ORANGE CHRISTIAN SCHOOL –POSITION DESCRIPTION

POSITION TITLE:	**Academic Support Coordinator (K-12)**
REPORTS TO:	**Deputy Principal- Academics**
WORKS CLOSELY WITH:	**Stage Coordinators, Classroom Teachers, Academic Support and Wellbeing Staff**
COMMENCEMNT LEVEL:	**Position of Responsibility Level 1**
EMPLOYMENT TYPE:	**Full Time**

Nestled in the vibrant Central West of New South Wales, Orange Christian School (OCS) is a thriving, non-denominational Prep to Year 12 co-educational school community committed to providing holistic, Christ-centred education. For more than 40 years, we have partnered with families to nurture the spiritual, academic, and personal growth of each student, ensuring every child is known, valued, and encouraged to flourish. At OCS, our culture is warm, relational, and grounded in faith. Staff work collaboratively as the body of Christ, supporting and encouraging one another while modelling Christian character and values in all aspects of school life.

Our vision is: *"To raise up effective leaders of godly character who will blend academic achievement and biblical truth, to influence society for the glory of God."*

Every member of staff plays a vital role in advancing this vision through their service, relationships, and commitment to excellence in Christian education. We are seeking passionate Christian educators who desire to make a lasting impact in the lives of students while contributing to a supportive and faith-filled learning community.

POSITION OVERVIEW

The Academic Support Coordinator (ASC) is a Christian who is a suitably qualified and experienced educator with oversight over the Academic Growth Centre (AGC) a key faculty at Orange Christian School (OCS). The ASC plays a key role in ensuring that students with diverse learning needs are supported academically, physically and socio-emotionally. This position involves the coordination, facilitation and delivery of learning support and enrichment programs, the development and implementation of School Care Plans (including Individual Education Plans), collaboration with staff and families, and fostering an inclusive Christian learning environment both in and out of the classroom.

The ASC will have experience in leading a team of Academic Support Teacher/s (AST), Academic Support Officers (ASO - Teacher's Aide), and work in close collaboration with Heads of School, Stage Coordinators, Chaplain/s, and teaching staff. The ASC will also liaise effectively with Allied Health Professionals and be cognizant of relevant legislative requirements (such as the Disability Standards for Education - DSE, Discrimination Act- DA), Nationally Consistent Collection of Data (NCCD) requirements and NESA disability adjustment guidelines.

The ASC is part of the Coordinator Executive Team and must be fully supportive of the Vision, Mission, Values and Christian Ethos of OCS.

KEY CRITERIA AND PERSONAL ATTRIBUTES

- A committed Christian who is striving to live a life in accordance with God's Word (Deuteronomy 8:3) and model a Christ-like attitude and lifestyle (Philippians 2:5).
- Willing and able to share their faith and articulate how a biblical worldview informs their role and practice within the School community (1 Peter 3:15).
- An active member of a local church community who understands their responsibility to be a Christian witness and ambassador for Christ through conduct that is above reproach (1 Timothy 3:2; 2 Corinthians 5:20).
- Committed to encouraging, supporting, and building up others as members of the Body of Christ, serving to the glory of God (1 Corinthians 12:12-27; Matthew 5:14-16).
- Demonstrates the ability to lead Christianly, modelling biblical values through integrity, humility, wisdom, compassion, service, and professionalism.
- Model and uphold the Christian ethos of the school in all interactions.
- Holds appropriate tertiary qualifications and/or relevant experience in Special Education, Learning Support, Inclusive Education, Enrichment, or a related field, and maintains current NESA teacher accreditation.
- Demonstrated effective classroom practice and a sound knowledge of curriculum, assessment, and evidence-based teaching and learning strategies.
- Thorough understanding of inclusive education, disability legislation, Nationally Consistent Collection of Data on School Students with Disability (NCCD) requirements, and best-practice learning support provision.
- Familiarity with Schools Online processes, NESA Disability Provisions criteria, and the implementation and coordination of disability adjustments for assessments across the school.
- Knowledge of and experience using ICT and assistive technologies to support students with diverse learning and enrichment needs.
- Capacity to analyse assessment data, guide collaborative planning, and implement strategies that improve student learning outcomes.
- Strong relational, interpersonal, and communication skills, with the ability to provide constructive feedback and build positive relationships with students, staff, parents, and external professionals.
- Demonstrated ability to work collaboratively within leadership and teaching teams while also exercising initiative and working independently.
- Highly organised with strong administrative skills, effective time management, and the ability to prioritise competing demands and meet deadlines.
- Adaptable, proactive, and solutions-focused, with a commitment to continuous improvement and professional growth.
- Demonstrates high levels of professionalism, confidentiality, discretion, and emotional intelligence when managing sensitive matters.

