



POSITION DESCRIPTION

PART OF **AngliSchools**

Position Title	Learner Access and Early Intervention Coordinator - Early Learning (Kindergarten to Year 2)
Tenure	Permanent Part Time LA&EI Coordinator 0.40FTE 0.40FTE Teaching load
Department	Learner Access and Early Intervention
Reports To	Head of Learner Access and Early Intervention
Accountable To	Learner Access and Early Intervention Leader - Primary
EBA	The Anglican Schools Commission Incorporated Western Australia Agreement 2019
Classification	WA Teacher Step 1 to Step 10 plus Promotional Allowance
Date Last Reviewed	September 2026

POSITION PURPOSE

The Learner Access and Early Intervention Coordinator – Early Learning supports the effective coordination and delivery of Learner Access and Early Intervention services for children from Kindergarten to Year 2. Working collaboratively with the Learner Access and Early Intervention Leader – Primary, the position assists in identifying children requiring additional support and coordinates documented plans, reasonable adjustments, evidence-based intervention programs and relevant documentation to support individual learning, development and wellbeing needs.

The Coordinator works closely with Teachers, Education Assistants, families, School leaders and allied health professionals to promote an inclusive, collaborative and evidence-informed approach to early intervention. The position contributes to NCCD and Inclusive Education funding processes, supports the alignment of intervention with classroom learning priorities, and maintains an active teaching role that models high-quality, inclusive professional practice within the Early Learning environment.

KEY ACCOUNTABILITIES

Learner Access and Early Intervention Coordinator Responsibilities (Early Learning)

- Support the coordination and administration of the Learning Support and Access & Intervention program.
- Assist in identifying children requiring additional support and facilitate the implementation of reasonable adjustments and accommodations by educators.
- Maintain Learning Support documentation, including documented plans, referral records, specialist reports and diagnostic information.
- Coordinate the development, review and distribution of documented plans for students within Early Learning in consultation with educators, families and relevant professionals and in accordance with processes established by the Learner Access and Early Intervention Leader – Primary.

- Conduct review meetings, case conferences and parent meetings within the scope of the role referring complex or significant matters to Learner Access and Early Intervention Leader – Primary as appropriate.
- Ensure Learning Support and Access & Intervention information is maintained and updated in SEQTA and other relevant systems.
- Support educators to ensure documented plans are reflected in teaching practice, assessment and reporting processes.
- Work collaboratively with educators, parents and external professionals, including speech pathologists, occupational therapists and allied health providers, to support children's learning and developmental needs.
- In consultation with the Learner Access and Intervention Leader, facilitate referrals to appropriate external agencies and support services.
- Communicate effectively with children, parents, staff and external providers to ensure a collaborative approach to supporting learning, development and wellbeing.
- Assist with the collection and organisation of documentation required for State and Commonwealth funding processes, including Inclusive Education Funding and the Nationally Consistent Collection of Data (NCCD).
- Support children and families during enrolment and transition processes within the Early Learning setting.

Intervention

- Assist in the delivery of evidence-based intervention programs, including (but not limited to) Sounds-Write, SHARP Reading, Bond Blocks and Talk for Writing, in accordance with staff training and program requirements.
- Support the Learner Access and Intervention Leader (Primary) to coordinate the placement of students into appropriate intervention programs based on assessment data and documented need.
- Promote alignment between documented plans, intervention goals and classroom learning priorities.
- Maintain intervention records and documentation in accordance with school processes.
- Liaise with educators and the Learner Access and Intervention Leader regarding student participation and progress within intervention programs.

