



LOURDES HILL COLLEGE

A School of *Good Samaritan Education*

Position Description

Faculty of Differentiated Learning (FDL) – Literacy Support Teacher

Lourdes Hill College educates young women to embrace life and a passionate love of learning in a nurturing, inclusive and innovative Catholic learning community. We equip each person to reach their potential and boldly embody Benedictine values, listening actively with the 'ear of the heart'. Our overarching vision is to be universally recognised for empowering generations of young women to be a transforming Benedictine presence in our world.

The FDL Literacy Support Teacher is a curriculum co-ordinator, role modelling enthusiasm, exemplary learning and teaching pedagogy, and professional collaboration with and support for the College Leadership Team in the implementation of the College Strategic Plan. The FDL Literacy Support Teacher is accountable to the Principal through the Faculty Head - Differentiated Learning.

The Faculty of Differentiated Learning provides a cohesive approach to the provision of support to students in four key areas:

- Literacy Development
- Numeracy Development
- Aboriginal and Torres Strait Islander Student Development
- Mentoring of High Achievers

In collaboration with, and under the guidance of the Head of Faculty - Differentiated Learning, The FDL Literacy Support Teacher takes direct responsibility for the design and implementation of mentoring support programs aligned with the Faculty - Differentiated Learning. The ability to teach to a senior level in QCAA Authority-Registered subject area is desirable.

- supports and implements the role statement of a Lourdes Hill teacher
- designs and implements programs to address the specific learning needs of individual students who require literacy support
- focuses on teaching and learning of students according to the LHC Benedictine Ways (behaviour guidelines) and the LHC Classroom Design Process
- actively promotes and nurtures a College culture and Faculty vision of planned support for both High Achieving Students and also those students who experience learning difficulties
- assist the design and implementation of processes to identify students who require mentoring and academic support in literacy-based elements of the curriculum
- strives to establish positive, supportive relationships which empower students to access mentoring support, and establish ongoing communication with their parents
- maintains and models up to date knowledge of curriculum, theories on learning and appropriate assessment programs
- mentors and supports other teachers working with students who require literacy support and actively supports the implementation of the College differentiation coaching model
- contributes to the professional development of staff regarding strategies to provide literacy support
- carries out administrative and organisational tasks efficiently and consistently



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- contributes to the provision of promotional materials pertaining to literacy support and other marketing opportunities in line with College processes
- reflects on teaching of students who require mentoring and academic support with a view to ongoing improvement of practice across all areas of curriculum involving literacy support
- carries out duties associated with differentiated learning as directed by the Head of Faculty.

In collaboration with, and under the guidance of, the Head of Faculty of Differentiated Learning, the FDL Literacy Support Teacher:

Supports and implements the vision and ethos of the College

- to gain a thorough knowledge of and alignment to the ethos of the College as expressed in the Vision and Mission of the 2024-2028 Strategic Plan.

Supports and implements the vision and ethos of the Faculty of Differentiated Learning by contributing to

- staff processes and practices to nurture teamwork and effective communication within the Faculty - Differentiated Learning
- staff processes and practices to ensure learning spaces in the Faculty - Differentiated Learning are dynamic and inclusive for all students receiving support
- the processes associated with design and implementation of Individual Support Plans (or Student Access Plans) for students under your case management
- the maintenance of records on the progress of individual students over time under your case management
- the preparation of reports to parents on student achievement in special programs as applicable for students under your case management
- the process of referral of students to the College Counsellors or College Educational Psychologist for higher level testing.

Promotes a College focus on teaching and learning of literacy support

- to teach students in whole class and withdrawal programs
- to model learning of higher order thinking skills and effective learning behaviours
- ability to integrate technology in effective classroom practice
- to encourage all students to develop high level literacy/numeracy skills
- to collaborate with other staff in planning schedules of activities for students requiring literacy support
- designs and implements processes to identify students who require mentoring and/or literacy support including initial testing of student skills
- supports teachers with students in their classroom who require literacy support as directed by the Head of Faculty – Differentiated Learning
- advising teachers on differentiation classroom strategies and organisation to ensure that an effective teaching environment is established for students requiring literacy support
- regular consultation with the various Heads of Faculties and Curriculum Leaders regarding support programs for students who require literacy support
- contributes to the provision of promotional materials pertaining to literacy support and other marketing opportunities in line with College processes
- regularly communicate with stakeholders (students, parents, school staff and other personnel) to ensure consistent management and support of the student/s (case management)



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- organise and document engaging, age-appropriate program activities, including resources for support literacy development.
- assists with appropriate induction programs to assist beginning and new teachers to become familiar with the vision of the College regarding the support and mentoring of students in literacy.

Strives to motivate students to learn and to establish positive, supportive relationships which empower students

- to help students to develop positive self-concepts within their program of literacy support
- conferencing with individual students and in small groups about their progress, aims and projects
- to motivate by constructive feedback and praise for students receiving literacy support
- to be responsive to the differing learning styles of students who require literacy support
- to develop learning activities that are effective and interesting to students who require literacy support

Monitors student performance and progress

- supporting teachers with students in their classes who receive mentoring and literacy support, collecting and monitoring data about these students in order to measure their progress
- communicate progress to parents of students receiving literacy support as appropriate .

Maintains and models up to date knowledge of curriculum, theories of learning and assessment programs

- to seek out opportunities for professional development to enhance curriculum knowledge and teaching skills in relation to teaching students requiring literacy support
- mentor and support teachers with students in their classes requiring literacy support.

The FDL Literacy Support Teacher will also undertake any other duties that emerge/are directed by the Principal that pertain to the role.

Reporting Relationship

The FDL Literacy Support Teacher is responsible to the Principal through the Head of Faculty - Differentiated Learning.

Conditions

This is a Middle Leadership position, currently at Tier 1.1 (2023).

This role is being offered as a fixed term contract role for the 2026 school Year - Monday 19 January to Friday 4 December 2026.