



# Position Description

<b>Position Title</b>	Learning Support Officer
<b>Organisation</b>	Catholic Education Sandhurst Limited (CES Ltd)
<b>Enterprise Agreement</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Classification</b>	Education Support Level 2 - Category B

## Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation employs more than 3000 employees in 52 schools and three early childhood facilities. It also provides support to an additional four secondary colleges owned and operated by Religious Institutes.

CES Ltd participates in the work of the Victorian Catholic Education Authority (VCEA), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Executive Director of Catholic Education Sandhurst is appointed by the Board of CES Ltd to lead the spiritual, governance, administrative, organisational, and service matters to Catholic schools within the Diocese.

The Executive Director and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools.

## Our Vision

The vision for CES Ltd is to provide, in partnership with our families and parishes, stimulating, enriching, liberating, sacramental and nurturing learning environments drawn from the Catholic tradition in each of the diocesan school communities.

At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people, a pursuit of excellence in all levels of learning and creating communities of welcome, hospitality and inclusion.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- that we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition

- that a strong sense of community is dependent on the quality of our collegial relationships
- that each person’s potential is fostered through the dedicated ministry of Catholic Education
- in leadership encompassing vision, innovation, and empowerment

## Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

### Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the “common good” in response to the “signs of the times”.

### Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school

### Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community

### Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

## Position Summary

The primary purpose of this position will be to work under the supervision of a Teacher to provide direct or indirect services to students by assisting them on an individual or group basis in specific learning areas including but not limited to:

- Social/emotional development
- Spiritual development
- Assisting students with classroom activities
- Observations & data collection

As a Level 2 Learning Support Officer you will be required to assist student learning where discretion and judgement are required (including providing more individualised approaches and intervention strategies, and assisting in the identification of learning needs and evaluation of progress under the general supervision and direction of the Teacher). This includes:

- Participating in the monitoring, evaluation and reporting of student learning and programs;
- Assisting with the collection, evaluation and distribution of learning materials;

- Working with students to enable them to use specialised augmentative communication and adaptive technology to enhance student access to the curriculum;
- Undertaking specialist assistance to students in specific learning areas (languages, technologies and the arts), under the general supervision and direction of teaching staff;
- Undertaking learning support activities involving specialist cultural understanding and skills including assisting students with classroom activities, supporting Teachers to understand the educational, health and welfare needs of Aboriginal, Torres Strait Islander and/or Refugee students, act as a cultural support person or mentor, and assisting in the delivery of cultural inclusive curriculum;
- Providing basic support to students within defined principles and parameters;
- Providing basic physical, social and emotional care for students (toileting, meals and lifting)
- Assisting in wellbeing programs, and or supporting a chaplaincy program

Work may include:

- Small group classroom support;
- Small group intervention withdrawal;
- One on one work with a student.

