

<b>POSITION TITLE:</b>	School Officer – Learning Support Officer
<b>SECTION:</b>	Student Diversity
<b>REPORTS TO:</b>	Middle Leader Student Diversity/Principal
<b>CLASSIFICATION:</b>	Remuneration in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland</i> Level 3
<b>AUTHORISATION:</b>	Executive Director

## Catholic Education – Diocese Of Cairns

Catholic Education - Diocese of Cairns (CEDC) is a dynamic and growing organisation that is actively inviting schools to co-create with us, schools that are places of rich learning for now and into the 22nd Century.

Our vision is to offer every student in every school a world class education enriched by their lived encounter with the Catholic Faith.

CEDC is committed to this vision through Co-Leadership with schools to build communities of learning that provide a safe, nurturing and academically challenging environment. Our schools are places where we create opportunities for every student and every staff member so that they are inspired to contribute to our society, innovate, explore possibilities, and achieve excellence.

CEDC embraces thirty (30) schools including twenty (20) primary schools, two (2) Prep to Year 12 colleges and eight (8) secondary colleges. One of these colleges is a Special Assistance College with campuses in Cairns, Cooktown, and Edmonton. This community also includes Catholic Education Services located in Cairns itself. Over the next five years there are two new schools planned.

All schools and colleges, except three, are within a two-hour drive of Cairns. Cooktown, Waibeni Island (Thursday Island) and Weipa are accessed by daily flights and located in some of the most beautiful parts of the country. In total, there are 11 500 students and 1500 staff.

Leadership and strategic management is the responsibility of the Executive Director of CEDC. Through a team of professionals, and in Co-Leadership with principals, the Executive Director manages and facilitates a number of significant delegations which include:

- Support of the mission of the Church as delivered through Catholic Education
- Support of schools by providing services that strengthen school capacity
- Provision of leadership and forward planning to develop organisational capability
- Distribution to schools of government allocated funds and their accountability
- Monitoring quality of schools and compliance/accountability with requirements of governments, Church, and parents
- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach

Our staff are supported to experience success and satisfaction in their vital role.

Cairns also offers many lifestyle opportunities that can be found in few other places and is surrounded by World Heritage listed areas including the Great Barrier Reef and the Daintree Rainforest, all within an hour's journey from the growing City of Cairns. It is the gateway to our Asian neighbours with direct flights to China, Japan and Singapore as well as having direct flights to all the east coast capital cities, Darwin, and Queensland's Sunshine and Gold Coasts.

## Purpose Of The Role

The purpose of this role is to maximise educational outcomes for students with additional needs, by providing access to the curriculum in response to learning needs and Personalised Learning Plan goals (PLP). The Learning Support Officer is an integral part of our Student Diversity team.

The Learning Support Officer role is to assist the classroom teacher to meet the learning goals of students who have additional learning needs and as a result maximise their outcomes. This may involve meeting the needs of the class as a whole, assisting the teaching staff in the delivery of learning programs both in small groups and/or 1:1 scenario.

The ultimate responsibility for the student's education program rests with the classroom teacher. The classroom teacher in conjunction with the Case Manager provides guidance and direction to the Learning Support Officer who assists in implementing these programs.

