

# POSITION DESCRIPTION

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

## Classroom Support Assistant

Position Number	000724
Classification	Classroom and Learning Services Level 5 under the NSW and ACT Catholic Systemic Schools Enterprise Agreement 2023
Reports To	Principal
Location	St Francis Xavier College - Florey 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	The Classroom Support Assistant 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.
Position Duties	<ul style="list-style-type: none"> <li>• Support students learning, working with individuals or in small groups, as directed by the class teacher This may include assisting to extend highly capable students and/or providing targeted support to students with learning difficulties;</li> <li>• Plan collaboratively with teachers and assist them to develop and deliver effective teaching programs to address the needs of particular students;</li> <li>• Assist the teacher with the preparation and maintenance of a quality learning environment;</li> <li>• Assist the teacher with preparation for and supervision of students with disabilities in out-of-class activities, in class activities, on college excursions, during extracurricular activities and on the playground;</li> <li>• Implement Personal Learning Plans, Transition Plans, or Behaviour Support Plans under the guidance of the appropriate Coordinator and/or teacher;</li> <li>• Prepare and adapt specialised materials and resources as directed by the teacher;</li> <li>• Motivate students and assist them to stay on task by listening, encouraging, reassuring, directing, explaining, and reinforcing practices;</li> </ul>

	<ul style="list-style-type: none"> <li>• Promote independent learning by building confidence and self-esteem, encouraging and acknowledging initiative and independence;</li> <li>• Assist students with class and assessment tasks by demonstrating, modelling, scaffolding, reading, explaining and/or scribing;</li> <li>• Assist students with ICT and other augmentative or assistive technologies;</li> <li>• Assist students with developing organisational skills;</li> <li>• Supervise the use of specialised equipment and resources, monitoring student safety in potentially hazardous environment, supervising practical activities under the guidance of teachers e.g. elective subjects;</li> <li>• Assist with mobility, personal care, hygiene and other medical matters;</li> <li>• Record, observe and report on student achievement as directed;</li> <li>• Provide administrative support to the Inclusive Education Coordinator;</li> <li>• Communicate with the teacher and Inclusive Education Coordinator on matters of concern relating to individual students;</li> <li>• Communicate with parents/carers about organisational matters as instructed by the Inclusive Education Coordinator;</li> <li>• Attend Professional Learning as mandated by the College and/or CE and as deemed relevant by the Inclusive Education Coordinator; and</li> <li>• Carry out other duties as directed by the Inclusive Education Coordinator, Business Manager or Principal.</li> </ul>
<p>Selection Criteria</p>	<ol style="list-style-type: none"> <li>1. Completed or have a willingness to complete appropriate qualifications in Educational Support;</li> <li>2. Experience working with children who have diverse learning needs. This includes highly capable students requiring extension, students with physical or cognitive disabilities, and students who present behavioural and emotional difficulties;</li> <li>3. A commitment to and understanding of the principles behind inclusive education practices, including the promotion of inclusion in the College community;</li> <li>4. Effective communication and interpersonal skills, in particular the ability to relate well to teenage students and to work in teams with staff members;</li> <li>5. Demonstrated administrative skills with the ability to plan, prioritise, organize and meet deadlines utilising a working knowledge of the Microsoft Office suite of products;</li> <li>6. Initiative and the ability to handle a number of tasks concurrently, working independently and flexibly to adjust to changing situations;</li> <li>7. A sound grasp of literacy and numeracy, and confidence in the ability to support students in developing these skills sets; and</li> <li>8. An ability to maintain a high degree of professionalism and confidentiality when dealing with sensitive information.</li> </ol>

<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Completion of Certificate IV in School-Based Education Support; or</li> <li>• Completion of Certificate III in School-Based Education Support; or</li> <li>• Third year or final year of study and completion of the practicum in a relevant initial teacher education (ITE) qualification; and</li> <li>• Working with Vulnerable People (WWVP) registration.</li> </ul>
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## 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"> <li>• Working with Vulnerable People Check (WwVP)</li> <li>• Teaching Quality Institute (TQI)</li> </ul>	<ul style="list-style-type: none"> <li>• Working with Children Check (WwCC)</li> <li>• NSW Education Standards Authority (NESA)</li> </ul>

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.](#)