

POSITION DESCRIPTION

Communities of hope, joy and wonder where all are welcome.

Classroom Support Assistant

Position Number	001398
Classification	Classroom and Learning Services Level 5 under the NSW and ACT Catholic Systemic Schools Enterprise Agreement 2023
Reports To	Principal
Location	St John Paul II College, Nicholls ACT

Organisation Overview

The Catholic Education, Archdiocese of Canberra and Goulburn (CECG) plays a crucial role in education in both the Australian Capital Territory (ACT) and New South Wales (NSW). It covers 88,000 square kilometres, encompassing the entire ACT and extending from Pambula on the south coast to Crookwell in the north and to the western point of Lake Cargelligo. CECG operates 56 schools and nine early learning centres and is responsible for educating over 22,000 students. It also employs over 4,000 professionals who are the driving force behind our education system.

Position Overview	<p>The Classroom Support Assistant Level 5 is a member of the classroom support team that plays a key role in supporting classroom teachers to ensure that all students with diverse learning needs can access and participate in the curriculum and activities to achieve the academic goals and social skills required for independent learning and confident participation.</p> <p>This role provides specialist technical advice, direction, and assistance using skills and knowledge relevant to the qualification for this level, including but not limited to the supervision, training, and support of General Employees at a lower level.</p>
Position Duties	<ul style="list-style-type: none"> • Demonstrate initiative, liaise, and work collaboratively with class teachers to provide learning support for students. • Assist students as directed by the class teacher, either in the supervision of the class (while the teacher focuses on student/s requiring support), in a 1:1 situation, or in small groups within view of a class teacher. • Support students by listening, directing, explaining, reassuring, encouraging, re-directing, and reinforcing. • Prepare specialised learning materials as directed by the teacher and as required to implement the class teacher's program. • Under direction, take students for their individualised education plans in specific areas, support personal care needs, and report to teachers on student progress.

	<ul style="list-style-type: none"> • Work in collaboration with teachers to implement learning and teaching strategies for an individual student, group of students, or class. • Take part in case-management meetings with teachers. • Supervise groups of students other than in a classroom situation. • Supervise students in non-teaching periods (including excursions and playground supervision). • Support students in whole school activities such as sporting events and attend professional learning and staff spirituality days. • Assist with selecting and preparing teaching resources that meet student needs and interests. • Provide 1:1 support for children with additional needs as required: <ul style="list-style-type: none"> • Toilet, wash, and dress disabled or other students. • Travel with students with a disability. • Assist therapists in their work with students. • Plan teaching programs in conjunction with teachers. • Prepare reports for parents in conjunction with teachers. • Plan and prepare student assessment, reporting, and portfolios, including discussion of student progress with teachers, • Research reference material for teachers to support programs for quality teaching and learning. • Supervise, train, and support Classroom Learning Support employees at a lower level.
Selection Criteria	<ol style="list-style-type: none"> 1. An ability to assist in implementing an effective model of service to support teachers in the classroom. 2. An understanding and appreciation of the learning and social needs of such students and their families. 3. An ability to use initiative, discretion, and judgment in planning, organising, and achieving outcomes under time constraints. 4. Capacity to provide specialist technical advice, direction, and assistance in the area of expertise using skills and knowledge relevant to the qualification for this level. 5. Capability to resolve complex problems and coordinate work within their department.
Qualifications	<ul style="list-style-type: none"> • Completion of Certificate IV in School-Based Education Support; or • Third year or final year of study and completion of the practicum in a relevant initial teacher education (ITE) qualification. • Working with Children’s Check (WWCC) registration.

Registration and Accreditation

Employment with CECG is conditional upon employees having or obtaining a valid and current working with children registration and accreditation for teaching.

Registrations and accreditations for teaching and working with children are administered under state

and territory law. Employees required to perform work or access information in both the ACT and NSW are required to have valid registrations for both regions. The registrations are as follows:

ACT	NSW
<ul style="list-style-type: none">• Working with Vulnerable People Check (WwVP)• Teaching Quality Institute (TQI)	<ul style="list-style-type: none">• Working with Children Check (WwCC)• NSW Education Standards Authority (NESA)

CECG employees are required to meet the expectations for accreditation in accordance with the Accreditation to Work Teach and Lead Policy in Catholic Education Policy.

Personal information collected in the course of employment will only be used for the purpose it is given in accordance with privacy law and the CECG Privacy Policy – [Click here](#).