## Essential Duties and Responsibilities

*Typical duties performed may include, but are not limited to:*

- Assist student learning, either individually or in groups, where some discretion and judgement are involved in evaluating and assessing (under the supervision of an academic staff member/s) the learning needs of students;
- Assisting teachers in classroom supervision, instruction and behaviour management strategies;
- Under direct and/or routine supervision, perform tasks of limited complexity, associated with classroom learning experiences, such as assisting teachers in implementing, and supervising learning programs;
- Providing timely and appropriate feedback to teachers about student performance and progress related to the students' PLP;
- Ensuring that students are prepared for lessons;
- Providing support for note taking and research tasks;
- Assisting students in their assignment and homework organisation. This may occur in a one on one or group withdrawal situation and require prioritising and planning for completion of work with the student;
- Reading or paraphrasing materials provided by the teacher to ensure students have an understanding of task requirements;
- Assisting the teacher by photocopying, laminating, typing and otherwise preparing special lesson materials as directed by the teacher;
- Sourcing appropriate materials for general support and PLP goal needs in collaboration with the classroom teacher and case manager;
- Ensuring that child protection and health / safety requirements are met;
- Participating in the implementation of the strategies identified in the PLP;
- Assisting in the provision of teacher devised Behaviour Management Plans and Procedures and monitoring their progress. Reducing students' stress and anxiety levels by appropriate word or action as part of our Restorative Practices model;
- Giving assistance to the teacher in implementing co-operative learning strategies e.g. working with groups and individuals in class;
- Supervising students at recess in designated area to encourage positive social interactions with others to ensure safety;
- Working with students in small group or individual using teacher-devised or teacher-selected programs in a withdrawal situation. This will require initiative in deciding the pace of work, according to the needs of the students, in particular sessions;
- Working with student in a one-to-one withdrawal situation on alternative or modified programs as devised by classroom teacher or Middle Leader – Student Diversity, adjusting content on an individual needs basis and/or within a study class;
- Accompanying students on school-based events, day camps, carnivals and excursions to encourage positive social interactions, ensure safety and reduce levels of anxiety and stress;



- Accompanying students on excursions outside the school as part of their life skills program.
- Accompanying students on work experience as mentors. This requires initiative in liaising with work providers and workplace employees re the students' needs at a particular time;
- Support students in relation to their physical needs where some discretion and judgement are involved which may involve assisting a student with their personal hygiene and care e.g. toileting needs;
- Assisting a student with their mobility needs, including lifting and transference;
- Attend school meetings, assemblies, sporting events, mass, community and faith days as required by the Principal.
- Working collaboratively in the Student Diversity Team to maximise student outcomes;
- Participating in ongoing in-service and training to ensure current knowledge and understanding of the needs of students who have learning difficulties and / or disabilities.
- Other duties as directed by the Principal and Middle Leader – Student Diversity.
- Maintain appropriate behaviours when engaging with children.

## Genuine Occupational Requirements

- Facilitate the prevention of child harm by recognising and responding appropriately
- Accountable and responsible for ensuring professional behaviour
- Ability to cope with own emotions and behaviour effectively
- Ability to comply with legislation and professional regulations to reduce the risk of harm to self and others
- Ability to maintain an appropriate level of confidentiality
- Ability to communicate in English both verbally and in writing to meet necessary standards with respect to clarity, accuracy and professionalism appropriate to the position
- Ability to locate appropriate and relevant information from multiple sources and convey, integrate and implement knowledge in practice
- Ability to prioritise workloads and manage multiple tasks with competing timelines
- Ability to accept responsibility for own work
- Intermediate to advanced skills in Microsoft applications necessary to demonstrate the required range of skills and tasks
- Competent use of digital technologies necessary to demonstrate the required range of skills and tasks

### Physical requirements of the position:

- Work is normally performed in a typical interior office and/or classroom environment
- Work can be performed in an outdoors environment and may involve frequent exposure to elements such as weather (sun/wind/rain), dust, dirt, fumes and/or loud noises
- Manoeuvring within the office/school environment appropriate to the position
- Frequent use of telecommunication and electronic equipment
- Work environment may involve exposure to potentially dangerous materials and situations that requires following safety precautions and may involve the use of protective equipment
- Work environment may involve the use of tools, machinery and other equipment that requires following safety precautions and may involve the use of protective equipment



## **Mandatory Qualifications And Requirements**

- Unless an exemption applies all staff are required to hold a current Working With Children Blue Card or be eligible to apply
- Current drivers licence
- A strong demonstrated commitment to the objectives, vision, and ethos of Catholic Education
- Promote child safety at all times

## **Related Documents**

- Statement of Principles for Employment in Catholic Education
- Code of Conduct for Employees of Catholic Education
- Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland

## **Additional Information**

The incumbent will need:

- The appointee to this position will be required to complete a period of 6 months' probation, in accordance with The Fair Work Act 2009.
- An in-depth understanding of and commitment to the mission and objectives of Catholic Education in the Diocese of Cairns
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.