Additional Learner Access and Early Intervention Responsibilities within Early Learning

- Collate and maintain Early Learning documentation supporting evidence required for NCCD, Inclusive education funding and other relevant funding and accountability processes, under the direction of the LA and EI Leader - Primary.
- Contribute to Inclusive Education funding rounds through documentation collation and data verification.
- Assist Early Learning Teachers with the completion of ABLES assessments and implementation of agreed outcomes within the planning and documented plans.
- Conduct student observations and collect data to inform SAER processes and external therapy teams.
- Assist the LA and EI Leader – Primary with the day-to-day coordination of Education Assistants working within Early Learning, including communicating agreed allocated and operational requirements. Responsibility for determining deployment, performance management and broader Primary School coordination remains with the Leader and/or Head, as applicable.
- Participate in meetings as required, including:
 - Learner Access and Intervention team meetings
 - SAER meetings
 - Meetings with Primary Leadership Team

TEACHING RESPONSIBILITIES

The incumbent will maintain an active teaching role and is expected to model high-quality professional practice within their Department.

In accordance with the responsibilities outlined in the GMAS Teacher Position Description, the incumbent will:

- Plan, deliver and assess high-quality, evidence-informed teaching and learning programs that meet relevant SCSEA, ACARA and School requirements.

- Create safe, inclusive and engaging learning environments that promote high expectations, positive relationships, student wellbeing and achievement.
- Use student achievement and wellbeing data, formative and summative assessment and reflective practice to inform teaching, differentiation and continuous improvement.
- Maintain accurate student records, assessment information and reporting requirements and communicate effectively with students, parents and caregivers regarding student progress.
- Model effective classroom management, restorative and relational practices and appropriate professional boundaries.
- Contribute to pastoral care and other whole-School responsibilities as required.
- Demonstrate and promote the GMAS Vision for Learning, School Values, commitment to child safety and the ethos of Anglican education.
- Maintain all required professional registrations and clearances and comply with School policies, the Staff Code of Conduct, WHS requirements and relevant professional standards.
- Fulfil the School's annual 40-hour co-curricular requirement and participate in camps, excursions, School events and activities as required.

Manage Self and Professional Skills

- Comply with the GMAS Staff Code of Conduct and TRBWA Teacher-Student Professional Boundaries.
- Comply with legal, regulatory, ethical, environmental and social responsibilities and requirements.
- Adhere to and comply with all WHS policies and procedures and relevant legislation.

Other Duties

- Maintain a practising role in the teaching program and/or provide cover for a teacher if urgent issues arise.
- The allocation and composition of the teaching load may be determined on a year-by-year basis according to School operational requirements.

Undertake other duties as directed by the Principal and/or Deputy Principal.

This position description is intended as a guideline to illustrate the main job responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Principal's discretion. Employees may also be required to undertake other reasonable duties as directed.

CORE EXPECTATIONS

- Maintain strict confidentiality in relation to School, staff and student matters.
- Demonstrate overt support for the School Values, Vision for Learning and Anglican ethos.
- Maintain a strong commitment to child safety and student wellbeing.
- Demonstrate professional, ethical and respectful conduct at all times.
- Foster a culture of collaboration, accountability, continuous improvement and sharing of professional knowledge.
- Develop and maintain positive and productive working relationships with students, colleagues, families and other stakeholders.
- Demonstrate a strong commitment to responsive, professional and respectful service to students, families, colleagues and the wider School community.
- Attend and contribute to relevant School meetings, professional learning and School activities as required.
- Participate in the School's staff appraisal and professional growth processes.

POSITION DIMENSIONS

Significant Work Relationships

Internal

- Principal
- Senior Leadership Team
- Head of Learner Access and Early Intervention

External

- Parents/Caregivers
- Members of the GMAS Community
- External agencies responsible for NCCD, e.g. State Funding

- Learner Access and Early Intervention Leader (Primary)
- Head of Primary School
- Learner Access and Early Intervention Leader (Secondary)
- School Educational Psychologist
- School Counsellor
- Teaching staff
- Education Assistants
- Support Staff
- Allied health professionals
- Child related professional institutes
- Professional Learning providers
- Personnel performing similar roles in other schools

SELECTION CRITERIA

Selection Criteria (to be addressed within the candidate's application for employment)