- Able to remain calm, measured, and effective in stressful, complex, or emotionally challenging situations.
- Maintains accurate records, documentation, and filing systems in accordance with school, legislative, NCCD, and privacy requirements.
- Has a genuine care and concern for the wellbeing, development, and success of students, families, and colleagues.
- Upholds Child Safe Standards, confidentiality requirements, procedural fairness principles, and all relevant school policies and legislative obligations.

Is free from any reportable conduct matters, child protection concerns, or significant performance or conduct issues that may affect suitability for employment in a school. Any such matters must be disclosed during the recruitment process.

KEY RESPONSIBILITIES

(i) **Coordination of Academic Support Teacher/s (AST) and Academic Support Officers (ASO - Teacher's Aides)**

a. Foster a collegial and Christ-centred team environment that values collaboration, professionalism, and mutual support
a. Promote a culture of care, respect, inclusion, and servant-hearted leadership consistent with Biblical principles
b. Oversee and/or develop timetables for AST and ASOs as required
c. Conduct regular meetings and training as required, including Staff Appraisals
d. Monitor the case management system that effectively tracks student progress
e. Identify and develop learning support and enrichment programs
f. Induct, mentor and support professional growth of AST/ASO staff, perform professional supervision, appraisal and performance feedback to AGC staff.

(ii) **Coordination of Learning Support and Enrichment Services**

a. Identify students requiring additional support through assessment data, teacher referrals, and collaboration with families and external allied health professionals
b. Is familiar with a wide variety of student learning and socio-emotional needs and their impact on learning such as autism spectrum disorder, dyslexia, low cognitive ability, anxiety and depression and emotional disturbances
c. Adopts effective behaviour management strategies to enhance learning and student participation
d. Develop, implement, and review School Care Plans, Individual Education Plans, and Personalised Learning Plans
e. Coordinate adjustments and interventions in line with NCCD guidelines
f. Coordinate Disability Adjustments during assessments tasks across the whole school
g. Maintain accurate documentation and compliance with relevant legislative requirements such as DSE and DA.

(iii) **Staff collaboration and Professional Development**

a. Use evidence-based strategies to support students with diverse learning, social, behavioural, and emotional needs
b. Advocate for students with disabilities to ensure access, participation and personal goal setting success
c. Work closely with teachers to implement differentiated teaching and learning strategies and requirements according to School Care Plans
d. Provide and/or coordinate professional development to staff regarding inclusive practices and disability education
e. Collaborate with school leadership in planning for inclusive whole-school practices. Provide targeted teaching support in classrooms or small-group settings

(iv) **Family and Community Engagement**

a. Communicate regularly and professionally with parents and caregivers to discuss student progress, areas of need, intervention strategies, and recommended supports, fostering transparency and shared understanding
b. Engage collaboratively with external specialists and agencies to support student learning, wellbeing, and development
c. Foster respectful, compassionate, and Christ-centred partnerships with families that reflect the mission, values, and community culture of the school
d. Act as a key liaison between home, school, and external service providers to ensure a coordinated and consistent approach to student support
e. Facilitate and participate in parent meetings, case conferences, and collaborative planning discussions to develop and review support strategies and student goals
f. Provide guidance and resources to parents and caregivers to assist them in supporting their child's learning, wellbeing, and development at home
g. Maintain clear, accurate, and confidential records of communication with families and external professionals in accordance with school policies and privacy requirements
h. Support families in understanding School Care Plans (SCPs), Individual Education Plans (IEPs), Personal Learning Plans (PLPs), assessment adjustments, and intervention processes.

(v) **Coordinate the School's STAR (Students Taking an Active Role) program** (homework and study support after school Mon -Thur)

a. Be part of STAR program on a regular basis
b. Ensure STAR staff have the necessary resources to facilitate the program
c. Develop, facilitate and implement effective objectives in STAR

DESIRABLE CRITERIA

- Is qualified to Masters of Education – Special Education (or equivalent)
- Experience in Christian Schooling
- Familiarity with wellbeing frameworks and multi-tiered systems of support
- Conduct assessments such as YARC, WIAT and is familiar with MultiLit (Mini and Macqlit programs)
- Is familiar with the academic and socio-emotional needs of gifted students

- Has conducted professional development workshops for staff promoting learning support/enrichment and/or differentiation within a school

OTHER

- There is a teaching component (approximately 0.50 FTE) to ensure role modelling of best practice.
- This role description is intended to describe the general nature and responsibility of work in this role. These statements are not constructed as an exhaustive list of all duties, tasks, skills required for this role.
- This role should be read in conjunction with the employee's current conditions of employment and the provisions of the current *NSW Christian Schools Teaching Staff MEA.*
- Employees are required to follow any other role-related duties as requested by Head of School and be compliant on all relevant School Policy and Procedures.
- The School reserves the right to modify and adjust this role description to meet its operational and strategic needs.

AGREEMENT

- By accepting this role and signing the contract, you agree that you understand the requirements, essential functions, and duties of this position at the School as outlined above.