

Support Teacher Task Statement

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1 Overarching statement

The Support Teacher staffing allocation is provided to schools to support students with disability to access and participate in learning aligned with relevant curriculum frameworks, i.e., Early Years Learning Framework, Australian Curriculum, Office of Tasmanian Assessment, Standards and Certification (TASC) and vocational education and training (VET)

Support Teachers work alongside school staff to plan and implement high-quality differentiated learning programs, develop Learning Plans, and foster a positive and inclusive learning environment across the school.

The Support Teacher is a base-grade teacher role, and the relevant award, Statement of Duties, and industrial agreements apply. It is acknowledged that some Support Teachers also take on higher-level responsibilities and leadership practices that go beyond the primary duties of the role

2 Level of responsibility / direction and supervision

- The Principal provides daily operational support, site-specific direction, and supervision for the Support Teacher.
- Support Teachers also receive guidance and support from the School Support and Wellbeing Team Lead, and Departmental staff including the Manager of Differentiation and Diversity and the Inclusive Practice Team.
- Support Teachers collaborate with school staff, families and relevant service providers to support the development of Learning Plans and facilitate inclusive education practices in the school.

3 Primary duties tasks

1. Work with teachers and Teacher Assistants to plan and implement inclusive teaching and learning programs using a differentiated curriculum based on relevant curriculum frameworks.
2. Provide guidance for teachers in developing, implementing and reviewing Learning Plans.
3. Work with school leaders, including the School Support and Wellbeing Team Lead, to schedule consultation with families and time for teachers to write Learning Plans to meet reporting timelines.
4. Support and promote inclusive education practices by modelling effective teaching strategies for diverse learners, guiding classroom teachers in implementing educational adjustments and programs (including medical action and transition plans), and facilitating access to relevant resources and professional learning opportunities.
5. Assist school staff with the coordination of services, both internal and external including Professional Support staff and the Inclusive Practice Coach, assessments, and compliance requirements such as the Disability Standards for Education, Nationally Consistent Collection of Data and Tasmanian Educational Adjustment Funding processes.
6. Source, prepare, and share teaching resources, learning aids, and assistive technologies to support inclusive education practices and student learning.
7. Support teachers to maintain appropriate records for students with disability in accordance with Departmental requirements and guidelines.

4 Requirements, knowledge, and skills

- Know about current inclusive education practices and how they align with relevant curriculum frameworks and the Australian Professional Standards for Teachers.
- Be able to share ideas and knowledge with classroom teachers to support the inclusion and learning of students with disability.
- Understand and follow DECYP policies and guidelines, and legislative requirements related to inclusive education.
- Be able to promote and support inclusive education practices for all students.
- Stay up to date by attending face-to-face induction, ongoing disability-specific professional learning, and termly forums through the Professional Learning Institute.
- While the Support Teacher role is a base-grade teaching position with core responsibilities focused on supporting students with disability and fostering inclusive education practices, some Support Teachers also take on higher-level responsibilities that extend beyond the primary duties of the role and actively contribute to leadership within the school.
- These additional functions may align with the [AITSL Leadership Matrix for Senior and Middle Leaders](#).
- This leadership matrix references the Australian Professional Standard for Principals and the five Professional Practices to support school leaders to understand their responsibilities in facilitating inclusive practices for students with disability.
- This matrix can serve as a tool to understanding the leadership progression a Support Teacher role might take at different levels.

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