

Role Description **Advisory Visiting Teacher, Low Incidence Disability**

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.

22469

Content Manager No.

23/643782

[Blind/vision impairment](#)

[Deaf/hard of hearing](#)

[Physical impairment](#)

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 delivering responsive services focused on equity and excellence to Queenslanders and their communities. We promote equity and excellence by our commitment to respect, protect and promote human rights. Our objectives are: a strong start for all children, every student realising their potential, fair and safe workplaces and communities, capable people delivering our vision. 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.qed.qld.gov.au

Your opportunity

As the Advisory Visiting Teacher, Low Incidence Disability, you will:

- Work with education teams to provide advice and support to build staff capability to plan, prepare and deliver quality and effective teaching and learning programs for children and students with low incidence disability, from the age of onset/diagnosis to school leaving.
- Provide advice and support to collaboratively develop programs in alignment to the Australian Curriculum and relevant frameworks, departmental policies, and evidence-based disability specific practices.
- Collaboratively assist teachers and education staff to support children and students in a variety of settings through active development of supportive learning environments that enable access, participation, engagement and achievement on the same basis as their peers.

The Advisory Visiting Teacher, Low Incidence Disability reports to the Principal (or delegate) and Regional AVT Contact in collaboration with the relevant state-wide service.

Advisory Visiting Teachers receive professional supervision, direction and support from the relevant state-wide service, in collaboration with the Regional AVT Contact.

Your role

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

- Build the capacity and capability of teachers and education teams to:
 - Understand the impairment and functional implications to inform implementation of relevant adjustments, disability specific pedagogies and programs.
 - Collaboratively develop and evaluate teaching and learning programs including regular monitoring of their effectiveness.
 - Collaboratively plan accessible and appropriate assessment tasks to allow students to demonstrate their knowledge, skills and understanding.



- Provide disability specific support, including:
 - Assisting school/education and allied health teams (where necessary) in identifying students eligible for support from the AVT.
 - Delivering professional learning to school teams relating to support, adjustments and pedagogies.
 - Supporting and modelling the implementation of appropriate pedagogies and programs (including direct teaching), developed with other specialist support staff as appropriate.
 - Advising and informing to support effective decision making on selection, access to and use of specialised equipment and technologies.
 - Collaboratively provide advice about appropriate and accessible environments, resources, equipment to maximise learning in all settings.
 - Assisting education teams in transition planning for children and students with disability at all stages of learning.
- Provide advice on, and support the wellbeing and safety of children and students with disability in all learning environments, as appropriate.
- Support early childhood teams, parents and caregivers to understand the impact of the impairment on the child's development and learning.
- Liaise with the school/education team and its community, parents/caregivers, other government and community agencies relating to the referral and coordinated delivery of services for children and students with disability.
- Establish and maintain appropriate interpersonal relationships (particularly in regard to the ethical obligations outlined in the department's Code of Conduct).
- Manage and maintain records and resources related to the AVT service.

It is a **mandatory condition** of this role that travel is a requirement as AVTs work across multiple schools.

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 enquiries@qct.edu.au or on toll free 1300 720 944.

Specialist qualifications and/or training:

- A recognised formal qualification in the specific disability area is desirable and may be an advantage.
- A willingness to engage in further study or training as determined by the department.

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:

- Ability to apply appropriate specialist 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 the Australian Curriculum, departmental policies, work programs and evidence-based disability specific practices to improve student outcomes.
- Knowledge of and the ability to implement effective and inclusive teaching and learning processes, including the use of learning technology and appropriate assessment methods, to support a learning environment where high expectations encourage students to work towards their potential.
- Ability to communicate effectively with children, students and families including the use of appropriate interpersonal skills, and the ability to plan and apply appropriate strategies that contribute to the student's engagement and wellbeing to achieve learning outcomes.
- Demonstrated effectiveness to work collaboratively with school, regional staff and members of the wider community, including families, in order to establish productive partnerships to improve student 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>
- AVTs work across multiple schools and travel will be a requirement

Work Profile

Advisory Visiting Teacher (Stream 1)

The ability to perform all tasks is dependent on the employee's fractional hours. The following is an indicative, rather than exhaustive list of activities that the role may be expected to lead, in addition to the activities outlined in the role accountability section of this document:

Blind / Vision Impairment (BVI)

