

YMCA POSITION DESCRIPTION -FACILITATOR – LITERACY & NUMERACY

YMCA SOCIAL IMPACT

Position Title	Facilitator – Literacy and Numeracy		
Group	YMCA Social Impact		
Modern Award:	Educational Services (Post-Secondary Education) Award 2010		
Classification Level:	Level 6		
Position Status	Full Time	Child Facing Role	Blue Card Required
		✓	✓
Safeguarding Classification	Child Facing Position (CF)		
Employment Screening	National Police Check; and Working with Children Check (Blue Card)		
Reports to:	Head of Curriculum and Transition, or other person who may, from time to time be nominated		
Supervises:	N/A		

Industry Sector

As the social impact arm of the YMCA, Y-Care, trades as YMCA Social Impact and exists to serve people in our community who are disadvantaged. Social Impact's programs each operate in different areas but share the common theme of assisting people overcome the challenges they face in body, mind and spirit. Services and programs managed by Social Impact fall under the following 5 focus areas: Youth and Education, Healthy Futures, Community Housing, Disability and Social Enterprise. The YMCA Vocational School operates under the Youth and Education focus area.

Position Summary

This position will work within school teams to assist classroom teachers and curriculum leaders to develop and effectively implement responses to students with various learning needs across a variety of learning areas or subjects, with a focus on literacy and numeracy.

Duties and Responsibilities

In consultation with the school leadership team, you will have responsibility for leading the following activities and delivery of the following key tasks:

1. Actively contribute to and work with school teams and students across School campuses to improve student achievement;
2. Assist with planning, preparation and delivery of effective learning and teaching programs for identified students to improve their learning outcomes, with a focus on literacy and numeracy,
3. Maintain literacy and numeracy expertise and knowledge of evidence based, effective practices to improve student achievement across the learning areas or subjects with a focus on literacy and numeracy;
4. Provide support to school teams and individual teachers in identifying patterns of achievement and selecting evidence based intervention strategies at whole school, cohort and individual student levels for underachieving students, including students with identified limitations to their ability to learn;
5. Support teachers in assessing and monitoring the progress of students underachieving in the literacy and numeracy demands of the learning areas or subjects;
6. In co-operation with the classroom teacher, facilitate small groups and individuals as negotiated within the guidelines of the School Improvement Plan;
7. Provide expertise, support and professional development at whole school, cohort and individual teacher levels to support improved student achievement,
8. Provide support and advice on the teaching of students with diverse learning needs;
9. Work alongside classroom teachers to contribute additional expertise in planning, teaching, assessing and

- monitoring student achievement and progress;
10. Support documentation of intervention responses for students requiring additional support.
 11. Participate in and promote networking of Support Teachers (Literacy and Numeracy) to share examples of best practice and document recommended actions and outcomes;
 12. Work collaboratively with other specialists within and outside of the school (for example, counsellors, occupational therapist, speech language pathologists) to coordinate services which improve students' learning.

Safeguarding Children

1. SAFEGUARDING CHILDREN REQUIREMENTS

The status for your position as either child-facing or non-child-facing is outlined on page one of your position description. The YMCA has requirements for both child-facing and non-child-facing roles which are indicated below.

Child-Facing Roles

- 1.1 Declare anything you become aware of through the course of your engagement with the YMCA which a reasonable person would consider could impede your suitability to have contact with children and young people;
- 1.2 Act as an extended guardian towards children and young people where you have interactions and at all times take reasonable steps to prevent abuse and neglect;
- 1.3 Adhere to all policies and procedures relating to safeguarding children and young people and the Safeguarding code of conduct;
- 1.4 Update your details whenever these change, with the relevant department administering the working with children check or equivalent in your state/ territory of residence, as required by applicable laws;
- 1.5 Complete a Working with Children Check (Blue Card) prior to commencement and maintain currency throughout employment;
- 1.6 Complete a National and/or International Police Check prior to employment and at the discretion of the YMCA;
- 1.7 Report any suspicions, concerns, allegations or disclosures of alleged child abuse/ neglect in line with procedures;
- 1.8 Participate in safeguarding children and young people training as directed;

Non-Child-Facing Roles

- 1.9 Participate in safeguarding children and young people training as directed
- 1.10 Use standardized methods for receiving and responding to feedback and complaints from children, young people and their families;
- 1.11 Any new program initiatives are to include consultation with children and young people, using standardized practices and resources;
- 1.12 Maintain a working knowledge of policies and procedures relating to safeguarding children and young people;
- 1.13 Attend any other training legally mandated by your role in relation to safeguarding children and young people;
- 1.14 Actively promote cultural safety for children and young people from CALD, ATSI, LGBTQIA+ communities and those with disabilities.

