



**St MARTIN'S CATHOLIC  
PRIMARY SCHOOL**

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## **Position Information Document**

**Name:**

**Position Title:**

**EALD Teacher and Coordinator**

**Tenure:**

**Replacement 12 Months 21.07.25-03.07.26**

The EALD Coordinator will provide leadership for identifying, understanding, documenting, reporting and responding to the needs of students who learn English as an Additional Language or Dialect (EALD). The EALD Coordinator manages learning interventions and other initiatives to measurably improve outcomes for students learning EALD.

### **KEY WORKING RELATIONSHIPS**

**Internal Relationships:** Principal, Deputy Principal, Leader of Learning, Teaching and Non-Teaching staff, families and students at the School.

### **KEY ACCOUNTABILITIES:**

- Undertake the duties of Teacher (see relevant Position Information Document)
- Report on the progress, initiatives, processes, procedures and work pertaining to EALD in R-6.
- Oversee the collection and collating of writing samples to inform EALD assessments
- Use appropriate processes and procedures to conduct the assigning of a language and literacy level to all EALD students (e.g. Learning English: Achievement and Proficiency (LEAP) Levels) and submit and report on data as required by the School and CESA
- In conjunction with appropriate Leadership, coordinate levelling as required by CESA and systematic feedback to leadership teams
- Identify/provide/arrange professional learning experiences for staff to develop strategies to support EALD students and subsequently improve literacy outcomes for all students
- To collaborate with year levels to develop Teaching and Learning cycles
- Lead the implementation and ongoing review of intervention programs to benefit EALD learners, with understandable overlap in such interventions with other students experiencing generally low literacy levels
- Oversee the implementation of in-class support for EALD learners
- Analyse the School's EALD data with members of Leadership to strategically plan for improved language outcomes for EALD learners
- Work with leadership and teachers to promote structures, processes and practices that support an inclusive curriculum and an effective learning environment for EALD learners.
- Deliver teaching and learning opportunities which scaffold the English language for EALD learners in collaboration with classroom teachers
- Provide/oversee formal and informal professional learning to staff that builds on their knowledge of the explicit teaching and assessing of language and literacy to improve outcomes for EALD learners
- Work collaboratively with colleagues to develop genre writing
- Maintain accurate, comprehensive, and up to date data of student progress and achievement
- Work with CESA to engage in system initiatives that benefit staff and EALD learners
- Assist with support for First Nations students and students with refugee experience
- Contribute to the effective use of a range of contemporary technologies to enhance and improve teaching and learning, especially those benefiting EALD learners and literacy more generally
- Provide teachers, parents and students with detailed, accurate, and informative feedback on EALD learner achievement at appropriate times and as required by the Principal
- Plan and conduct parents meetings as required

- Develop, implement and maintain a system to support teachers of Beginning and Emerging EALD Learners
- Maintain current and active professional networks with membership of appropriate Professional Associations and relevant learning communities.
- Respond to other duties as assigned by the Principal.

### **PERSON SPECIFICATIONS**

- Knowledge and understanding of Assessment for Learning principles and practices
- Demonstrated knowledge and understanding of literacy initiatives relevant to EALD
- Strong verbal and written communication skills
- Demonstrated ability to plan and organise workload in order to achieve objectives
- Demonstrated understanding of differentiation
- Demonstrated ability to generate reports and analyse data to inform practice.
- A love of children and a desire to be actively involved in the life of the school.
- Willingness to uphold and contribute to the culture and ethos of our Catholic school.
- Willingness to work collaboratively and flexibly as an effective team member
- Ability to be an appropriate role model for children.
- Ability to maintain confidentiality.
- Ability to deal effectively with emergencies and /or stressful situations.

### **WORK HEALTH & SAFETY RESPONSIBILITIES**

#### ***Consistently and effectively***

Supports the implementation of a proactive WHS environment through the development and maintenance of a best practice WHS culture within their Workplace.

This role is deemed to be a *Worker* under the South Australian Work Health and Safety (WHS) Act 2012.

As a *Worker*, while at work you must –

- Take reasonable care for your own health and safety
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers
- Encourage colleagues and others on the worksite to adhere to safe work practices.

Reference: Division 4, Section 27 and 28 WHS Act 2012

### **GENERAL TRAINING AND CERTIFICATION REQUIREMENTS:**

- Police clearance to work in Catholic Education SA
- Approved Responding to Abuse and Neglect training – Fundamentals and Masterclass
- First Aid training
- Teacher's Registration
- Teacher Accreditation in Catholic Education SA

### **CONDITIONS OF EMPLOYMENT**

The term of appointment for the position is one (1) year. The salary and conditions entitlement are consistent with that of the current South Australian Enterprise Agreement (as amended or replaced).

### **ACKNOWLEDGEMENT**

I have read and understand the requirements of this position. I acknowledge that this position information document has been designed to indicate the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks, and outcome.