



Intervention Programs Coordinator, Mathematics

Parade College is a member of the national body of Catholic schools known as Edmund Rice Education Australia (EREA). The College aims to help young men grow into well-rounded individuals who will make a meaningful contribution to society. In a vibrant learning community, students are encouraged to explore and develop their talents to the fullest and aim for excellence in all their endeavours.

As a long-standing Catholic school for boys in the Edmund Rice tradition, Parade College strives to be a learning community that offers best practice education and pastoral care to its students to foster fullness of life and holistic growth for all.

Applications are invited from suitably qualified, highly motivated and innovative leaders with excellent organisational skills and a passion for Catholic Education in the Edmund Rice Tradition and the safety and wellbeing of children, for the Intervention Programs Coordinator, Mathematics position.

As a member of the Student Support Services Team, the Intervention Programs Coordinator is responsible for coordinating Intervention Mathematics programs (including Foundation Mathematics).

The Interventions Program Coordinator is responsible to:

- facilitate curriculum development of Intervention programs to provide best practise for students with additional needs;
- use testing data to identify students for placement in Year 7 Maths Intervention classes;
- facilitate the Value-Added Process (pre and post testing) for Year 7 – 10 students in Maths Intervention classes.

The leadership appointment is for a two year term, with an ongoing teaching position associated with this appointment. This leadership position attracts a Position of Leadership Allowance and time release per cycle.

Application Requirements

In preparing an application, please read the advertisement and position description carefully to ensure that you can demonstrate your ability to meet the position requirements and have a good understanding of the role.

Applications must include:

- a **covering letter**
- a separate statement addressing the **Key Selection Criteria** addressing your skills, qualifications and experience relevant to the role
- a current **Curriculum Vitae**; together with
- the completed '**Position of Leadership Application Form**' available on the College website.

Applications should be emailed to hr@parade.vic.edu.au, addressed to the Principal. **Applications close at 4pm, Monday 30 January 2023** (*interviews may be held during the application period*).

Parade College acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians of the lands where we live, learn and work.

This community is committed to the safety, wellbeing and protection of all children in our care.



PARADE COLLEGE POSITION DESCRIPTION

Position Title	Intervention Programs Coordinator (English or Mathematics)
Reports To	Principal, Director - Student Support Services

PRIMARY PURPOSE OF POSITION

As a member of the Student Support Services Team, the Intervention Programs Coordinator is responsible for coordinating Intervention English or Mathematics programs (including Foundation Mathematics).

STATEMENT OF DUTIES

Curriculum Development	<p>In consultation with the Director of Student Support Services, facilitate curriculum development of Intervention programs to provide best practise for students with additional needs:</p> <ul style="list-style-type: none"> • Ensure appropriate documentation and development of curriculum. • Ensure that programs are in line with the Victorian Curriculum. • Actively seek opportunities to incorporate Information Technology into teaching and learning activities. • Facilitate the uploading of materials to SIMON. • Facilitate the development of rubrics and other curriculum priorities as identified by the Assistant Principal (Teaching and Learning). • Facilitate the checking of Semester Reports by Intervention teachers. • Facilitate the writing of Examinations. • Organise Booklist materials. • Attend English and Mathematics Learning Area Meetings. • Prepare and distribute Teaching and Learning calendars to Intervention teachers at the beginning of the Academic Year: <ul style="list-style-type: none"> ➢ Liaise with the Convenors and LALs. • Prepare and distribute HeadStart material. <ul style="list-style-type: none"> ➢ Coordinate Intervention Meetings; ➢ Oversee the development of Meeting Agendas; ➢ Ensure Minutes are taken and forwarded to members, the Director of Student Support and the Assistant Principal (Teaching & Learning).
Year 7 Intervention English and Mathematics	<p>In consultation with the Director of Student Support, use the Grade 6 ACER Testing Day data to:</p> <ul style="list-style-type: none"> • Identify students for placement in Year 7 Maths Intervention classes (to commence at the beginning of the Academic Year): <ul style="list-style-type: none"> ➢ forward information and permission forms to parents; ➢ contact teachers; ➢ notify the Timetable Team. • Identify students requiring further assessment for possible placement in Year 7 Intervention English (Corrective Reading programs). • Facilitate the Corrective Reading testing process during Term 1. <p>Based on the results of the Corrective Reading Placement Tests, in consultation with the Director of Student Support:</p>

