St Aloysius College

# Information for Applicants
# Numeracy Intervention Teacher

Thank you for your interest in a teaching position at St Aloysius College. Below you will find position details and instructions to follow when submitting your application.

On the following pages you will find the Position Information Document for this position at St Aloysius College.

## Position Details

St Aloysius College is seeking a passionate and skilled Numeracy Intervention Teacher to work collaboratively with students, families and staff to enhance numeracy outcomes through evidence-based intervention and inclusive educational practices.

In this rewarding role, you will provide targeted support to students in the Middle Years requiring additional assistance in Mathematics and Science, helping them build confidence, strengthen foundational skills and achieve their learning goals. Working closely with classroom teachers, Learning Support Officers and families, you will contribute to a culture of high expectations, personalised learning and student success.

Numeracy Intervention Teacher

- Fixed contract
- Commencing 19 January 2027 and expecting to conclude on 18 January 2028
- Part-time Position
- 0.78FTE working across 4 days (to be determined)

## Application

Your application should include the following:

1. A cover letter (1 page)
2. Your Curriculum Vitae, including a list of three recent referees relevant to the position (maximum 2 pages)
3. A Professional Statement addressing the application criteria and outlining your experiences and vision for the role at St Aloysius College as it is described in the Position Information Document (maximum 2 pages)

**Employment Declaration**

Please ensure that you complete the CESA Employment Declaration Form and include it with your application.

**Please submit your application via email to hr@sac.sa.edu.au and address it to:**
Ms Paddy McEvoy
*Principal*

**Applications close Monday 7 December 2026 at 9:00am** – It is recommended to submit your application before this date, as interviews may be scheduled prior to the listed closing date.

St Aloysius College

# Position Information Document
# Numeracy Intervention Teacher

## School Context

St Aloysius College is a Catholic school for girls shaped by the tradition of Mercy. St Aloysius College was established in Adelaide in 1880 by the Sisters of Mercy to educate girls to realise their own potential and to contribute fully to the wider community. The College's Mercy Lights Strategic Plan calls us to find new and creative ways to embody Mercy and to take up the challenge to empower young women to play a vital part in our world.

Our mission: *With faith and courage, we nurture in our students an enduring zest for all aspects of life and learning, inspiring them to be confident individuals who make a difference in the world.*

The Mercy Values of St Aloysius College underpin all that we do:
*Compassion* ◆ *Hospitality* ◆ *Justice* ◆ *Service* ◆ *Respect* ◆ *Courage*

## Position Details

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| **Position Title** | Targeted Numeracy Learning Teacher |
| **Key Working Relationships** | Director of Inclusion<br>Principal and School Leaders<br>College Staff<br>Students, Parents/Families/Caregivers and other members of the community |

**Broad Purpose**

The Numeracy Intervention Teacher works collaboratively with staff, families and relevant professionals to improve student numeracy outcomes through targeted intervention within an inclusive learning environment. Working predominantly in the Middle School, the Numeracy Intervention Teacher will design programs to strengthen numeracy skills for students identified as requiring targeted intervention as they enter secondary school.

**Key Responsibilities**

- Design and deliver targeted numeracy intervention programs informed by student data.
- Provide small-group and individual support to improve student achievement, confidence and engagement in mathematics.
- Collaborate with classroom teachers and Learning Support Officers to plan and implement differentiated learning, focussing predominantly in the Mathematics and Science learning areas.
- Support the development and review of PPLs where appropriate.
- Monitor, assess and report on student progress using school systems and assessment data.
- Respond to diverse learning needs through evidence-based intervention and inclusive practices.
- Build positive partnerships with students, families and colleagues.
- Participate in parent meetings, case management and professional learning activities.
- Contribute to whole-school numeracy improvement initiatives.
- Maintain confidentiality and undertake other duties as required.

*Terms and conditions in accordance with the South Australian Catholic Schools Enterprise Agreement (2020)*

## TEACHER SPECIFICATIONS

### Professional Responsibilities

The teacher is expected to demonstrate professionalism, uphold inclusive education principles and actively contribute to a collaborative, reflective school culture focused on improving student learning outcomes.

- Fulfil all requirements of the Australian Professional Standards for Teachers
- Operate in accordance with the Charter for Teachers in SA Catholic Schools
- Actively commit to uphold and contribute to the ethos of Catholic schools in general as well as that of St Aloysius College
- Comply with relevant legislation as well as South Australian Commission for Catholic Schools (SACCS) and the school's policies, guidelines and procedures
- Meet and teach students at designated locations and times
- Undertake supervision duties, including regular yard duty
- Complete administrative tasks accurately and on time including record keeping
- Attend staff and other required meetings, Parent–Teacher–Student Learning Reviews and other school-related activities as required

### Content of Teaching and Learning

- Plan a comprehensive learning program in line with Australian Curriculum
- Address students' varying intellectual, emotional and physical abilities in teaching practice
- Identify individual learning needs and styles and plan learning experiences that enable all students to achieve success (use of PPLs)
- Know and understand a range of learning methodologies and technologies and their application to the classroom
- Demonstrate best practice in teaching and learning, remain current in knowledge and update/adjust practice as required

### Classroom Management and Behaviour Education

- Establish positive and effective relationships with students
- Work with students to create an attractive and welcoming classroom environment
- Ensure necessary equipment and facilities are accessible, available and ready for planned activities
- Apply behaviour management skills in line with school policy
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant SACCS policies and procedures

### Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement
- Provide teachers and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the school

### Interaction with the school and broader community

- Demonstrate effective communication skills with students, colleagues, parents/caregivers and others at all times
- Work effectively as a member of the school team to actively and positively support school activities
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas

- Positively engage in and undertake professional development, training and professional reviews when required
- Perform other duties as required by the Principal (or delegate)

## PERSON SPECIFICATIONS

### Skills and Knowledge

- Knowledge of evidence-based mathematics intervention practices.
- Experience using numeracy assessment tools to identify learning needs and monitor progress.
- Understanding of contemporary approaches to mathematical thinking, reasoning and problem-solving.
- High level interpersonal skills to interact positively with the school community and be a positive role model and professional representative for the school at all times
- Excellent written and verbal communication skills and able to work collaboratively within a team environment and effectively teach students to achieve required learning outcomes
- Be self-directed and utilise initiative and judgement to fulfil role requirements
- Excellent organisational skills with ability to problem solve and ensure required timelines are met
- Proficient ICT skills and knowledge and ability to fully utilise required systems and programs, or ability to quickly learn and use effectively
- Willingness to actively and positively uphold and contribute to the culture and ethos of the School

### Experience/Qualifications/Training

- Current Teacher Registration with the Teachers Registration Board of South Australia
- Current Provide First Aid in an Education and Care Setting (HLTAID012) Certificate
- Current Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) Certificate
- Current Department of Health Services Working with Children screening clearance
- Current Screening and Verification Catholic Clearance Card (Catholic Archdiocese of Adelaide)
- Teacher Accreditation in Catholic Education SA

## WORK HEALTH AND SAFETY

### Work Health and Safety

WHS duties as required, particularly for evacuation drills. This role is deemed to be a *Worker* under the South Australian Work Health and Safety (WHS) Act 2012.

As a *Worker,* while at work you must –

- Take reasonable care for your own health and safety
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

Reference: Division 4, Section 28 WHS Act 2012

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.

***PID Reviewed: November 2026***