



POSITION DESCRIPTION

PART OF **AngliSchools**

Position Title	Learner Access and Early Intervention Leader – Primary (Kindergarten to Year 6)
Tenure	Permanent Full time LA&EI Leader 0.60FTE 0.40FTE Teaching load
Department	Learner Access and Early Intervention
Reports To	Head of Learner Access and Early Intervention
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 Leader – Primary provides leadership and coordination of learner access, learning support and early intervention across Kindergarten to Year 6, working collaboratively with the Head of Learner Access and Early Intervention to ensure students with diverse and additional learning needs are identified, supported and provided equitable access to learning.

The role leads the implementation of evidence-informed and data-informed intervention practices, supports teachers and Education Assistants to provide appropriate differentiation and reasonable adjustments, and promotes consistent, inclusive practices that enhance student learning, engagement and wellbeing. Working in partnership with staff, families and relevant professionals, the Leader contributes to a coordinated whole-School approach to learner access and early intervention while maintaining an active teaching role and modelling high-quality professional practice.

KEY ACCOUNTABILITIES

Learner Access and Early Intervention Leader Responsibilities (Kindergarten to Year 6)

- Review and refine Learning Support and Access and Intervention protocols, procedures and practices in consultation with the Head of Learner Access and Intervention and other key personnel.
- Coordinate and monitor the Learning Support and Access and Intervention program across years K-6.
- Analyse and interpret key student data sets, including On-Entry Assessment, NAPLAN, NCCD, SCSA and school-based achievement and wellbeing data, to inform Primary intervention planning and provide evidence and recommendations to the Head of Learner Access and Early Intervention to support whole School decision making.
- Assist with student enrolment interviews and transition processes for students with identified or emerging additional needs.
- Liaise and collaborate with the School Psychologist, School Counsellor and other internal and external specialists to support student wellbeing, engagement and learning outcomes.
- Collaborate with the Head of Learner Access and Intervention to provide leadership in Learning Support and Access & Intervention initiatives, professional learning and staff development.

- Provide professional and operational direction to the Learner Access and Intervention Early Learning Coordinator, establishing priorities and ensuring Early Learning learner access, intervention, documentation and case-management practices align with the broader Primary School Learner Access and Early Intervention framework.
- Ensure assessments, learning support documentation, reports and records meet expected standards of quality, compliance and accuracy.
- Refer students and families to appropriate external agencies and support services where required.
- Support staff in implementing documented plans through curriculum differentiation, reasonable adjustments, assessment modifications and reporting requirements.
- Contribute to State and Commonwealth funding applications and accountability processes, including Inclusive Education Funding and the Nationally Consistent Collection of Data (NCCD).
- Communicate effectively with students, parents, staff, external providers and members of the Leadership Team regarding Learning Support and Access and Intervention matters.

Operational Responsibilities (Junior School - Year 3 to Year 6)

- Identify students at risk and support teachers to implement appropriate interventions, reasonable adjustments and accommodations.
- Maintain Learning Support documentation, including documented plans (DPs), referral records, specialist reports and diagnostic information.
- Conduct review meetings, case conferences and parent meetings as required.
- Ensure Learning Support and Access and Intervention information is maintained and updated in SEQTA.
- Work collaboratively with teachers, parents and external professionals, including speech pathologists, occupational therapists and allied health providers, to support student needs.
- Assist students and families during the transition from Year 6 to Year 7.
- Support teachers to ensure documented plans are reflected in classroom practice, assessment and reporting processes.

Intervention (Primary School)

- Coordinate the planning, implementation, monitoring and evaluation of targeted Tier 2 and Tier 3 intervention programs across the Primary School, within the Schools Learner Access and Early Intervention framework and under the strategic direction of Head of Learner Access and Early Intervention.
- Lead collaborative intervention planning using triangulated data from whole-cohort, classroom and intervention sources to identify student need, determine intervention priorities and establish intervention groups.
- Oversee the delivery of intervention programs, including speech, literacy, numeracy and occupational therapy interventions, and evidence-based programs such as Sounds Write, SHARP Reading and Bond Blocks, in accordance with school priorities and available resources.
- Monitor student progress throughout intervention cycles using formative and summative assessment data, and lead the analysis of outcomes to inform future intervention planning and teacher practice.
- Ensure alignment between intervention programs, documented plans and student learning goals.
- Maintain oversight of intervention planning, assessment, tracking and documentation processes, ensuring records are accurate, accessible and available to classroom teachers to support planning, reporting and accountability.

Education Assistant Coordination

- Assist the Head of Learner Access and Early Intervention in the day-to-day oversight and coordination of Primary School Education Assistants.
- In collaboration with the Relief Coordinator assist in the coordination of relief Education Assistants.
- Coordinate the day-to-day deployment of staff contributing to intervention programs, including Primary School Education Assistants and Learning Support staff, as required.