	<ul style="list-style-type: none"> • Consider possible groupings in light of student needs and available staffing. • Forward information and Permission Forms to parents. • Order materials for teachers and students. • Inform LOTE teachers and LOTE LAL of students to be withdrawn from LOTE classes. • Prior to the end of Term 1, liaise with the Timetable Team regarding venues and changes to students' timetables so that classes can commence from Day 1 of Term 2.
Value-Added Process	<p>Facilitate the Value-Added Process (pre and post testing) for Year 7 – 10 students in Maths and English Intervention classes:</p> <ul style="list-style-type: none"> • Forward results to the Director < Student Support Services. • Forward post test results from the previous year to Intervention English and Mathematics teachers at the beginning of the following academic year.
Administrative and Other Duties	<ul style="list-style-type: none"> • Act as a Resource Person for Student Support Services Intervention Teachers: <ul style="list-style-type: none"> ➢ providing 'hands on' physical support in classes; ➢ modelling best practice; ➢ advising staff of PD opportunities; ➢ purchasing appropriate resources and teacher reference materials; ➢ planning with teachers as required; ➢ supporting teachers who are new to teaching SSS classes. • Closely monitor the academic results of students in Student Support Services Intervention classes. • Through professional learning (ie PSST and SSS workshops), support the general teaching staff to increase their knowledge and understanding of adjustments for students with literacy and numeracy difficulties. • Attend Teaching and Learning Team Meetings. • Organise and prepare promotional and publicity material; including material and displays for Open Days. • Liaise with the Timetable Team regarding staffing • Complete the annual Staffing Preferences form. • Follow up referrals for students with literacy and numeracy difficulties; including assessment of students, liaising with the Additional Needs Coordinator, House Leader, and teachers; reporting results to the student's parents; organising the transfer of students to Intervention classes if warranted. • Meet fortnightly with the Director of Student Support Services and provide a fortnightly written report for dissemination to the College Leadership Team. <p>Other duties as negotiated with the Director of Student Support and / or the Principal.</p>

KEY PERFORMANCE INDICATORS
<ul style="list-style-type: none"> • Satisfaction by key staff, parents, and the College Leadership Team with performances; • Annual Review; • Communication with staff, parents, students, and the wider College community via SIMON, Newsletter, Staff Bulletin, Daily Bulletin etc; • Engagement in Professional Learning opportunities; • Involvement in the development of SSS policies and protocols; • Timely communication with staff and parents; • Timely identification of students for classes and programs; • Timely production of <ul style="list-style-type: none"> – Meeting Agendas and Minutes

- Promotional material
- Curriculum material including documentation, examinations, reports, calendars, assessment tasks
- Value added data
- Ability to meet deadlines with high quality outcomes and products.
- Ability to demonstrate flexibility.

POSITION REQUIREMENTS	
Skills	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills. • Excellent organisation and time management skills. • Appropriate ICT skills. • Excellent understanding of the academic and social/emotional needs of students who learn differently. • Well-developed knowledge of the Victorian Curriculum. • Excellent knowledge of the principles of Boys' Education. • Strong commitment to ongoing Professional Learning and a willingness to share understandings gained with colleagues.
Attributes	<ul style="list-style-type: none"> • Friendly and warm disposition. • Welcoming and helpful personality. • Ability to interact well with staff, parents and students. • Empathy for students who learn differently. • Ability to work effectively under pressure. • Ability to effectively problem solve. • Loyalty to the College and its staff. • Strong commitment to improving outcomes for students who learn differently. • Ability to work flexibly across a two campus environment. • Support of College policies and strategic direction.
Child Safety	<ul style="list-style-type: none"> • Be a suitable person to engage in child-connected work • Be experienced in working with children • A demonstrated understanding of child safety • A demonstrated understanding of appropriate behaviours when engaging with children • A sound knowledge of legal obligations relating to child safety under Ministerial Order No. 1359 Child Safe Standards, • Working familiarity with Child Safe requirements and expectations of MACS PROTECT, VIT, EREA and VRQA • A demonstrated understanding of and commitment to Child Safety protocols, codes of conduct and to ensuring Parade College is a Child Safe School.
Selection Criteria	<p>Applicants should be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Support and participation in the faith life of Parade College including commitment to the Mission Statement, ethos of the College, Charter of Edmund Rice Education Australia and personal faith formation. 2. Ability to effectively lead and support teachers working to ensure a very high standard of professional practice. 3. Ability to promote a healthy learning environment which promotes best practice and excellent student learning outcomes. 4. Understanding of and commitment to curriculum initiatives. 5. Understanding of and commitment to 'Pathways to Success at Parade' as well as key College policies including the ability to actively promote these within the College, to ultimately support students.

	<p>6. Knowledge and understanding of contemporary practices and policies related to students with additional needs, in particular, boys' education and intervention.</p> <p>7. Well-developed interpersonal skills including organisation and communication, with the proven ability to work effectively independently and in a team.</p> <p>8. Commitment to ongoing professional learning.</p>
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TERMS AND CONDITIONS
<ul style="list-style-type: none"> • Terms and conditions for this position are as outlined in the <i>Victorian Catholic Education Multi Enterprise Agreement 2018</i> for Registered Teachers. Salary is set out in the Agreement according to years of experience and qualifications. • This position attracts a POL allowance and a time allowance, as determined by the Principal. • The leadership appointment is for a two year term. The leadership position will be re-advertised after two years and is subject to the College cyclical review program. • The position reports to the Director, Student Support Services. • There is an expectation to attend meetings and events where appropriate. • All employees at Parade College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act. • Parade College is fully committed to the protection of children. The successful applicant will be expected to satisfy child protection screening, and adhere to the School's Child Protection Policies.