

TIERED INTERVENTION SPECIALIST

POSITION DESCRIPTION

Award	Victorian Catholic Education Multi Enterprise Agreement 2018 (VCEMEA)
Group	Teaching
Classification	POR
Tenure	Contract Jan 2023 – Jan 2024
Release	12 periods per cycle
Reports to	Deputy Principal Student Development
Last amendment	November 2022
Version	1.0

Position Summary

The Tiered Intervention Specialist is responsible for developing and reviewing the interventions at level 2 and 3 as per the School Wide Positive Behaviour Support (SWPBS) Framework.

They are an expert practitioner in classroom practice and pedagogy as well as a specialist in Tiered 2 interventions or programs for individual and identified group supports. They are a specialist in Tiered 3 interventions for individual supports. They are responsible for coaching classroom teachers in redirection and positive reinforcement techniques in line with the principles of SWPBS. They promote and monitor student Commendations.

Key Selection Criteria	<ul style="list-style-type: none"> • Proven ability to build positive relationships with students and staff. • Understanding of evidence-based practice relating to meeting the needs of all students, including supports and interventions. • Ability to extract, analyse and use data to drive decision making. • Understanding of School Wide Positive Behaviour Framework across all tiers
Child Safety	<ul style="list-style-type: none"> • Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety. • Assist in the provision of a child-safe environment for all students • Demonstrate duty of care to students in relation to their physical and mental wellbeing

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Support	<ul style="list-style-type: none"> • Assist teachers in designing tiered lessons to differentiate for abilities, instruction in content, process and product; • Plan with teachers, demonstrate lessons, team teach; • Develop and present workshop opportunities for staff associated behavioural management strategies • Empower staff to embrace continuous self-improvement based on evidence collected in the form of data • Empower staff to act restoratively with students and each other, modelling and facilitating restorative practice as required.
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	<ul style="list-style-type: none"> ● Provide support to individual classroom teachers by modelling, co-teaching, observing and providing feedback ● Support the Student Services Team in management strategies of behavioural challenges
Data Collection & Evidence Based Planning	<ul style="list-style-type: none"> ● Use data to identify students in need of Tier 2 and Tier 3 interventions ● In conjunction with the Deputy Principals plan workshops and instruct staff in the use of and interpretation of relevant data sets; and ● Liaise with Directors of Learning, Learning Community Leaders (LCL's) and other staff to ensure the use of data in meeting the college's strategic and annual plans.
College Community Support	<ul style="list-style-type: none"> ● Support the Executive Team in the sharing of data and results from across the college; ● Support the Deputy Principal Student Development, Directors of Diverse Learning, Directors of Learning and Learning Community Leaders in facilitating discussions and actions concerning the successes and challenges in student learning and behaviour. ● Engage in networking and professional learning opportunities
Organisational	<ul style="list-style-type: none"> ● In collaboration with the Deputy Principal Student Development and Professional Learning Coordinator maintain the staff professional learning hub, ensuring there is up to date materials and memberships to enhance staff knowledge and practice on meeting the needs of all learners. ● Undertake Student Support Group meetings and develop engagement plans for Tier 3 students in need of: <ul style="list-style-type: none"> - Behavioural Support Plans - Attendance Plans ● In conjunction with the Wellbeing Team, provide intervention for students with Social/Emotional needs, including developing school specific Safety Plans ● Ensure effective student record keeping ● In conjunction with the Directors of Learning and LCL's implement Tiered 2 interventions for data identified small groups and/or individuals ● In conjunction with Directors of Learning and the Wellbeing team, map programs and incursions for year levels ● Work with the CES Pastoral Wellbeing Team to ensure alignment with Diocese best practice ● Assist Students Services Team to develop an integrated approach to meeting students' needs that links Wellbeing, Learning Diversity and Student Development ● Any other duties as directed by Deputy Principal Student Development and/or Principal
Stakeholders/Community	<ul style="list-style-type: none"> ● Liaise with local professionals to ensure timely intervention, testing, evaluation and diagnosis with identified students ● Facilitate and maintain a family network
Memberships	<ul style="list-style-type: none"> ● Student Services Team ● CCW Combined Leaders ● School Wide Positive Behaviours Support Team ● Any other teams or project groups established as required



Professionalism &
Ethos/Mission of the
College

- Is punctual for all duties
- Presents self appropriately, following dress code as required.
- Keeps privileged information to which he/she is privy by virtue of the employment position confidential.
- Responds to their own training/development needs.
- Seeks feedback on own performance.
- Maintains a highly effective working relationship with all staff.
- Co-operates with colleagues to achieve the implementation of all College Policies and procedures.
- Participates in meetings as required.
- Complies with policies and directives issued by the College including Occupational Health and Safety and Code of Conduct.