



St John's Regional College is a Catholic Co-Education College of 700 students, with a proud Lasallian and Presentation Heritage.

St Johns Regional College is committed to Child Safety and Wellbeing. All employees are required to have a sound knowledge of Child Safety Standards, Policies and Procedures and adhere to the Child Safety Code of Conduct.

Position Objectives

The role of the Learning Diversity team at St John's Regional College is to provide an inclusive education, enhancing educational opportunities for all students. The full inclusion of students with disability has a positive impact upon the learning and teaching environment for all. The Response to Intervention (RtI) model informs the structure of the Learning Diversity team and the educational programs offered to students with disability in accordance with the Disability Standards for Education (2005).

Purpose of the Role

To work with the Learning Diversity Leaders and Subject Teachers to support the learning of students in Years 7 to 12, across all Learning Areas in order to;

- Maximise all students' participation within the curriculum
- Support students whilst encouraging independence and social inclusion
- Assist subject teachers in providing an inclusive education for all students

Key Responsibility Areas and Duties

Responsible to:

The Learning Support Officer is an Education Support Employee appointment responsible to the Learning Diversity Leaders and Business Manager.

Learning Support Officer collaborates with:

The Learning Support Officer is guided by the College Learning Diversity Leaders. This role also involves collaboration with Classroom Teachers, Literacy & Numeracy Support Teachers, House Coordinators, Homeroom Teachers and other relevant College personnel regarding the most effective ways of supporting students' learning.

Responsibilities of a Learning Support Officer

Personal and professional conduct:

- Demonstrate a commitment to the ethos, policies and practices of St John's Regional College
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Have regard for the need to safeguard students' well-being by following relevant statutory guidance (e.g Disability Standards for Education, 2005, Child Safe Policy) along with school policies and practice
- Uphold values consistent with those required from teachers by respecting individual differences and diversity
- Be committed to improving practice through self-evaluation and awareness
- Attend General Staff Meetings (GSM's) and Learning Diversity Team Meetings, taking minutes when required
- Attend Program Support Group Meetings (PSGs) as needed



- Attend relevant Professional Learning consistent with ARM and Annual Goals (including Education Support Employee Professional Learning under the direction of the Business Manager) and provide feedback to Learning Diversity team where appropriate
- Attend College events as required

Knowledge, understanding & skills:

- Share responsibility for ensuring that knowledge and understanding is relevant and up to date by reflecting on practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the Learning Support Officer role, with support from the College
- Demonstrate expertise and skills in understanding the needs of students and know how to contribute effectively to the adaptation and delivery of support to meet individual needs
- Demonstrate a level of knowledge relevant to the role and apply this effectively in supporting teachers and students
- Understand roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role
- Assist with administrative duties associated with regular school activities as required
- Assist with the collection, preparation and distribution of learning materials when instructed to do so
- Keep records of support provided to students and record on SEQTA as NCCD evidence
- Attend to students' personal needs including toileting, hygiene, dressing and eating, as appropriate (in-house training required)
- Physically assist students in activities (may involve lifting, where mobility is an issue) (in-house training required)
- Assist with break-time supervision when needed
- Assist teacher with student participation on excursions, incursions and camps as required
- Other general administrative duties as directed by the Learning Diversity Leaders.

Teaching and learning:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and/or disability
- Promote, support and facilitate inclusion by encouraging participation and independence for all students in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with College policy and procedures
- Communicate effectively and sensitively with students to adapt to their needs and support their learning under Teacher guidance
- Become familiar with course content through communication with teacher and accessing SEQTA
- Under the specific direction and supervision of a teacher, provide general assistance to teachers and students on a directed basis
- Assist teacher with student learning, independence and classroom activities in specified learning areas and tasks, either individually or in a group
- Implement planned learning activities as agreed with the teacher, adjusting activities according to students' needs, as guided by the Teacher
- Assist students to enable them to use IT to support learning (e.g augmentative communication, assistive technology, accessibility features on laptops & iPads, taking photos of notes on board)
- Assist students with organisation if needed (e.g use of organiser, tidying locker, filing of electronic and hard copies of notes)
- Scribe or clarify for students in tests and examinations
- Attendance at after-hours school activities and events as directed by Learning Diversity Leaders



Working with others:

- Recognise and respect the role and contribution of other professionals, by liaising effectively and working in partnership with them
- Share knowledge to inform planning and decision making
- Work collaboratively with subject teachers and other colleagues, including visiting teachers

A Learning Support Officer may be required to complete some or a combination of the following tasks:

- Take minutes for Learning Diversity meetings and circulate minutes as required
- Assist with administrative duties associated with the creation, updating and dissemination of information as required
- Assist with administration and logistics relating to Special Provisions
- Assist with administrative duties relating to NCCD (evidence collection)
- Other general administrative duties as directed by the Learning Diversity Leaders

General Duties

- Attending College meetings, assemblies, community and liturgical celebrations and after-hours events.
- Contributing to a safe work environment and complying with all OH&S policies and procedures.
- In addition to your daily duties you may be required to undertake other duties commensurate with your skills and experience that are assigned to you by members of the College Leadership Team from time to time.

Key Selection Criteria and Qualifications

Essential:

- An understanding of, and support for, the Catholic Ethos of the College and the holistic Catholic education of young people
- Effective time management, administration and communication skills
- A proven capacity to work collaboratively, sustain professional relationships and build an effective team culture
- The ability to build the capacity of staff and students
- Commitment to personal professional learning and the development of team based practices
- A commitment to contribute to a culture of school improvement
- Well-developed IT knowledge and skills including a knowledge of, and experience in, the application of digital technologies in the area of inclusive education
- Experience in an inclusive education setting
- Certificate III or IV in Education Support (or other relevant equivalent qualification)

Desirable

- Previous experience working in an EAL/Refugee setting