



Role Description

Learning Support Officer

CLASSIFICATION:	TERM:	TIME ALLOCATION:	REPORTS TO:
Education Support Officer Category B, Level 2 (term time only)	Fixed term	Monday – Friday 8:25am – 3:15pm	Learning Diversity Leader
DIRECT REPORTS:	Nil		
APPOINTMENT TERMS:			
Employment is in accordance with terms and conditions of Catholic Education Multi-Enterprise Agreement 2022: Diocese of Ballarat, Diocese of Sandhurst, Archdiocese of Melbourne and Lavalla Catholic College, Traralgon (CEMEA 2022). Remuneration in accordance with CEMEA 2022			

i POSITION PURPOSE

The Learning Support Officer is assigned to classes to provide assistance for students. Support is for students with additional learning needs and capabilities in order to optimise student learning outcomes. While the position reports directly to the Learning Diversity Leader, the Learning Support Officer will take direction from the Subject Teacher during class.

The accountabilities within the role are as follows but not limited to

i Learning and Teaching

- ▶ Work in partnership with teachers to support student learning which may include:
- ▶ General support to a student or a group of students while the teacher is engaged in focussed teaching
- ▶ Provision of Personalised support eg mobility or communication support, where required
- ▶ Assisting students to complete tasks designed by the teacher
- ▶ Supervision of core program, work completion
- ▶ Work in partnership with teachers to implement aspects of learning plans, as identified by the teacher, for groups of students including leading small group instruction designed by the teacher.
- ▶ Work with the student, under the direction of a teacher, to support the implementation of particular learning goals as identified in the Personalised Learning Plan (PLP).

Data Collection

- ▶ Collect data for analysis by the teacher – work samples, anecdotal notes on performance of task, work habits, behaviour.
- ▶ Contribute to National Consistent Collection of Data (NCCD) requirements.
- ▶ Collect data for analysis by the teacher/and or school-based leadership – work samples, running records, anecdotal notes on performance of task, work habits, behaviour etc, provided to the teacher / Program Support Group (PSG) team, if applicable.

Communication

- ▶ Communication to the teacher on student's performance on task, work habits, behaviour, etc, provided to the teacher.
- ▶ Communication to teacher on student's performance of task, work habits, behaviour etc.
- ▶ General formative feedback to student on performance during the teaching session.
- ▶ Liaison with the teacher to discuss specific strategies to be implemented by the Learning Support Officer as identified in the Learning Profile.
- ▶ Communication to the teacher relating to student performance on tasks, implemented by the Learning Support Officer.
- ▶ Communication to teacher, parent/s and school-based leadership team through the PSG relating to student performance on tasks.

Pastoral Care and Specific Responsibilities as required

- ▶ Proactively monitor and support student wellbeing and manage wellbeing issues in collaboration with the Wellbeing Team.
- ▶ Work to promote self-esteem and assist with student social interactions by modelling social skills and discussing with them their social behaviours with them as required.
- ▶ Provide assistance with personal care as required which may also include mobility and personal hygiene.
- ▶ Communication – including notetaking, taping material and using ICT to optimise the student's learning experiences.
- ▶ Other duties as directed by the Principal.

Team Memberships and Relationships

- ▶ Team Memberships
 - Learning Diversity Team
- ▶ Relationships Internal
 - Classroom teachers
 - Education Support Officers
- ▶ Relationships External
 - Broader school community

