



Literacy and Numeracy Instructional Leader K-2 Targeted Literacy and Numeracy (TLM)

PORTFOLIO: Schools

REPORTS TO: Principal

WORKING WITH CHILDREN: Clearance Required, Child Related Role

Catholic schools establish quality learning environments where students participate in the Church's mission of discipleship within the Catholic tradition. In the Diocese of Lismore they are established by the Bishop in the context of local faith communities, to educate and form young people in the faith tradition, offering them experiences of following Jesus in the Catholic community.

The system framework consists of five domains of strategic intent and are central to effective Catholic education. These are Mission, Leadership, Pastoral Care, Learning and Teaching and Family and School Partnerships. Within these interdependent and interconnected domains of the framework, authentic, positive relationships are fostered and recognition enabled.

Overall Purpose of the Position:

Targeted Literacy and Numeracy (K-2) is aligned to the DLCS Strategic Plan (2025 - 2027)

Targeted Literacy and Numeracy aims to provide targeted early intervention and support for schools with the highest educational need. The fundamental goal of increasing the number of students in the top 3 NAPLAN bands and raising outcomes of ATSI students can be achieved with a focus on literacy and numeracy through:

- instructional leadership
- diagnostic assessment
- differentiated teaching
- tiered interventions in K-2 literacy and numeracy
- student engagement and wellbeing

The Literacy and Numeracy Instructional Leader (K-2) works in collaboration with the school's leadership team, especially the Principal, Assistant Principal, and Leader of Pedagogy, along with their designated Education Officer, with particular responsibility for Years K-2 to act as a 'catalyst' for change working with teachers to build their capacity to raise students' literacy and numeracy outcomes.

Key Tasks and Responsibilities:

1. Contributes to building the capacity of teachers by:

- modelling, coaching and promoting classroom strategies that maximise student learning, engagement and wellbeing and incorporate the principles of contemporary learning
- critically reviewing research on best practices in teaching and learning to assist colleagues to further develop their teaching expertise
- promoting an attitude of learning to learn
- initiate strategies for developing a climate for providing and accepting constructive feedback and recognition of achievement

2. Contributes to the development of leadership by:

- leading the school's culture of high expectations in regard to numeracy and literacy K-2, collaborative planning, and monitoring of student learning, engagement and wellbeing
- placing learning at the centre of strategic planning and ensuring there is a diverse and flexible curriculum taught well in a safe and supportive learning environment
- working collaboratively with the school's curriculum and pastoral care teams to ensure key issues are regularly being evaluated and improved upon
- implementing the new English and Mathematics curriculum

3. Manages the K-2 school data required to demonstrate evidence-based teaching by :

- supporting teachers in the analysis of school performance data and the triangulation with other impacting data sources such as engagement, wellbeing, attendance
- monitoring student and school literacy and numeracy performance to identify areas of student need and staff professional learning
- assisting teachers in the design and implementation of classroom strategies as part of their response to intervention

4. School Specific role and responsibilities

- ensures the focus is maintained on the Targeted Literacy and Numeracy Priorities
- works directly with teachers and is present in classrooms modelling, coaching and mentoring thus building teachers' capacity
- contributes to organisational management in planning appropriate support and resources to gain the shift for those students identified as being below grade expectations in literacy and numeracy
- monitors and reports on Kindergarten to Year 2 students' progress in literacy and numeracy against the end of year benchmark expectations
- supports the teacher in identifying the students who are 'at risk' and with the leadership team determines the professional learning needs of staff so that appropriate differentiated instruction and intervention takes place, as well as the development of safe and supportive learning environments
- supports students who are not making expected progress through selective diagnostic assessment and timely group interventions including re-teaching, providing the opportunity for practice, and opportunity to participate in more formalised Tier 2 interventions
- facilitates and if appropriate provide the "professional learning of teachers in effective literacy and numeracy teaching practices"

- challenges, supports and refines existing classroom pedagogy and acts as mentor and coach trialling and modelling instructional strategies to support personalised learning, the use of diagnostic assessment and the development of safe and supportive learning environments
- collaborates with colleagues on the implementation of the school's literacy and numeracy plans
- strengthens and supports the maintenance of the Diocesan agreed English and Mathematics block, the Diocesan Assessment & Intervention Framework and associated guidelines
- co-leads Professional Learning Teams (PLTs) in collaboration with the leader of pedagogy

Key selection criteria:

Successful applicants in this position would need to meet the following criteria:

- Experience and willingness to authentically *lead Catholic Mission*
- Demonstrated capacity to develop one's *self as a leader*
- Capacity and skills to *lead others* to enable success for all students
- Ability to *lead learning and change* for improved student outcomes
- Capacity to *lead inclusive and responsive practices*
- Ability to *manage effectively*.

Conditions of Service

Employment type:	Full time/part-time temporary teaching appointment
Tenure:	Three-year cycle 2025-2027 One year cycle 2025 only for St Mary's, Casino
Enterprise Agreement:	Relevant NSW and ACT Catholic Schools Enterprise Agreement
Remuneration:	Teacher classification plus Co-2 allowance
Position title:	Literacy and Numeracy Instructional Leader – K-2 Targeted Literacy and Numeracy (TLN)
Accountable to:	Principal supervised by DLCS Early Learning Officer