- Support understanding of each individual student's vision impairment and its functional impacts to create welcoming, inclusive and accessible educational settings that acknowledge the diversity of students who are BVI or Deafblind (DB)
- Gather evidence to inform personalised education decisions for students who are BVI or DB through observations, the Education Low Vision Assessment Centre, medical and allied health reports and appropriate assessment tools including Functional Vision Assessment, Literacy Access Assessment (LAA) and specialised developmental tools.
- Support schools to implement adjustments to teaching, learning, assessment and environments that are responsive to the learners current and future needs.
- Build capability of school teams to apply best pedagogical practices that allow students who are BVI or DB to engage and participate in the curriculum and achieve their potential.
- Collaborate with school teams to provide flexible learning opportunities and pathways for students who are BVI or DB that incorporate areas of the Expanded Core Curriculum (ECC) to promote student well-being and develop a sense of agency.
- Provide targeted specialised teaching programs for students who are BVI or DB as appropriate, across all phases of learning, including braille literacy instruction, assistive technology skills for access and learning, skills for independence.
- Facilitate access to specialised, high-quality resources, appropriate to the specific needs of individual students, including alternative formats, assistive technology, manipulatives and real life materials.
- Promote and support collaboration among all stakeholders, including students, families, educational teams, communities, SVIS and partner agencies to provide advice and assist effective transitions and access and participation in the curriculum and all aspects of school life for students who are BVI or DB, from birth to post-school.
- Provide tailored prior to prep Early Intervention for students who are BVI or DB, that includes: connecting families with appropriate specialised educational programs and services that are responsive and flexible in delivery, and determining educational priorities and learning activities through appropriate developmental assessment tools.
- Support the ongoing learning of families to understand their child's blindness or vision impairment and the practical strategies and activities that they can implement to support their child's learning, development and engagement in home, community and education environments.
- Support student wellbeing, engagement, self-advocacy and transition within schooling and beyond.

Work Profile

Advisory Visiting Teacher (Stream 1)

The ability to perform all tasks is dependent on the employee's fractional hours. The following is an indicative, rather than exhaustive list of activities that the role may be expected to lead, in addition to the activities outlined in the role accountability section of this document:

Deaf / Hard of Hearing (DHH)

- Support schools to understand audiological profiles and identify the functional impacts of hearing loss to create welcoming, inclusive and accessible educational settings that acknowledge the diversity of DHH students.
- Gather evidence to inform personalised education decisions for DHH students through specific assessment tools to inform teaching, learning, assessment and environments that are responsive to the learners current and future needs.
- Support schools to differentiate support and implement adjustments across the three tiers of intervention - 'universal, focussed and intensive' so every DHH student realises their potential.
- Support schools with Indigenous and Torres Strait Islander students to identify and monitor ear health and hearing status of students and design and implement processes that respond to ear and hearing health issues in a culturally responsive way.
- Coach and mentor teachers in the use of best pedagogical practices that allow DHH students to engage and participate in the curriculum.
- Deliver specific and up to date professional learning to school teams in relation to deafness/hearing loss and specific associated impacts.
- Support schools, families, teachers and students with assistive listening technology management and enhance capability to confidently use listening devices that facilitate best auditory access. e.g., hearing aids, cochlear implants, Roger touchscreens, Soundfield systems.
- Partner with a range of stakeholders to meet individual needs of students e.g., school staff, therapy teams, principal advisors, guidance officers, parents and a range of service providers.
- Support student wellbeing, engagement, self-advocacy and transition within schooling and beyond.
- Provide prior to prep early intervention that includes communicating with parents, supporting language development and growth, supporting ECDPs and childcare facilities, monitoring progress and assisting with the transition to school.

Work Profile

Advisory Visiting Teacher (Stream 1)

The ability to perform all tasks is dependent on the employee's fractional hours. The following is an indicative, rather than exhaustive list of activities that the role may be expected to lead, in addition to the activities outlined in the role accountability section of this document:

Physical Impairment (PI)

- Support schools to identify the functional impacts of the physical impairment to create welcoming, inclusive and accessible educational settings that acknowledge the diversity of students with a physical impairment.
- Gather relevant information through observations, medical specialist and allied health reports to develop a student profile.
- Support schools and early childhood facilities to flexibly implement adjustments that are responsive to the learners current and future needs so every student realises their potential.
- Model, coach and mentor teachers in the use of best pedagogical practices that support students with a physical impairment to access, engage, participate and achieve in the curriculum and assessment.
- Deliver specific and up to date professional learning to school teams in relation to physical impairments and specific associated impacts.
- Support schools, families, teachers and students with advice and training in the use of specialised equipment and assistive technologies, in consultation with therapists.
- Work collaboratively with school teams and Speech Language Pathologists to support students with complex communication needs.
- Work collaboratively with school teams and therapists to complete risk assessments and environmental scans for school excursions and camp sites.
- Work collaboratively with school teams and therapists to support access to school events such as sports carnivals, school performances and other school events.
- Work collaboratively with therapists to provide support and advice around fatigue management.
- Work collaboratively with nurses to support students with physical impairments who have health care needs. AVTs support the monitoring and implementation of individual health care plans, emergency health plans and specialised health procedures.
- Advocate for student wellbeing, engagement, self-advocacy and transition within schooling and beyond.
- Support school teams with transition planning, particularly with consideration to the student's specific physical needs, their access to the physical environment and to the curriculum.
- Provide prior to prep early intervention, which includes communication with parents, in supporting ECDPs and childcare facilities, to monitor progress and assist with the transition to the school context.