Position requirements

Knowledge and skills for this role

- ▶ Understand student's background and relevant identified learning difficulties and assistance needed and be aware of the subject teacher's expectations of the students in the class and work with the student's teacher actively participating in activities, assisting and encouraging students where appropriate. This may include assisting individually or in small groups, with activities as part of inclusive teaching and learning practices, supporting teachers with student behavioural management and the development of social skills and classroom skills development.
- ▶ Assisting students with their personal organisation when required.
- ▶ Accompany the student on excursions and other designated external activities when required.
- ▶ Respond to all students in the classroom in a warm and encouraging manner and build collaborative relationships with the students and respond to individual learning needs.
- ▶ A demonstrated understanding of physical, social and emotional issues in providing care and support to students with disabilities and special learning needs.
- ▶ ICT competency conducive to supporting students with special learning needs.
- ▶ Ability to adapt to the complex nature of the variety of student learning and physical disabilities encountered and to demonstrate initiative and be flexible in a variety of situations.
- ▶ Ability to assist students with disabilities eg scribing, lifting, toileting etc.
- ▶ Ability to display respect and empathy for students with additional needs.
- ▶ Discretion and an ability to maintain confidentiality.
- ▶ Intermediate computer skills including Microsoft Word, Excel, Google Mail/Calendar, an ability to operate on both the Windows and Mac platform is desirable.
- ▶ Excellent time management, communication and relationship and management skills.
- ▶ Self-starter, highly energetic, with excellent organisation skills.
- ▶ Proven ability to operate effectively at all times both independently and as part of a small team.
- ▶ Ability to maintain a level of strict confidentiality.
- ▶ Evidence of the capacity to manage multiple tasks simultaneously, work well under pressure and under guidance from the team meet timelines/deadlines.

Education / Qualification

- ▶ Certificate III in Education Support and/or
- ▶ Relevant diploma/degree/post graduate qualifications in special education (desirable) or Education, Psychology, Maths or Science and/or relevant work experience

Experience

- ▶ Previous demonstrated experience working with students with disabilities or additional needs.
- ▶ Demonstrated understanding of and interest in the key social and developmental issues impacting adolescent girls.

General requirements for non- teaching staff

- ▶ Current Employee Working With Children Check or ability to attain.
- ▶ National Police Check current to within two (2) years or ability to attain.
- ▶ Understanding of and commitment to legal and moral obligations relating to child safety.
- ▶ Anaphylaxis training – 22300VIC accreditation OR to have successfully completed the ASCIA e-training for Victorian Schools with verification of practical application completed within 30 days, to be fully compliant.
- ▶ Completion of DET mandatory reporting e-learning module (non-government schools).
- ▶ Commitment to personal professional growth.

School wide accountabilities for all staff

- ▶ Proactively demonstrate Avila College values of inspiration, relationships, achievement, faith and community in daily work and interactions with students and colleagues.
- ▶ Appreciate and encourage differences, valuing people for their skills, competencies, and contribution to Avila College's continuing success.
- ▶ Demonstrate duty of care to students in relation to their physical and mental wellbeing.
- ▶ Contribute to a healthy and safe work environment for self and others and comply with all safe work policies and procedures.
- ▶ Maintain excellent communication and relationships with students and other staff.
- ▶ Attend all relevant school meetings and College events including assemblies, Mass, community and faith days as well as professional learning opportunities.
- ▶ Participate in duty supervision as rostered and other supervision duties when required.
- ▶ Understand and comply with the standards of professional practice as articulated by the Victorian Institute of Teaching (VIT), Australian Institute of Teaching and School Leadership (AITSL) and the Catholic Education Commission of Victoria (CECV).
- ▶ Demonstrate and ensure compliance with VIT Registration Requirements; Code of Conduct and Ethics and Avila College's policies and procedures including the College's Child Safety Code of Conduct and Child Safety Policy.
- ▶ Adhere to the College's professional dress code.

People and Culture

- ▶ For further information regarding this position, please contact People and Culture 9831 9636 hr@avilacollege.vic.edu.au



MISSION STATEMENT

We offer Avila girls the best Catholic education and inspire successful futures.
We give our students options and opportunities to explore and understand what a great future looks like and what it takes to get there.
We teach, guide and support our girls to achieve that vision for themselves.
We challenge them to always strive to be their best...both today while they're students and tomorrow, long after they have left the college.

VISION STATEMENT

We inspire our girls today to become successful women tomorrow.

CHILD SAFETY COMMITMENT

Avila College has a zero-tolerance policy for child abuse and is committed to promoting child safety, children's wellbeing and protecting children from abuse. Ministerial Order 1359 requires Avila College to implement child safety standards and to accommodate and take the needs of all children (including but not limited to: Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and children who are vulnerable) into account when creating a child safe environment.