



# Position Description

<b>Position Title</b>	Learning Support Officer
<b>Organisation</b>	Catholic Education Sandhurst Limited (CES Ltd)
<b>School</b>	<b>St Mel's Primary School, Shepparton</b>
<b>Location</b>	35 Hamilton Street, Shepparton
<b>Enterprise Agreement</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Classification</b>	Education Support Level 2 – Category B
<b>Remuneration</b>	As per the agreement ( <i>\$56,019 - \$71,742 excluding superannuation</i> )
<b>FTE</b>	30 hours per week
<b>Status</b>	Ongoing
<b>Reports to</b>	Principal

## 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 Northwest Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), 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 acts as Chief Executive Officer for the Board of CES Ltd and within its delegated schedule for the organisational, administrative, support and service matters related to Catholic schools within the Diocese.

The Executive Director of Catholic Education Sandhurst 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 and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

## 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".

These principles require that the dignity and potential of each person be fully respected 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

### 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.

## School Summary

St. Mel's Primary School has educated the children of the parish and local community since 1957 and continues to offer a rich, quality Catholic educational experience for children from Foundation to Year 6. The parish, school and kindergarten are valued, respected and important entities within the local Shepparton area and Diocese of Sandhurst. Our school and kindergarten are of the 58 school and early childhood centres within the Catholic Education Sandhurst Ltd system of Catholic schools.

At the very centre of the community's vision is learning and achieving. The education of the children entrusted in our care. The development of the whole child: spiritually, intellectually, physically, emotionally, socially and morally. In partnership with parents and carers, value adding to the children's safety, wellbeing, learning, growth and development. For our children to be the very best they can be!

Our school motto, "Christ our light" indicates the importance of Jesus Christ to our community. Through scripture we are inspired by the life and words of Christ to reflect on our own journey, contemporary experience of our encounters with one another, and with God.

As the school's Graduate Outcomes articulate - to educate students who are curious engaged learners, risk takers in their learning, life long, literate and numerate learners (*amongst other stated outcomes*). Parents, carers, families, school staff, parish and broader community - working together to maximise opportunities to enhance the continued growth and development of our children.

An aspirational and inspirational vision!

We continue our journey as..." *a proud Catholic school community striving, learning and achieving together through Christ, our light.*"

## 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 – including 1:1 work to support an individual student -by assisting them on an individual or group basis in specific learning areas including but not limited to:

- Access the curriculum at the student's point of need
- Social/emotional development
- Spiritual development
- Assisting students with classroom activities inside and/or outside the classroom
- Supervision at break times
- Observations & data collection

As a 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 Koori 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/or lifting, if required)
- Assisting in wellbeing programs.

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>	<p>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 inside and outside of the classroom.</p> <p>This includes:</p> <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 behaviour safety plans</li> <li>• Completing any cleaning tasks in line with school standards as required</li> <li>• Supporting students at school social events</li> <li>• Administration tasks as required</li> <li>• Keep daily notes and observations for all students</li> <li>• Write case notes/ incidents in our online system</li> </ul>
<p><b>Classroom Support</b></p>	<p>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</p>

	<p>of support materials, and communication on student's performance of tasks, work habits, and behaviour.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Supporting teachers with student learning including checking work, scribing, breaking down tasks and relaying instructions</li> <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)</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 as per Nationally Consistent Collection of Data for students with disabilities (NCCD)</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 movement, focus quiet time and engagement with preferred tasks and people)</li> <li>• Communicating with teachers regarding changes to learning support, student concerns and welfare concerns.</li> <li>• Assisting with resources for teachers</li> <li>• Supporting the students with parent contact as required</li> <li>• Attending PSG (program support group) meetings as required</li> <li>• Escalating concerns relating to students to the teacher and share recommendations as required</li> <li>• Advising teachers how effective the learning support and targeted interventions are for the student</li> <li>• Supervising testing and assessment tasks as required</li> <li>• Following and supporting student's PLPs</li> <li>• Conducting regular observations and make adjustments/modifications as required</li> <li>• Preparing resources, including visual supports and aides</li> <li>• Supporting Casual Relief Teachers as required</li> <li>• Checking student's engagement with their work to support Teachers</li> </ul>
<p><b>Student Support</b></p>	<p>Work in partnership with teachers to support student learning. This will at times include implementing aspects of PLPs and leading small group instruction using a designated program or as designed by the teacher.</p> <p>This includes:</p>