- Demonstrated experience as an effective Early Childhood or Primary teacher, with a strong understanding of the learning, developmental and wellbeing needs of children from Kindergarten to Year 2 and the ability to deliver high-quality, inclusive and evidence-informed teaching practice.
- Demonstrated knowledge and experience in supporting children with diverse and additional learning needs, including identifying needs, implementing reasonable adjustments and accommodations, and developing, implementing and reviewing documented plans.
- Demonstrated experience in evidence-based early intervention, including the ability to use assessment, observation and student data to support appropriate intervention, differentiation and learning priorities.
- Sound knowledge and practical understanding of inclusive education processes and requirements, including NCCD, Inclusive Education funding, documentation, evidence collection and accountability requirements.
- Highly developed communication, interpersonal and relationship-building skills, with the demonstrated ability to work collaboratively with children, families, teachers, Education Assistants, School leaders, psychologists, counsellors, allied health professionals and external agencies.
- Demonstrated organisational and coordination capability, including the ability to coordinate meetings and case conferences, maintain accurate and confidential student records, manage documented plans and intervention records, and support the effective day-to-day operation of Learner Access and Early Intervention processes.
- Demonstrated ability to work collaboratively within an established leadership structure, exercising sound professional judgement, supporting and guiding colleagues within the scope of the Coordinator role, and appropriately referring complex or significant matters to the Learner Access and Early Intervention Leader – Primary.
- Demonstrated commitment to child safety, student wellbeing and professional practice, including professional boundaries and confidentiality, together with demonstrated alignment with the values, Vision for Learning and Anglican ethos of Georgiana Molloy Anglican School.

ELIGIBILITY AND TRAINING REQUIREMENTS

Applicants must hold, or be eligible to hold, full teacher registration with the Teacher Registration Board of Western Australia (TRBWA) and a current Working with Children Check, together with the other employment screening requirements of GMAS.

INHERENT PHYSICAL REQUIREMENTS

- Move regularly throughout classrooms, Early Learning areas and the wider School campus, including standing and walking for periods during teaching, student observation, supervision, meetings and School activities.
- Work at varying heights and positions appropriate to an Early Learning environment, including sitting on low chairs or at child-height furniture and, where required, bending, crouching or kneeling when engaging with or supporting young children.
- Undertake normal classroom and teaching activities, including handling teaching resources, learning materials, student documentation and equipment associated with educational and intervention programs.
- Participate in the supervision and support of children in indoor and outdoor learning environments and respond promptly to situations involving student safety, wellbeing or duty of care.
- Use computers and other digital systems for periods of time to maintain student records, documented plans, intervention records, correspondence and other administrative requirements.
- Communicate effectively with children, colleagues, parents/caregivers and external professionals in individual, small-group, classroom and meeting environments.
- Participate in School activities, meetings, professional learning, excursions and other duties reasonably associated with the teaching and Coordinator components of the position. The PD specifically includes camps, excursions, School events and activities within the teaching responsibilities.

Reasonable adjustments will be considered where appropriate to enable an employee to perform the inherent requirements of the position, provided those adjustments do not compromise student safety, duty of care or the essential requirements of the role.

OUR COMMITMENT TO CHILD SAFETY AND ANGLICAN ETHOS

Georgiana Molloy Anglican School is a child-safe environment. Our School actively promotes the safety and wellbeing of all students, and all School staff are expected to be committed to protecting students from abuse or harm in the School environment, in accordance with their legal obligations, our Child Protection Policies and Staff Code of Conduct.

A valid Working with Children Card and Nationally Coordinated Criminal History Check are required for all employees at Georgiana Molloy Anglican School.

Georgiana Molloy Anglican School is an Anglican School, and applicants are expected to demonstrate empathy with and support for the School's Anglican ethos.

AUTHORISATION

I hereby agree that this Position Description accurately reflects work requirements.

Principal	Mr Brad Evans		
	Name	Signature	Date

Learner Access and Early Intervention Coordinator – Early Learning			
	Name	Signature	Date

Georgiana Molloy Anglican School is a child-safe environment