



**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.**