Additional Learner Access and Intervention Responsibilities

- In conjunction with the Head of Learner Access and Early Intervention, coordinate NAPLAN preparation processes, including the identification of eligible students and the preparation of applications for adjustments and withdrawals.
- Coordinate Primary School preparation for NCCD audits and funding submissions, under the direction of the Head of Learner Access and Early Intervention, including oversight of the accuracy and completeness of supporting evidence and documentation.

- Contribute to Inclusive Education funding rounds through the collation of documentation and verification of supporting data.
- Exercise delegated decision-making responsibility for Primary learner access and intervention matters within the parameters established by the Head of Learner Access and Early Intervention, referring strategic, complex or significant matters to the Head as appropriate.
- Provide day to day support to teachers in planning, implementing, and reviewing differentiated curriculum and adjustments to meet the diverse learning needs of students.
- Oversee and support the consistent use of ABLES assessment across Primary, including guiding teachers in interpreting outcomes and incorporating these into planning and documented plans.
- Conduct student observations and collect data to inform SAER processes and external therapy teams.
- Facilitate the ongoing management and monitoring of Modified Attendance Plans in collaboration with Administration.
- Participate in regular meetings, including:
 - Learner Access and Intervention team meetings
 - SAER meetings
 - Meetings with Primary Administration
 - Planning meetings with Education Assistants and Learning Support staff, as required.

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 SCSA, 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
- Learner Access and Early Intervention Coordinator – Early Learning
- Head of Primary School
- Learner Access and Early Intervention Leader (Secondary)
- School Educational Psychologist
- School Counsellor
- Teaching staff
- Education Assistants
- Support Staff
- Students

External

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

- Relevant qualifications and experience as a registered teacher, with demonstrated experience in Primary education and supporting students with diverse learning needs, disability, learning difficulties and/or additional educational needs.
- Demonstrated knowledge and experience in learner access and early intervention, including the identification of student needs and the planning, implementation, monitoring and evaluation of evidence-based Tier 2 and Tier 3 interventions.
- Strong capability in analysing and interpreting student data from a range of sources to identify learning needs, establish intervention priorities, monitor student progress and inform evidence-based recommendations and teaching practice.

- Demonstrated knowledge of inclusive education practices, including curriculum differentiation, reasonable adjustments, documented plans, assessment modifications and strategies that support equitable access to learning.
- Sound knowledge and practical experience with NCCD and associated compliance and funding requirements, including the collection and maintenance of appropriate evidence, documentation and data. Experience with Inclusive Education funding processes would be advantageous.
- Demonstrated leadership, interpersonal and relationship-building capability, with the ability to guide, support and build the capacity of teachers, Education Assistants and Learning Support staff in responding effectively to diverse student learning needs, while working collaboratively and communicating effectively with students, parents/caregivers, School leaders, psychologists, counsellors, allied health professionals and external agencies.
- Strong organisational and case-management skills, including the ability to coordinate intervention programs, maintain accurate student records and documentation, facilitate case conferences and review meetings, and manage competing priorities and deadlines.
- Demonstrated commitment to high-quality, evidence-informed classroom practice, with the ability to model effective and inclusive teaching and support improved outcomes for students with diverse learning needs.
- Demonstrated commitment to child safety, student wellbeing and professional practice, including an understanding of professional boundaries, confidentiality and regulatory and ethical responsibilities, together with alignment with the values, Vision for Learning and Anglican ethos of Georgiana Molloy Anglican School and a commitment to collaboration, continuous improvement and positive relationships within the School community.

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

The successful applicant must be able to:

- Provide effective professional and curriculum leadership to staff within the Department.
- Teach and supervise students effectively while maintaining appropriate duty of care, professional boundaries and a safe and inclusive learning environment.
- Exercise sound professional judgement and make timely decisions in relation to curriculum, staff, students and Department operations.
- Manage competing leadership, teaching and administrative responsibilities and meet required deadlines.
- Conduct professional and, where necessary, challenging conversations with staff, students and parents/caregivers in an appropriate and constructive manner.
- Maintain concentration, situational awareness and sound professional judgement, particularly when responsible for student learning, behaviour, wellbeing and safety.
- Communicate effectively and professionally with students, staff, parents/caregivers and members of the wider School community.
- Maintain the physical capacity required for classroom teaching, student supervision and movement throughout the School campus.
- Participate in School activities across indoor and outdoor environments, including rostered duties, excursions, camps, co-curricular activities and School events.
- Participate in activities outside normal School hours where reasonably required.
- Maintain all required professional registrations, screening and clearances.
- Comply with all professional, child safety and workplace requirements, including the Staff Code of Conduct, Child Protection Policies, professional boundaries, WHS requirements, School policies and lawful and reasonable directions.

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 - Primary			
	Name	Signature	Date