire to be a living experience of Church, with every family and member of our community at the heart of what we do each and every day.

At the centre of Nazareth's vision is a community who, in partnership with Parish, gathers in prayer and celebration, with the Eucharist, from which it draws its inspiration, as the focus. The Christian message, together with the Catholic traditions and practices, is evident in contemporary, relevant, and diverse gatherings.

At Nazareth every single student and their family is known and celebrated for their unique gifts and talents, and it is our mission to help each young person in our care, seek their passions and follow them.

Name:

Position Title: 7-9 Learning Support Coordinator

POR Level: 2

POR Tenure: 1 February 2026 – 31 January 2028

Release Time: 24

Campus Location: Flinders Park

KEY WORKING RELATIONSHIPS (INTERNAL)

- Principal
- College Deputy Principal
- Deputy Principal – Flinders Park Head of Campus
- R-12 Head of Inclusion and Support
- Learning Support Coordinators
- Learning Diversity ESO Coordinator
- Learning Diversity ESOs
- 7-9 Head of Wellbeing
- 7-9 Head of Teaching and Learning
- Neighbourhood Coordinators
- Leaders of Teaching and Learning
- Mentor Group Teachers
- Student Counsellors
- Staff
- Students
- Families

BROAD PURPOSE

The 7–9 Learning Support Coordinator at Nazareth plays a pivotal role in fostering an inclusive and supportive learning environment for students in Years 7 to 9. Working collaboratively with the R–12 Head of Inclusion and Support, this position is responsible for developing, coordinating, and implementing differentiated educational programs that cater to students with additional needs.

At the heart of this role is the commitment to building a culture of acceptance and celebration of diversity, ensuring that every student's unique talents, goals, and pathways are recognized and supported. The Coordinator leads and models best practices in inclusive education, supports teachers in adapting curriculum and pedagogy, and works closely with families, staff, and external partners to ensure successful outcomes for all students.

Through strong partnerships and a focus on continuous improvement, the 7–9 Learning Support Coordinator helps Nazareth deliver holistic, lifelong learning experiences that empower students to thrive academically, socially, and emotionally.

KEY WORKING RELATIONSHIPS (EXTERNAL)

- Catholic Education SA (CESA)
- Allied Health Staff
- Contractors (Speech Pathologists, Occupational Therapists, Behavioural Therapists, Psychologists)
- Autism SA
- RTOs for VET and Training Courses
- Western Technical College
- Our Lady of LaVang School
- Health Professionals

KEY RESPONSIBILITIES/DUTIES

The 7–9 Learning Support Coordinator is a key member of the Inclusion and Support team, working closely with fellow coordinators and the R-12 Head of Inclusion and Support to promote inclusivity and excellence in teaching across the College.

Leading Learning

- Maintain a teaching load consistent with the South Australian Catholic Schools Enterprise Agreement and in negotiation with the Principal, College Deputy Principal and Deputy Principal – Head of Campus.
- Collaborate with the R-12 Head of Inclusion and Support to improve teacher pedagogy such that effective differentiated teaching ensures successful student outcomes.
- Provide educational leadership to staff regarding differentiated curriculum development and contemporary teaching methodologies.

- Model sound classroom teaching practice.
- Use SEQTA for all programming, unit planning, student assessments and pastoral care documentation.
- Show a commitment to further study or professional learning.
- Support the development and maintenance of a College environment which is conducive to optimal learning outcomes for all students.
- Maintain accurate and comprehensive records of student progress and achievement.
- Possess expertise working with students with a range of identified learning needs.
- Work collaboratively with teachers, families, students, and external agents to develop Personal Learning Plans for students with Identified Learning Needs and Disabilities.
- Liaise with families and students regarding wellbeing and academic concerns for our students receiving extensive or substantive support in our NCCD processes.
- Ensure the Case Management model is followed by others to review student learning each term to update Personal Learning Plans.
- Oversee and provide advice on agreed modified reporting arrangements for students with specific learning needs.
- Liaise with primary schools for smooth transition of incoming students.
- Notify staff of student needs.
- Work with key staff to facilitate NCCD process for years 7-9, monitoring NCCD entries and supporting staff in their understanding of documentation and adjustments.
- Determine appropriate intervention for students, looking at literacy, numeracy, and social skills.
- Oversee the work of Learning Support teachers, subjects and support the management of Education Support Officers (ESOs), differentiated learning and teaching practices.
- Case manage extensive and substantial students.
- Manage staff in case management and review meetings for all modified students.
- Monitor the case management load of Learning Support Teachers and MG staff.
- Keep records of key documentation to support the College, students and staff.
- Work with teachers and ESOs to ensure appropriate plans are in place for excursions/incursion for students with disability.
- Work with Leaders to advocate inclusive and diverse learning.
- Ensure appropriate processes, procedures and policies are created/sourced and applied within the Learning Support area.

Supervising and Supporting Teachers

- Collaborate with the R-12 Head of Inclusion and Support to provide training for teachers that enables them to develop, adapt and modify the curriculum and pedagogy to cater for diverse student needs.
- Collaborate with the R-12 Head of Inclusion and Support to develop and seek to constantly improve pedagogy that is reflective of the AITSL teacher performance standards.
- Induct new staff in collaboration with Campus Leaders and the Human Resources team:
 - Assign course teams and planning responsibilities.
 - Introduce Learning Area resources and colleagues.
- Contribute to probation assessments in consultation with the Human Resources Manager, 7–9 Head of Teaching and Learning, and Deputy Principal – Head of Campus.
- Collaborate with the Early Career Teacher Coordinator to support teachers in their first two years.
- Supervise Learning Area teachers:
 - Conduct regular classroom visits.
 - Address performance concerns promptly.
 - Participate in Annual Reviews.
 - Recommend subject allocations during timetable reviews.
- Participate in complaints and misconduct processes:
 - Report complaints to the Human Resources Manager, 7–9 Head of Teaching and Learning, or Deputy Principal – Head of Campus.
 - Assist in investigations and provide structured support where required.
 - Escalate serious incidents of conflict or tension.
- Lead professional development and innovation:
 - Contribute to Campus and College PD plans.
 - Submit recommendations for future development.
 - Stay current with educational developments through reading, study, associations, and committee involvement.
 - Support staff in using SEQTA for planning and assessment.

