

Position Description

Dhupuma Barker

Learning Support Teacher

We acknowledge and recognise all Yolŋu Clan Nations as the first peoples of East Arnhem, and we pay our respects to the Elders and Traditional Owners both past and present of the lands on which Barker College operates.

BACKGROUND

Barker College aims to foster a love of learning that inspires the heart, mind and soul of each student through a diverse and challenging curriculum (Pre-K to Year 12), catering for individual interest and capacity.

Barker College is a non-selective comprehensive School that is committed to excellence and enrichment for all our students. Teachers are responsible for the implementation of quality teaching and learning programs that develop knowledge and skills along with appropriate learning attitudes. They foster the social and emotional development of each student in their class.

The School has established three schools exclusively for First Nations students: Darkinjung Barker at Yarramalong (2016), Ngarralingayil Barker at Wollombi (2020), and Dhupuma Barker at Gunyangara in North East Arnhem Land (2021).

Dhupuma Barker is a school for Aboriginal children from the Yolŋu nation with a specific connection to the Gumatj clan, Gunyangara. The vision of the school is that all Yolŋu will have the foundation needed to steer the future, be role models and balance the Yolŋu and Balanda worlds. The program blends the Australian Curriculum with traditional Yolŋu teachings, building students' English language skills with a foundation in Yolŋu Matha – empowering young people to walk in two worlds with dignity and confidence: Educating children on Country and teaching them the history, geography, animals, plants, stories and songs of that place in partnership with their family and Elders, should be the primary goal of any educational endeavour which aims to 'close the gap' and improve academic and pastoral outcomes for Indigenous students.

The incorporation of Aboriginal and Torres Strait Islander histories, cultures and perspectives into teaching and learning programs and activities is essential in the education of all Australian children. Experience in this area would be an advantage.

OVERALL PURPOSE OF THE POSITION

The role of the Learning Support Teacher – Dhupuma Barker supports students who, for a range of reasons, may experience difficulty with their learning. The multi-tiered framework of support provided for students experiencing difficulty with their learning is developed within the whole school context and reflects Barker's strategic teaching and learning priorities.

This role will be the equivalent of a 0.6 FTE load, with the flexibility to spread this load across four days per week if this works for both the candidate and the school. The successful candidate can request an adjustment to these hours in negotiation with the Lead Teacher Dhupuma Barker, or Barker College's Deputy Head People and Culture and the Head of Junior School .

Staff at Dhupuma Barker collaborate with the staff from Barker College (Hornsby) to deliver effective, culturally informed units of work and activities to students.

PRIMARY DUTIES & RESPONSIBILITIES

Student Identification and assessment

- Assist in the identification and assessment of students experiencing difficulty with their learning (social, academic, behavioural) as required. This may involve:
 - administering and interpreting/analysing whole group or individual curriculum based and/or standardised assessments (including but not limited to Dibels, NAPLAN, PAT).
 - collecting and analysing data (through both formative and summative assessments) to identify appropriate learning strategies and supports to address a student's particular learning needs.

Supporting student learning and/or behaviour through Teaching and Learning program planning and support

- Collaboratively plan, implement and monitor teaching and learning strategies/programs designed to address the diverse range of learning needs of targeted students (individual and / or groups). This may involve:
 - teaching K-6 targeted academic groups (eg Reading or Mathematics or Spelling).
 - collaboratively planning, implementing, monitoring and evaluating a range of Learning Support programs and initiatives eg PreLit/MiniLit/MultiLit, Sounds Write
 - providing direct and timely individual support for students to address their specific learning needs (social, academic, behavioural) through weekly Individual Sessions.
 - team teaching with a range of classroom teachers (Transition to Year 10) to collaboratively plan, implement and evaluate the effectiveness of in class strategies, supports and adjustments for targeted students.

Building School Capacity

- Working collaboratively with classroom teachers, teachers' aides and interns to build their capacity to support student learning as part of a whole school approach. This may involve:
 - consultancy and developing/implementing PD for classroom teachers, providing professional advice, support and mentoring for classroom teachers on how to best cater for the diverse learning needs of students in their classrooms.
 - developing programs and providing resources specifically for individual students identified as requiring assistance.

Student Disability Provisions

- This may involve:
 - collaboratively supporting classroom teachers in identifying/implementing/evaluating appropriate Disability Provisions for students (Transition to Year 10)
 - keeping accurate records of provisions and adjustments for students

Student Personal Learning Pathways (PLPs), Learning Plans (LP) and Behaviour Management Plans (BMP)

- This may involve:
 - collaboratively supporting classroom teachers in developing, implementing and monitoring (along with key stakeholders including parents, student, Learning Support and Counselling colleagues, from Hornsby, and outside professionals) a range of Learning Plans for targeted students
 - preparing appropriate Learning Plan or Behaviour Management Plan documentation and provide feedback and information to key stakeholders.
 - Facilitate a systematic and proactive approach in the collection and management of data for the Nationally Consistent Collection of Data on School Students with Disability (NCCD) and collaborate with classroom teachers to support the

preparation, organisation, and documentation of student evidence, ensuring accurate and timely reporting of adjustments and support provided.

