ORANGE CHRISTIAN SCHOOL –POSITION DESCRIPTION

POSITION TITLE:	**Academic Support Teacher (K-6) Maternity Leave**
REPORTS TO:	**Academic Support Coordinator/ Deputy Principal Academics**
WORKS CLOSELY WITH:	**Stage Coordinators, Classroom Teachers, Academic Support and Wellbeing Staff**
EMPLOYMENT TYPE:	**Full time/ Part Time**
LOAD:	**Approximately 0.50 Allowance as Release.**

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 SUMMARY

The Academic Support Teacher (AST) is a committed Christian who demonstrates a personal and vibrant faith in Jesus Christ through their character, relationships, and service. As a valued member of the Academic Growth Centre (AGC), the AST is a suitably qualified and experienced educator who works collaboratively with the Academic Support Coordinator (ASC) to develop, implement, and evaluate learning support and enrichment programs across the school.

The AST supports the academic, social, emotional, and behavioural growth of students by providing targeted interventions, differentiated learning strategies, and inclusive educational practices. Working closely with Academic Support Officers (ASOs), classroom teachers, students, and families, the AST promotes a Christ-centred approach to learning that values the dignity and unique God-given abilities of every student.

The AST plays an integral role in supporting students with additional learning, behavioural, social, and emotional needs, while also contributing to the identification and provision of

appropriate learning adjustments, extension opportunities, and evidence-based support programs. Through collaboration and professional expertise, the AST seeks to foster positive educational outcomes that enable all students to engage, participate, and flourish within the life of the school.

KEY CRITERIA AND PERSONAL QUALITIES

- A Christian who is striving to live a life in accordance with God's word (Deut. 8:3) and uphold a Christ-like lifestyle (Phil. 2:5).
- Willing and able to share their faith and articulate how it informs their role within the School (1 Peter 3:13-20).
- An active member of a local church community (Acts 2:42; Heb. 10:19-25).
- Understands that their conduct should be above reproach at all times (1 Tim. 3:2), recognising their role as a witness (Acts 1:8) and an ambassador for Christ (2 Cor. 5:20).
- Committed to encouraging and building up others as members of the Body of Christ (1 Cor. 12:12-27) to the glory of God (Matt. 5:14-16)
- Demonstrated effective classroom practice.
- Capacity to guide collaborative planning and use assessment evidence to improve learning.
- Strong relational and communication skills and the ability to provide constructive feedback.
- Organisation, initiative and willingness to work collaboratively within the Secondary leadership team.
- Demonstrates the ability to work effectively under pressure and meet deadlines.
- Is organised, adaptable, and demonstrates initiative.
- Uphold Child Safe Standards, confidentiality requirements, and procedural fairness principles in dealing with school related matters.
- Holds appropriate tertiary qualifications and/or experience relevant to the role and maintains accreditation with NESA to teach in a NSW school.
- Is free from any reportable conduct matters, child protection concerns, and/or performance management or conduct issues. Any such matter must be disclosed during the recruitment process.

KEY RESPONSIBILITIES

i) Faith and Pastoral Leadership

The Academic Support Teacher will:

a. Model and uphold the Christian ethos, vision, and values of the school in all interactions with students, staff, families, and the wider community.
b. Support the spiritual development and wellbeing of students through Christ-centred relationships, encouragement, and service.
c. Promote a culture of care, respect, inclusion, and servant-hearted leadership consistent with Biblical principles.
d. Participate in and support the devotional, pastoral, and co-curricular life of the School.

ii) Support and work alongside Academic Support Officers (ASO- Teacher's Aides)

Under the Direction of the Academic Support Coordinator (ASC), the Academic Support Teacher will:

a. Foster a collegial and Christ-centred team environment that values collaboration, professionalism, and mutual support.
b. Work collaboratively with Academic Support Officers (ASO) to implement learning support

and enrichment programs for students.

c. Provide advice, guidance, and practical support to ASOs in relation to student learning, engagement, behaviour, and wellbeing.
d. Assist in the induction, mentoring, professional growth under the direction of the Academic Support Coordinator, to provide professional supervision, appraisal and performance feedback to Academic Support Officers.

iii) Implement learning support and enrichment programs

Under the Direction of the Academic Support Coordinator (ASC), the Academic Support Teacher will:

a. Identify students requiring additional academic, behavioural, social, or emotional support through the analysis of data, teacher referrals, observations, consultation with families, and collaboration with external allied health professionals
b. Assess and analyse student learning needs and develop evidence-based, best-practice intervention strategies to support academic growth and engagement.
c. Demonstrate a sound understanding of a broad range of learning, developmental, behavioural, and socio-emotional needs, including Autism Spectrum Disorder (ASD), dyslexia, learning difficulties, intellectual disability, anxiety, depression, ADHD, and emotional disturbances, and understand their impact on student learning and wellbeing.
d. Model and implement effective behaviour support and classroom management strategies that promote positive engagement, participation, and learning outcomes.
e. Design, facilitate, coordinate, and evaluate learning support and enrichment programs that address the diverse needs of students across the school.
f. Ensure School Care Plans (SCPs), including Individual Education Plans (IEPs), Personal Learning Plans (PLPs), Behaviour Support Plans, and similar documents, are effectively implemented and supported within classroom practice.
g. Monitor, review, and update School Care Plans regularly to ensure they remain current, relevant, compliant, and effective in supporting student outcomes.
h. Work collaboratively with teaching staff to differentiate curriculum, modify assessment tasks, and implement appropriate teaching and learning strategies that meet the diverse learning needs of students
i. Ensure school-based and NESA-approved disability provisions and assessment adjustments are appropriately implemented, monitored, and documented.
j. Ensure and monitor Nationally Consistent Collection of Data on School Students with Disability (NCCD) processes, ensuring interventions are implemented, evidence is collected and maintained, and documentation is audit-ready and compliant with legislative and sector requirements.
k. Provide guidance, coaching, and professional support to teaching staff in developing inclusive classroom practices and meeting the needs of diverse learners.
l. Contribute to a culture of inclusion and excellence by advocating for equitable access to learning opportunities while supporting high-potential and gifted students through appropriate enrichment initiatives.
m. Maintain strong partnerships with parents, carers, and external service providers to facilitate a coordinated approach to student support and progress.

iv) Family and Community Engagement

Under the Direction of the Academic Support Coordinator (ASC), the Academic Support Teacher will:

a. Communicate regularly and professionally with parents and caregivers regarding student progress, areas of need, intervention strategies, and recommended supports, fostering transparency and shared understanding.
b. Engage collaboratively with external specialists and agencies, including psychologists, speech pathologists, occupational therapists, counsellors, medical practitioners, and education consultants, 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.
i. Promote positive relationships between families and the school community through proactive communication, responsiveness, and a commitment to student wellbeing and success.

v) STAR (Students Taking an Active Role) program (homework and study support after school Mon -Thur)

a. Be part of the STAR program on a regular basis

OTHER

- 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.