

Role Description

Advisory Visiting Teacher

Inclusion and Diversity

We all have a role in making our workplace one that embraces and values diverse backgrounds, perspectives and life experiences, creating a workplace where [we all belong](#).

Reasonable adjustments may be discussed with your manager, approved and documented to support and promote human rights and diversity across the workforce.



Job Evaluation No.

13301

Content

Manager No.

13/191541

Work Unit

Nominated School

Nominated Region

Early Childhood and State Schools Division

Location

Various locations throughout the State

Classification

Stream 1, Teaching in State Education Award – State 2016

Your employer

The Department of Education (DoE) is committed to giving all children a great start, engaging young people in learning, creating safe and inclusive workplaces and investing in communities for a stronger Queensland.

Our human rights commitment is to create a stronger, fairer Queensland by respecting, protecting and promoting human rights in everything we do. Our objectives are: A great start for all children, Every student succeeding, Building Queensland communities, Safe and capable people delivering our vision, Fair and safe workplaces and communities. Our vision is one of equity and excellence in a progressive, high performing education system that realises the potential of every student.

For more information about the department, please visit our website at www.ged.qld.gov.au

Your opportunity

As the Advisory Visiting Teacher, you will:

- Plan, prepare and deliver effective learning and teaching programs for every student in allocated classes and groups
- Contribute to the development and implementation of school objectives and school planning as well as the establishment and maintenance of a supportive school environment.

The Advisory Visiting Teacher, reports to the school Principal or delegate.

Your role

You will have responsibility for leading the following activities and delivery of the following key tasks:

- Assist classroom teachers to plan, prepare and deliver quality and effective teaching and learning programs for students with disability which are consistent with the principles of effective learning and teaching, relevant syllabi, curriculum policies, work programs and educational trends, and the needs of students with disability.
- Specifically, the AVT may be required to:
 - assist in identifying students eligible for support from the AVT
 - provide information on the nature of the impairment and appropriate educational adjustments
 - assess and monitor the functioning of students with disability in a range of learning environments
 - provide information on the modifications required as a result of the disability to all aspects of the curriculum (for example, content, strategies, assessment) and physical environment
 - assist the teacher to implement any necessary adjustments to the curriculum or physical environment
 - provide information on the need for and nature of disability specific programs for students with disability, for example, modifications to learning areas or subjects
 - develop, assist in the implementation of, and monitor disability specific programs for students with disability
 - support the implementation of disability specific programs developed by other specialist support staff, for example, speech–language pathologists, occupational therapists
 - provide information on and demonstrate specialised teaching strategies required when working with students with disability



- advise and support school communities in the use of alternative communication methods where necessary, for example, use of Makaton
 - provide information on referral processes to appropriate support services for students with disability
 - provide information and advice on the effective use of specialised equipment and technology required by students with disability relevant to their identified impairments, for example, touch screen
 - provide information on protocols to access specialised equipment and materials, for example, COGS package
 - provide training and ongoing support in the use of specialised equipment and technology required by students with disability
 - provide information and advice on resources suitable for use with students with disability
 - participate in the implementation of departmental processes such as EAPs, individual learning plans (ILPs), and Senior Education and Training (SET) plans for students with disability
 - assist schools in transition planning for students with disability, for example, pre-prep to primary, primary to secondary, and secondary to post school options
 - provide information on, and assist in implementing, professional development activities on the educational implications of impairments, including behaviour management strategies relevant to the student's needs
- Maintain teaching competency and current knowledge of relevant curriculum programs and systems knowledge as required by the department, school or other relevant statutory authorities.
 - Contribute to the management and further development of personnel, financial information, technology, assets and facility resources of the school to ensure their optimum use in meeting educational and departmental objectives.
 - Maintain teaching competency and speciality knowledge in the education of students with disability.
 - Assist teachers and schools to support students with through interaction with them in a variety of settings and through active development of supportive learning environments and effective behaviour management practices.
 - Participate in development and maintenance of supportive school environments in which students with disability are equally valued and challenged as learners and their needs equitably catered for.
 - Provide advice to schools about the physical, cultural, emotional wellbeing and physical safety of students with disability whilst at school, and support the school in enhancing the overall development of students towards effective citizenship and responsible adulthood through participation in timetabled, non-timetabled and planned extra curricula activities.
 - Support teachers in the assessment of students for developmental, feedback and reporting purposes.
 - Contribute to the maintenance of student records, the collection of samples of work, and reporting on student performance to students, parents, the department and other stakeholders as required.
 - Support the teacher in the collaborative development and evaluation of the curriculum and regular monitoring of the effectiveness of the learning and teaching program through observation and evaluation.
 - Establish and maintain appropriate interpersonal relationships (particularly in regard to the ethical obligations outlined in the department's Code of Conduct.
 - Liaise with the school, school community, other government department agencies and community agencies relating to the coordination of services for students with disability.
 - Participate and assist where necessary in school decision making processes and professional development activities related to students with disability.
 - Maintain records and manage resources related to the AVT service as required by the service delivery manager.

A mandatory requirement of this role is:

- Current full registration, or current provisional registration with eligibility for full registration, as a teacher in Queensland. Information on registration requirements is available at www.qct.edu.au or on toll free 1300 720 944.

How you will be assessed

Within the context of the role described above, the ideal applicant will be someone who has the following key capabilities:

1. Ability to apply appropriate knowledge in order to plan and prepare teaching and learning programs in your nominated areas which meet the diverse characteristics, needs and learning styles of students; and are consistent with relevant syllabi, curriculum policies, work programs and education trends.
2. Knowledge of and the ability to implement effective and inclusive teaching and learning processes, including the use of learning technology and assessment, to establish a challenging learning environment in which students are encouraged to work towards attainment of their potential.

3. Ability to communicate effectively with students including the use of appropriate interpersonal skills, and the ability to plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a supportive learning environment.
4. An understanding of the need to work collaboratively with school staff and members of the wider community in order to establish productive partnerships and achieve educational outcomes.

Additional information

- For further information refer to the Applicant Information Package and the conditions of employment for teachers.
- This role description works in conjunction with the Candidate Information Package.
- For further information regarding applying for teaching positions, refer to the Department of Education's teacher employment information at <https://teach.qld.gov.au/apply-to-teach/submit-your-application>