General

2. GENERAL REQUIREMENTS

- 2.1 Support the management of a workplace that supports diversity including gender, cultural and generational diversity; provide equal employment opportunity and foster a respectful, inclusive workplace;
- 2.2 Comply with all Policies and procedures
- 2.3 Maintain confidentiality of all YMCA information, records and files;
- 2.4 Complete the YMCA Induction and other required training as required by organizational policy and procedures;
- 2.5 Uphold, promote and comply with the policies, mission and values of the YMCA;
- 2.6 Any other duties as determined by the Chief Executive Officer as required.

Health and Safety

3. WHS RESPONSIBILITIES FOR ALL EMPLOYEES / VOLUNTEERS

- 3.1 Take reasonable care to ensure their own safety and health and that of others, and to abide by their duty of care provided for in the legislation;
- 3.2 Be familiar with the YMCA WHS Policy and other health and safety policies, procedures and requirements;
- 3.3 Accept responsibility and accountability for compliance and cooperation with all WHS policies, procedures and practices established by the YMCA;
- 3.4 Report all hazards, near-misses, incidents and injuries in accordance with organization policy and procedures;
- 3.5 Wear appropriate clothing, footwear and protective equipment for the work performed and work environment;



- 3.6 Properly use equipment, including any relevant safety equipment or devices;
- 3.7 Participate in discussions and consultation on the management and resolution of WHS risks;
- 3.8 Accurately complete all required WHS documentation relevant to position and work activities being undertaken
- 3.9 Continually monitor the workplace for hazards so as to minimize the risk to both customers and staff;
- 3.10 Make suggestions for improvements to health and safety practices within the workplace;
- 3.11 Take reasonable care for your own health and safety and that acts or omissions do not adversely affect the health and safety of others;
- 3.12 Comply with any reasonable instruction that is given by the YMCA for ensuring health and safety.

Key Physical Requirements

1. Walking / standing – Frequent
2. Sitting – Constant
3. Squatting/ bending/kneeling – Occasional
4. Working outdoors – Occasional
5. Fine motor skills (keying, typing) – Constant
6. Gross motor skills (e.g. setting up, packing up) – Occasional
7. Lifting/carrying up to 10kg - Occasional

(Key = Occasional 1-33%, Frequent 34-66%, Constant 67-100%)

Position Requirements / Selection Criteria

Essential:

1. Demonstrated ability to apply appropriate knowledge in order to plan and prepare teaching and learning programs to meet the diverse characteristics, needs and learning styles of students who are at risk of disengaging from education, whilst ensuring program delivery is consistent with relevant syllabi, curriculum policies and vocational objectives;
2. Proven ability to develop, design and implement individual learning programs and assessment strategies and materials;
3. Knowledge of and the ability to implement effective and inclusive learning processes, including the use of learning technology and assessment, to establish an appropriate learning environment in which students are encouraged to work toward their potential;
4. Ability to communicate effectively with students including the use of appropriate interpersonal skills and the ability to plan and apply appropriate behaviours management strategies that contribute to the establishment and maintenance of a supportive learning environment;
5. Work successfully in a small team and within the schools philosophy and ethos to establish productive partnerships and achieve educational outcomes;
6. Be able to demonstrate the importance of following procedures and ensuring a safe educational environment at all times;
7. Ability to manage multiple tasks in a dynamic, deadline-driven environment;
8. Good organization skills and time management skills including the ability to be flexible and solve problems;
9. First Aid and CPR qualification;
10. Currently possess, or be willing to obtain, a Police Check Certificate and positive notice Blue Card in accordance with the Working with Children (Risk Management and Screening) Act 2000;
11. Achievement of YMCA's Safeguarding Children Training Certificate and complete annual refresher training;

Desirable:

1. Previous experience working in or knowledge of the not-for-profit or education sector;
2. Qualification in or substantial experience in literacy and numeracy support;
3. Diploma/Certificate in Language Literacy and Numeracy or equivalent

Approval

Date Position Description Revised:	June 2019
Position Description approved by:	Chief Executive Officer
Date of Approval:	