## Key Responsibilities

<p><b>School Support</b></p>	<ul style="list-style-type: none"> <li>• Contribute to a healthy and safe work environment. This will at times include supporting the education of the whole child in an engaging, nurturing and stimulating learning environment in and outside of the classroom. This includes: <ul style="list-style-type: none"> <li>○ Provision of extra curricula activity support, including school excursions, camps and support days</li> <li>○ Mandatory reporting</li> <li>○ Escalation of any concerns/issues to Principal</li> <li>○ Building strong relationships and trust</li> <li>○ Provision of first aid as required</li> <li>○ Administering medication to students as per their medication plans in a timely manner</li> <li>○ Following safety plans</li> <li>○ Completing any cleaning tasks in line with school standards as required</li> <li>○ Administration tasks as required</li> <li>○ Keep daily notes and observations for all students</li> <li>○ Write case notes/ incidents in the schools system</li> </ul> </li> </ul>
<p><b>Classroom Support</b></p>	<ul style="list-style-type: none"> <li>• Work in partnership with teachers to support student learning. This will at times involve assisting students to complete tasks, supervision of core program (work completion) and preparation of support materials, and communication on student's performance of tasks, work habits, and behaviour. This includes: <ul style="list-style-type: none"> <li>○ Supporting teachers with student learning including checking work, scribing, breaking down tasks and relaying instructions</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Assisting teachers in the preparation, implementation and supervision of students through the delivery of learning programs</li> <li>○ Supporting documentation such as Personal Learning Plans (PLPs) and student adjustment and evaluation plans (SAEPs)</li> <li>○ Assisting in the design and implementation of practical activities under the direction of the teacher</li> <li>○ Administering and supporting assessment tasks</li> <li>○ Assisting with behaviour management, reporting and documenting behaviours of concern, and any other data requirements</li> <li>○ Helping teachers to regulate behaviours and support student needs (going for a walk, taking a break, fidgets, quiet spaces, wearing headphones etc)</li> <li>○ Assisting with student wellbeing in de-escalation strategies (physical, focus and engagement)</li> <li>○ Communicating with teachers regarding changes to learning support, student concerns and welfare concerns</li> <li>○ Photocopying worksheets and sourcing and preparing resources for teachers</li> <li>○ Attending PSG (program support group) meetings as required</li> <li>○ Escalating concerns relating to students to the teacher and make recommendations as required</li> <li>○ Advising teachers how effective the learning support and targeted interventions are for the student</li> <li>○ Administering assessments required by classroom teacher</li> <li>○ Supervising assessment e.g. SACS for senior students, NAPLAN testing and assessment tasks, as required</li> <li>○ Following and supporting student's personalised learning plans (PLP's)</li> <li>○ Conducting regular observations and make adjustments/modifications as required</li> <li>○ Sourcing and preparing resources, including visual supports</li> <li>○ Supporting Casual Relief Teachers as required</li> <li>○ Checking students work to support Teachers</li> </ul>
<b>Student Support</b>	<ul style="list-style-type: none"> <li>● Work in partnership with teachers to support student learning. This will at times include implementing aspects of Personalised Learning Plans (PLP's) and leading small group instruction designed by the teacher. This includes: <ul style="list-style-type: none"> <li>○ Assisting students with daily tasks including specific learning, support needs and daily organisation</li> <li>○ Supporting students with daily emotional support</li> <li>○ Working with students to enable them to use specialised augmentative communication and adaptive technology to enhance student access to the curriculum</li> <li>○ Supporting identified students at key points of transition to attend and participate in all activities</li> <li>○ Assisting students with basic physical, social and emotional care including toileting, meals and lifting as required</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Assisting students with implementing interventions and strategies as per PLP</li> <li>○ Under general supervision and direction of teaching staff participate in the monitoring and evaluation of student learning and programs</li> <li>○ Working with students on transitional activities</li> <li>○ Providing daily emotional support</li> <li>○ Assisting with one-on-one academic tasks</li> <li>○ Assisting with small group work</li> <li>○ Completing daily check-ins with students</li> <li>○ Assisting students to build capacity/resilience</li> <li>○ Supporting yard duty staff on monitoring students with significant needs when required</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>● Work with CES Limited Staff and attend any professional development sessions as required</li> <li>● Have current knowledge of curriculum initiatives</li> <li>● Commit to the support of the on-going professional development that is being undertaken through the school's Strategic Plan.</li> <li>● Continue to develop skills that impact on your daily role while working with students</li> <li>● Maintain the following training: <ul style="list-style-type: none"> <li>○ First aid and anaphylaxis (every 3 years)</li> <li>○ CPR (annual)</li> <li>○ Maintain Disability Discrimination Act Modules Disability Standards for Education (bi-annual)</li> <li>○ Protecting Children – Mandatory Reporting and Other Obligations (annual)</li> <li>○ Seclusion and restraint training (annual)</li> </ul> </li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>● Participate in yard duty supervision as rostered and other supervision duties when required</li> <li>● Attend all relevant school meetings and appropriate after school events, as required</li> <li>● On pupil free days, Learning Support Officers may be asked to perform other duties to assist with the operation of the school</li> </ul>

Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

## Mandatory Responsibilities and Requirements

### Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

**Compliance with Occupational Health and Safety**

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd’s OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
- Depending on the role some employees will be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

**Compliance with Child Safety Legislation**

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

**Key Selection Criteria**

<b>Essential</b>	<b>Qualifications and Registrations</b>	<ul style="list-style-type: none"> <li>• Certificate III or IV in Education Support, Disability Support, Allied Health Assistance or Auslan/ Certificate III in Learner Support or willingness to obtain</li> <li>• First Aid Certificate inclusive of Anaphylaxis (or willingness to obtain)</li> </ul>
	<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• No previous experience required</li> </ul>

	<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• Demonstrated commitment to Catholic Education and Catholic Identity along with an understanding and willingness to work within the Catholic ethos, traditions, and practices of the Diocese of Sandhurst.</li> </ul>
	<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Willing to undergo or provide a current and satisfactory working with children check</li> </ul>
	<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• A personal approach which is caring, compassionate, patient, and respectful</li> <li>• An ability to apply problem solving skills to adapt and be flexible with approach</li> <li>• Excellent oral and written communication, conflict management and negotiation skills</li> <li>• High level computer skills including a high degree of proficiency within the Microsoft Suite including Microsoft Word, Excel, PowerPoint, and Google applications.</li> <li>• Proven ability to maintain high levels of confidentiality while exercising judgment, sensitivity, and discretion.</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• Experience with children with additional needs</li> <li>• Experience in an education setting (primary, secondary, early childhood)</li> </ul>