- Model effective classroom teaching practices.

Community and Culture

- Promote positive relationships and standards of behaviour within the College, which reflect Gospel values and provide a safe environment for students, staff and families.
- Promote a culture of excellence in student academic performance according to student ability.
- Develop a culture of celebration for students achieving above their set goals.
- Promote a culture of inclusion and celebration by providing opportunities to showcase all talents.
- Develop a culture of continuous improvement by using data from NAPLAN, ACER PAT R, PAT M Tests, ACER General Ability Test (AGAT), EAL scaling assessments and other assessments to inform teaching and learning programmes, pedagogies, and assessments.
- Create a culture of partnership by liaising and consulting with external providers.

Resources and Operations

- With support from the R-12 Head of Inclusion and Support assist in the collection of NCCD at a campus level. This includes the collection of key evidence for each student, monitor and manage appropriate levels of individual student adjustments, ensure student PPLs are current and reviewed frequently and that all appropriate data is uploaded to SEQTA and the NCCD portal.
- Maintain accurate and complete student records using appropriate templates and forms in accordance with legislative and Catholic Education guidelines and procedures.
- Read professional reports regarding current students, as well as those that accompany enrolment applications and post acceptance to help formulate a program of support.
- Collaborate with the R-12 Head of Inclusion and Support and Deputy Principal – Head of Campus to manage the inclusion and support budget.
- Assist in organising key events and resources:
 - College tours
 - Enrolment conversations
 - Parent Information Evenings
 - Subject Counselling
 - Learning Conversations
 - Assemblies and Award Events
 - Opening Days/Evenings
 - Subject Handbooks
 - Examinations
 - Professional Development Opportunities
- Attend meetings as required.
- Present information to and lead discussions in staff meetings.
- Collaborate with the R-12 Head of Inclusion and Support to prepare applications for funding and grants to support students with disabilities.

DUTY STATEMENT – TEACHER

1. Professional Responsibilities

- Uphold the practices outlined by the Australian Professional Standards for Teachers
- Operate in accordance with the Charter for Teachers in SA Catholic Schools
- Actively commit to uphold and contribute to the ethos of Catholic schools in general as well as that of Nazareth
- Comply with relevant legislation as well as South Australian Commission for Catholic Schools (SACCS) and the school's policies, guidelines and procedures
- Meet and teach students at designated locations and times
- Appropriately assist students who are hurt, sick or in distress
- Diligently undertake supervision duties, including regular yard duty
- Complete administrative tasks accurately and on time including record-keeping
- Attend staff and other required meetings, parent teacher interviews and other school-related activities as required

2. Content of Teaching and Learning

- Plan a comprehensive learning program in line with Australian Curriculum
- Address students' varying intellectual, emotional and physical abilities in teaching practice

- Identify individual learning needs and styles, and plan learning experiences that enable all students to achieve success.
- Know, understand and apply a range of learning methodologies and technologies in the classroom environment
- Demonstrate and apply best practice in teaching and learning and remain current in knowledge of developments in educational practice

3. Classroom Management and Behaviour Education

- Establish positive and effective relationships with students
- Establish and maintain a task-oriented learning environment
- Set and adhere to timelines for completion of work
- Work with students to create an attractive, welcoming classroom environment
- Maintain standards of tidiness and orderliness
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities to suit the learning activity
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant policies and procedures
- Consistently maintain behavioural expectations and respond appropriately to student behaviour by applying behaviour management skills as per school policy
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions
- Apply effective consequences and strategies to assist students who interfere with teaching and learning

4. Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement
- Use a variety of assessment and reporting methods to regularly monitor the learning process
- Use assessment that is purposeful and relevant to the teaching and learning program and the learning needs of students
- Provide students with constructive feedback on performance that reinforces student achievement and focuses on improvement
- Provide parents/caregivers and students with detailed, accurate and informative reports at appropriate times, as required by the school

5. Interaction with the school and broader community

- Demonstrate effective communication skills with students, colleagues, parents/caregivers and others at all times
- Work effectively as a member of the school team to actively and positively support school activities
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas
- Positively engage in and undertake professional development, training and professional reviews when required
- Perform other duties as required by the Principal (or delegate)

PERSON SPECIFICATION

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience
- Teacher Accreditation in Catholic Education SA
- Demonstrated skills, knowledge and experience relevant to the role requirements
- High level interpersonal skills to interact positively with the school community and be a positive role model and professional representative for the school at all times
- Excellent written and verbal communication skills and able to work collaboratively within a team environment and effectively teach students to achieve required learning outcomes
- Be self-directed and utilise initiative and judgement to fulfil role requirements
- Excellent organisational skills with ability to problem solve and ensure required timelines are met
- Willingness to actively and positively uphold and contribute to the culture and ethos of the School
- Proficient ICT skills and knowledge and ability to fully utilise required systems and programs, or ability to quickly learn and use

SPECIFIC REQUIREMENTS

- Applicable First Aid Certificate relevant to the role requirements
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.

WORK HEALTH AND SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must:

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

(Reference: Division 4, Section 28 – SA WHS Act 2012)

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.