



## Position Description

**Title:** Learning Support Officer  
**Reports to:** Principal through Curriculum Leader: Learning Enhancement  
**Date:** January 2019

Genazzano FCJ College is a high performing Catholic day and boarding school beginning with the Early Learning Centre (co-educational 3 and 4-year-old kindergarten) and girls only education from Preparatory to Year 12.

Reflecting the ideals and values of FCJ education, Genazzano FCJ College aims to promote the spiritual, moral and academic formation of its students. The Vision and Mission Statement describes the Genazzano graduate as a young woman with a passion for life, a love of learning and the courage and confidence to serve others. It also identifies an excellent academic program, a quality religious education program, an intensive co-curriculum and an active engagement with issues of social justice as the means by which this vision can be achieved.

### EXPECTATIONS OF STAFF IN A CHILD SAFE SCHOOL

Genazzano FCJ College is committed to creating and maintaining a child safe environment in which all students, including Aboriginal children and students with a disability, feel safe and are safe. Our College actively promotes the safety and wellbeing of all students and all staff members are committed to protecting students from abuse or harm in the College environment, in accordance with their legal obligations including child safe standards. A condition of employment is that staff are deemed to be persons suitable to work with children. Genazzano FCJ College has a *Child Safe Policy and a Child Safety Code of Conduct*. All staff members of the school are subject to and expected to comply with the *Child Safe Policy* and the *Child Safety Code of Conduct*.

### NATURE OF THE ROLE

The primary role of a Learning Support Officer is to support the integration of specific student(s) by direct support, or assisting the teacher in the overall integration process.

### KEY RESPONSIBILITIES

- Work with the guidance of the Learning Enhancement Team Leader and other necessary teachers
- Support the allocated integration students in accordance with their needs and the College protocols
- Attendance at meetings to review a student's program
- Implement activities that will support the individual needs of the students
- Give feedback to the appropriate staff members
- Provide administrative support and any other duties as directed by the principal

**General Duties:**

- To support teachers in the delivery of educational programs to students with disabilities and impairments and ensure that these students have access to and participate safely in school activities
- To make themselves and the students they are assisting, a part of the whole class setting, rather than an isolated unit within the classroom
- To be aware of the teacher's expectations of the students in the class and to support teachers in the modification of student's programs
- To respond to all students in the classroom in a warm and encouraging manner
- To work co-operatively with parents, teachers, students and members of the Learning Enhancement Team
- To actively participate in activities, assisting, intervening and encouraging students where appropriate

**Specific Duties:**

- To develop an understanding of the specific needs and special programs operating for a student
- To provide feedback to the class teacher and the Learning Enhancement staff about how the student is coping with activities, their general learning behaviour and any other observations
- To reinforce the teacher's instructions and keep the student on task
- To assist the Learning Enhancement team in helping the student develop social interaction with their peers and at all times work to promote the self esteem of the student
- To prepare aids/worksheets and materials as requested by the teacher
- To offer individual support to enable the student to develop specific skills
- To supervise an integration student in the playground if deemed necessary and observe safety and social interaction
- To accompany the student on excursions and other designated external activities
- To attend PSGs as required and to assist with communication between parents, teachers and other staff
- To attend regular meetings to review a student's program

**Duties may also include:**

- **Mobility** – assistance, where necessary to classrooms, playground, toilet, etc. If a student requires lifting or being seated in a specific way, training in lifting procedures should be obtained (usually from physiotherapists). Incorrect lifting can injure both the student and the aide.
- **Personal Hygiene** – assistance with toileting, washing, feeding, dressing. If aides are required to toilet and feed students (with minimal arm/hand movement), it is important that they receive instruction regarding procedures, to minimise the aide's risk of infection, and injury to the student.
- **Paramedical and Physical Education programs** – for example, assisting with physiotherapy activities and exercises. There should only be one under the supervision of trained staff.
- **Communication** – assistance in the classroom with communication. This may include note-taking, putting material onto audio cassettes or preparing special materials such as Compic cards.
- **Social Skills Development** – a student may require help in developing appropriate social skills in small or large group situations.
- **Classroom Skills Development** – assistance to enable the student to participate in specific classroom activities.

- **Intensive Supervision** – students with severe disabilities may require one-to-one attendant care to ensure their own and/or other student's safety in such activities as school camps, excursions or technology classes.

**Please Note:**

- The class teacher is legally responsible for all students in class, including the integration student.
- The class teacher and Learning Enhancement staff are responsible for developing programs deemed necessary for the student; the Assistant facilitates the implementation of these.
- Final responsibility for the student's behaviour and progress rests with the class teacher, not the Learning Assistant.
- Refer all teacher or parent queries to the Learning Enhancement Team Leader.
- Confidentiality is crucial. Details of a child's special needs or program must not be discussed publicly.

**Skills and Experience Required:**

- The Learning Support Officer will hold a:
  - Integration Aide Certificate of Education or tertiary qualifications in a related field such as Education, Psychology, Mathematics or Science, and/or relevant work experience
  - Level 2 First Aid Certificate
- An understanding of child development
- Well developed interpersonal and relationship building skills
- Discretion and an ability to maintain confidentiality
- Foundation level analytical and report writing skills

**Selection requirements:**

- Experience in a secondary school setting would be preferred
- Ability to communicate effectively with a wide range of individuals including parents, teachers, consulting professionals and children
- Ability to work as part of a team
- Ability to show initiative and be flexible in a variety of situations
- Ability to assist small groups of students under the direction of a teacher
- Ability to assist students with severe disabilities, e.g. scribing, lifting, toileting, etc.
- Experience with children with behaviour management needs would be an advantage
- Computer literacy would be preferred
- Knowledge and understanding of the teaching of literacy to children in primary years.

**ACCOUNTABILITY & EXTENT OF AUTHORITY**

- The Learning Support Officer is accountable to the Principal through the Curriculum Leader: Learning Enhancement
- For implementation of Child Safe Standards, this position is accountable to the Deputy Principal – Child Safe Officer.

**Conditions of Employment:**

- Employed in accordance with terms and conditions of Victorian Catholic Schools Multi-Enterprise Agreement 2013
- The incumbent will require a Working with Children Check and National Police Record Certificate