Student Wellbeing

- This may involve:
 - responding to the wellbeing needs of individual students and groups of students.
 - consulting with parents regarding the needs of their children.
 - maintaining accurate records of all individual, group and parent meetings and interventions.
 - maintaining an accurate calendar and individual files.
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SKILLS ESSENTIAL TO THE JOB

Technical

- Knowledge of the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.
 - Familiarity with the NCCD processes and timelines
 - Detailed knowledge of Child Protection legislation and reporting procedures
 - Knowledge of collaborative planning processes for Individual Education Plans
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ESSENTIAL PERSONAL ATTRIBUTES

Cultural Sensitivity and Respect: Candidates should demonstrate an understanding of and respect for Aboriginal culture, traditions, and ways of life. They should be open to learning from the community and approaching their role with humility.

Adaptability and Flexibility: Living in a remote area can present unexpected challenges, from limited resources to changing schedules. A successful candidate should thrive in a dynamic environment and be able to adjust to the unique rhythms of the community.

Resilience and Independence: The isolation and challenges of living in a remote area may require emotional resilience. The candidate should be comfortable with solitude and able to maintain their well-being without constant external support.

Strong Communication Skills: Since they will need to build relationships with students, colleagues, and community members, effective and empathetic communication is essential. This also involves listening and being able to interpret non-verbal cues.

Patience and Empathy: Supporting students in an educational setting, especially in a remote and potentially disadvantaged context, requires patience. Understanding that progress may be slower and celebrating small achievements is key.

Initiative and Self-Motivation: Given the lack of external supervision in remote areas, the candidate should be able to take initiative and work independently. They need to be motivated to contribute without constant direction.

Physical and Mental Health: Living in a remote area may limit access to health services and social outlets, so candidates should have a good level of physical fitness and mental resilience to manage their own well-being.

Team Player: Even though they will be working independently at times, being able to collaborate effectively with the school staff and other support workers is critical. The candidate should value teamwork and contribute positively to group efforts.

Resourcefulness: In an environment where resources can be limited, being able to creatively solve problems and make the most out of what is available is an asset.

Commitment to Education and Community Engagement: A genuine interest in supporting students and contributing to the community's well-being should be at the core of their motivation. They need to be committed to the educational goals of the school and the needs of the students.

Commitment to the School's Mission, Vision and Values.

ACCOUNTABILITY

Child Safety

Barker College has an abiding commitment to the safety, protection and well-being of all children and young people in our care. All staff members will be held accountable for ensuring adherence to the policies of the School, in particular those relating to the safeguarding of children.

General

Breaches to a staff member's responsibilities and/or authority will be managed through the School's Disciplinary Management Procedures. This defined accountability is underpinned by Barker College's Code of Conduct and the Complaints Procedures.

Work Health and Safety

All staff members will be held accountable for their actions and omissions where it affects their own or another person's workplace safety.

SPECIAL CONDITIONS

- NT Teachers' Accreditation
- Current Drivers' License and the ability to drive a Manual Vehicle
- Valid Working with Children Check, and/or NT equivalent

Key Relationships

Head of Junior School and Deputy Head People & Culture

Responsible to the Head of Junior School and the Deputy Head People & Culture for the overall aspect of the teaching and learning, and School operations at Dhupuma Barker

Lead Teacher Dhupuma Barker

Responsible to the Lead Teacher Dhupuma Barker for day to day operations, record keeping and data collection

Dhupuma Barker Classroom Teachers and Co Teachers

Work closely and collaboratively with the Dhupuma Barker team.

Barker NSW Campuses Staff Members

Work collegially with other teachers and staff members.

Staff at Dhupuma Barker will have access to the support of staff members at Barker College, Darkinjung Barker and Ngarralingayil Barker

Parents and the wider community

To represent Dhupuma Barker and Barker College in a positive and professional manner in accordance with the School's Mission, Vision and Values.

QUALIFICATIONS REQUIRED / PREFERRED

Primary: Bachelor of Education (Special Education) or Post Graduate studies (Special Education).
Additional training in Gifted Education an advantage.

ORGANISATION CHART RELATIVE TO POSITION

The Manager's Manager:	Head of Barker College
The Immediate Manager:	Head of Junior School & Head of the Individual Learning Centre
Day to Day Supervisor:	Dhupuma Barker Lead Teacher
This position:	Dhupuma Barker Learning Support Teacher

APPROVAL

This position description accurately details the primary duties and responsibilities of a Dhupuma Barker **Learning Support Teacher (Transition to Year 10)**

Approved by the Head of Individual Learning Centre & Head of Junior School in October 2025

ACCEPTANCE OF POSITION DESCRIPTION

Position description accepted by:

Name of Staff Member:

Signature of Staff Member:

Date:
