

# Support Teacher

## Frequently Asked Questions

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## 1. What is a support teacher?

- A support teacher is an essential school-based role for a trained teacher. Support teachers focus on the provision of quality programs for students with disability. They provide access to relevant curriculum and effective instruction within a positive inclusive learning environment.
- Schools are provided with a support teacher staffing allocation that enables them to build capacity of school staff to maximise the educational opportunities, engagement and learning outcomes for students with disability requiring educational adjustments.

## 2. Who can be a support teacher?

- Support teachers are staff on Band 1 of the *Teaching Service (Tasmanian Public Sector) Award 2017*

## 3. Are there any differences in employment conditions for support teachers?

- No. Support teachers are base-grade teachers and the relevant award and industrial agreements apply. The teacher statement of duties is applicable.

## 4. What do support teachers do?

- Support Teachers implement the successful coordination of service delivery for students requiring educational adjustments to their learning programs, evidenced through Learning Plans. They provide advice and direction to support classroom teachers to make appropriate educational adjustments, in consultation with families, for students with disability.
- An important activity is to co-ordinate consultation with specialist support staff, parents, school staff and other relevant service providers to support classroom teachers to develop, implement and evaluate Learning Plans within inclusive teaching and learning programs, within the framework of the relevant curriculum. Support teachers also provide “at the shoulder” support, direct assistance and model appropriate teaching strategies and provide advice regarding educational adjustments for students with disability (including medical action and transition plans). They promote inclusive practices through modelling effective pedagogy and providing referral to, or facilitation of Professional Learning within the school.
- Collection and maintenance of data is essential to achieving good outcomes and support teachers assist school staff with the co-ordination of the Nationally Consistent Collection of Data and the Tasmanian Educational Adjustment Funding requirements for students with disability. They also provide knowledge and advice to classroom teachers to meet their responsibility to maintain appropriate records for students with disability, in accordance with Departmental requirements and guidelines.

## 5. What are the opportunities to grow professionally in the role of support teacher?

- There is a face- to-face induction for support teachers, along with continuous and contemporary on-line disability specific professional learning. Support teachers also come together for a forum once every term.

## 6. What are the attributes of a good support teacher?

- Support teachers are committed to inclusive practice and have the capacity to develop and support improved inclusive education practices for all school staff.
- Have demonstrated successful inclusive classroom experience.
- A successful support teacher ensures they maintain current knowledge of disability specific information and an up-to-date understanding of legislative requirements. They should also maintain a sound working knowledge of DoE policies and guidelines.
- The ability to work collaboratively with a wide range of stakeholders to support successful educational partnerships is critically important to successful outcomes for learners.

Internal Information Only\*

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