	<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, tube feeding, meals and supervision at break times, as required</li> <li>• Assisting students with implementing interventions and strategies as per PLP</li> <li>• Implementing modified timetables for students on the NCCD list</li> <li>• Working with students on transitional activities</li> <li>• Providing daily physical, learning, social and emotional support</li> <li>• Assisting with one-on-one tasks</li> <li>• Assisting with small group work</li> <li>• Assisting during whole class explicit teaching time by supporting students</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>
<p><b>Pastoral Care and Child Safety</b></p>	<ul style="list-style-type: none"> <li>• Create and maintain a child-safe environment for all students.</li> <li>• Be familiar with and comply with the organisations child-safe policy and code of conduct, and any other policies relating to child safety.</li> <li>• Demonstrate duty of care to students in relation to their physical and mental wellbeing</li> <li>• Proactively monitor and support student wellbeing</li> <li>• Provide pastoral care in a manner which reflects school values.</li> <li>• Implement strategies which promote a healthy and positive learning environment.</li> <li>• Attend all school assemblies.</li> <li>• Attend school liturgical celebrations.</li> <li>• Participate in school-organised activities as required.</li> </ul>
<p><b>Catholic Identity</b></p>	<ul style="list-style-type: none"> <li>• Instil in students a respect for each other in accordance with the teachings of Jesus Christ</li> <li>• Foster our school charism through intercession for those less fortunate and respect for all God's Creation</li> <li>• Respectfully participate in all liturgical celebrations</li> </ul>

<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Work collaboratively with St Mel’s staff and attend any professional development sessions as required</li> <li>• Have current knowledge or be willing to learn curriculum initiatives</li> <li>• Commit to the support of the on-going professional development that is being undertaken through the school’s School Improvement Plan</li> <li>• Continue to develop skills that impact on your daily role while working with students e.g. ICT skills</li> <li>• Maintain the following training: <ul style="list-style-type: none"> <li>▪ First aid, anaphylaxis and asthma</li> <li>▪ CPR (annual)</li> <li>▪ Maintain Disability Discrimination Act Modules Disability Standards for Education (annual)</li> <li>▪ Protecting Children – Mandatory Reporting and Other Obligations (annual)</li> <li>▪ Seclusion and restraint training (annual)</li> <li>▪ All other compliance training required by the school and CESLtd</li> </ul> </li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Participate in extra 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. In addition, it is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd’s OH&S Management System, including requirements to report any health, safety or wellbeing issues as well as

eliminate hazards, follow instructions, and participate in training and consultation processes. You will also be required to provide evidence of your current First Aid, Anaphylaxis training and vaccination status 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>• Satisfactory National Police Record Check and Working With Children Check</li> <li>• First Aid Certificate inclusive of Anaphylaxis and Asthma (or willingness to obtain)</li> </ul>
	<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Experience working within schools and/or educational environments</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 and embed this into all aspects of the curriculum.</li> </ul>
	<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Must be able to demonstrate an understanding of appropriate behaviours when engaging with children as well as have an understanding of cultural safety of children from culturally and or linguistically diverse backgrounds.</li> <li>• Demonstrated understanding of legal obligations relating to child safety including mandatory reporting</li> </ul>



	<p><b>Skills and Attributes</b></p>	<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 365 platform &amp; Google Suite including Teams, Word, Excel, PowerPoint and Outlook.</li> <li>• Proven ability to maintain high levels of confidentiality while exercising judgment, sensitivity, and discretion.</li> <li>• Proven ability to work as part of a team.</li> <li>• Well-developed communication and interpersonal skills with the capacity to continue to build strong relationships with students, staff, parents, and our parish community.</li> <li>• Demonstrated capacity to participate in a range of school activities including school sports, sacramental programs, liturgies, and school camps/excursions.</li> <li>• A willingness to share knowledge in a collaborative classroom environment</li> </ul>
<p><b>Desirable</b></p>		<ul style="list-style-type: none"> <li>• Experience with children with diverse needs and inclusive practices</li> <li>• Experience in a school setting (primary, secondary, early childhood)</li> <li>• Ability to work with people of different ages, races and beliefs.</li> </ul>