



Rossbourne School exists to enhance the life chances of all its students by embracing neurodiversity, developing personalised learning experiences, and supporting our young people to achieve a sense of belonging, co-operation, and success.

This organisation promotes the safety, wellbeing, and inclusion of all children, including those with a disability, those from culturally and/or linguistically diverse backgrounds and Aboriginal children. Rossbourne School encourages applications from culturally and/or linguistically diverse backgrounds and Aboriginal peoples.

Rossbourne is committed to creating a child safe organisation through the implementation of the child safe standards as specified in Ministerial Order No 1359 (2022).

We will implement strategies policies, procedures and practices that will comply with the prescribed standards, to ensure the on-going safety of students.

POSITION DESCRIPTION

Position Title: Literacy Co-ordinator

School Section: Whole School

Reporting to: Deputy Principal

Tenure: Three Years

Position Purpose

It is expected of all staff at Rossbourne School that they support and contribute to the promotion and implementation of the current Strategic Priorities of the School.

The Literacy Co-ordinator is responsible for the co-ordination of literacy subjects within the school and will be given a 0.2 FTE time allowance to undertake the duties. The Literacy Co-ordinator should engage a relational/collaborative leadership style with teachers to create a co-operative and cohesive team.

Key Accountabilities

Literacy Co-ordination

- Undertake an annual review of Literacy across the school.
- Work closely with the Deputy Principal, School Section Leaders, and teaching staff.
- Develop Literacy Programs and facilitate literacy instruction and student learning based on current reading and research.
- Work with School Section Leaders and Classroom Teachers to plan, implement and review learning programs to support student literacy development using Universal Design for Learning principles.
- Consult the Deputy Principal and School Section Leaders to select and use a range of assessment tools as a means to make sound decisions about student literacy needs.
- Support curriculum differentiation for literacy to cater for the range of abilities, interests, and backgrounds of all students.
- Use data to evaluate literacy needs within the school and collaborate with the Deputy Principal and School Section Leaders to interpret and use assessment data to improve student literacy.
- Work closely with the school's Speech Pathologists.

Professional Support for Staff Development

- Provide in-service training to assist classroom teachers in the use of literacy programs in their classrooms.
- Facilitate literacy instruction and learning based on current reading and research.
- Work with teachers individually and/or in collaborative year-level and learning teams, providing practical support for a range of reading, writing, and communication strategies.
- Conduct regular meetings with classroom teachers to examine student work, including evaluation to monitor progress and support teacher reflection and action.
- Observe and provide feedback to teachers on instruction relating to literacy development.
- Model and/or team teach classes in order to support teachers in their use of pedagogy related to literacy development.
- Maintain a collection of professional reading/learning materials, which reflects current research, related to students' literacy development, and share this with colleagues.
- Support teachers' professional growth and strengthen their professional knowledge, skills, and strategies for improving student literacy through the provision of an ongoing program of workshops.

Key Selection Criteria

- A recognised teaching qualification with current VIT registration.
- A relevant degree preferably with experience in literacy curriculum development.
- Proven experience and skills as an effective classroom teacher.
- A relational/collaborative leadership style to create a co-operative and cohesive team, ensuring that academic goals and social-emotional wellbeing are prioritised.
- An understanding of and the ability to relate to adolescent students with learning needs.
- Highly developed communication, interpersonal and relationship building skills.
- The ability to work autonomously and as an effective team member.

Positions descriptions are dynamic documents. They may be reviewed annually or as required.