



## POSITION DESCRIPTION

<b>POSITION:</b>	Educational Support Assistant
<b>KEY RELATIONSHIPS:</b>	This position reports to the Head of Learning Diversity (Secondary School). All positions at the School ultimately report to the Principal.
<b>POSITION STATUS:</b>	Part-time, Fixed-term role (term time position)
<b>PRIMARY FOCUS:</b>	The Educational Support Assistant will be responsible for providing support to teachers and students through the provision of instructional support and social skills support as required, to assist in the inclusion of targeted students.
<b>DOCUMENT DATE:</b>	May 2025

### CAMBERWELL GIRLS GRAMMAR SCHOOL – A Community Dedicated to Learning, Action and Service

#### ***Our Vision***

A leader and innovator in education, dedicated to fostering a passion for learning and building a more just and sustainable world.

#### ***Our Mission***

A Christian school in the Anglican tradition, inspiring students in their love of learning and nurturing compassionate leaders with global mindsets.

#### ***Our Values***

We welcome students of all faiths and cultures, educating them to see wisdom through intellectual inquiry, service learning and spiritual growth, honouring the values of integrity, commitment, respect, hope and courage.

#### ***Our Key Areas of Focus***

- Learning Designed for All
- Our Community
- Our Expert Workforce

#### ***Our Motto***

'Utilis in Ministerium' (Useful in Service)

### COMMITMENT TO CHILD SAFETY

Camberwell Girls Grammar School (CGGS) is a child safe organisation which welcomes all children, young people, their families and their participation. We are committed to providing culturally inclusive environments where all our students are safe and feel safe and have confidence their voice is heard. We promote positive interactions between students and adults, and between students and their peers based on mutual trust and respect.

Child safety is a shared responsibility. Everyone engaged or employed by CGGS has a role to play in promoting child safety. All are aware of their responsibility to promptly raise issues or concerns about a child's safety or wellbeing. We have zero tolerance for child abuse and we take proactive steps to identify children who may be at risk or experiencing vulnerability to mitigate harm or distress.

#### **Secondary School / Administration**

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Particular attention is given to the safety needs of Aboriginal or Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, students with disabilities, international students, those unable to live at home and children and young people who identify as LGBTQIA+.

We regularly seek input from students, parents, carers, staff and volunteers in our child safe practices and communicate our policies and ongoing strategies following each systematic review

### STAFF OBLIGATION TO CHILD SAFETY

All staff at Camberwell Girls Grammar School (CGGS) take an active role, and are well informed of their obligations, in relation to Child Safety Ministerial Order No 1359 – “Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises”. The CGGS Child Safety Commitment is incorporated into the school’s employment cycle from recruitment and reference checking to induction, probationary and 12 monthly performance reviews and regular Professional Learning. Employment at CGGS is subject to school policies including the Child Safety and Wellbeing Policy, Community Code of Conduct (includes Child Safety), Child Safety Mandatory Response and Reporting Policy being read, understood and adhered to.

### CHILD SAFETY EXPECTATIONS FOR STAFF

All staff at CGGS must ensure that their students have a child safe learning environment at all times. Every interaction that a staff member has with a student must be conducted with child safe standards in mind and with an understanding of the CGGS child safe policies and procedures. This relates to all student interactions onsite, offsite or online, and in all programs including excursions, events, camps and parent involvement activities.

### THE ROLE

The Learning Diversity Department assists students in a variety of ways by seeking to develop their academic, social and emotional potential in order to achieve their individual goals. This includes students who need to consolidate their literacy and numeracy skills and students with English as a second language as required.

Learning Diversity staff work closely with the Classroom Teacher on all matters related to student learning needs.

### KEY INTERNAL CONNECTIONS

#### Reporting directly to

- Head of Learning Diversity (Senior School)

#### Associated Relationships

- Deputy Principal
- Head of Senior School
- Head of Middle School
- Secondary School Teaching and Learning Diversity staff
- School Nurse

### KEY DUTIES AND RESPONSIBILITIES

#### 1. Learning Support

- Working with students and staff within the Response to Intervention Framework at Tier 1, 2 and 3 levels, which may include working within regular classrooms, small withdrawal groups or with individual students on intensive programs
- Providing support to teachers and students through the provision of instructional support and social skills support as required to assist with the inclusion of students with individual learning needs
- Providing one-to-one assistance or small group support to help students become successful and independent in their learning
- Working as a collaborative member of a flexible team, sharing in the various duties which support student learning
- Supervising and supporting students who have Individual Learning Plans/Individual Education Plans
- Sourcing and developing necessary educational materials under the guidance of the Head of Learning Diversity or classroom teachers



- Observing students and providing relevant feedback to contribute to individual student records and learning plans
- Maintaining firm and nurturing procedures which promote successful student behaviour management and the development of self-discipline
- Following department protocols for sharing of information, record keeping and communication with staff, students and families

## 2. Other duties as appropriate to the position

- Supervising and supporting individual students as required, possibly including recess and lunchtimes, assemblies and excursions and in-school events
- Attend staff meetings as scheduled each term
- Participate in the annual School review process in order to continuously improve knowledge and practice
- Participate in Professional Learning as required
- All other duties and responsibilities as set out in the CGGS Staff Handbook

## 3. Health & Safety

All staff are expected to:

- Adhere to and implement all safe work practices and procedures in accordance with the CGGS Occupational Health & Safety policy, Workplace Health & Safety policy and Manual Handling policy
- Work safely and report any hazards in accordance with school procedures
- Monitor and take full care of the health and safety of others within area of responsibility
- Participate when required in the resolution of safety issues

## KEY PERSONAL ATTRIBUTES

- Commitment to the philosophy of inclusive education.
- Commitment to promoting the independence of each student.
- Genuine interest in, respect for, children and their families.
- Ability to work with, and take directions from, other professionals.
- Commitment to the promotion of continuous improvement and a positive and supportive School culture.
- The ability to be discreet and maintain confidentiality, whilst cultivating credibility and honesty.
- The ability to be self-motivated, to work autonomously and be proactive.
- Attention to detail and commitment to achieving best practice.
- A warm and friendly disposition, with a tactful and diplomatic approach.
- High standard of personal presentation.
- High level communication skills, both written and verbal.
- Alignment with the School Values.

## KEY SKILLS & KNOWLEDGE

- Excellent literacy, numeracy and information technology skills
- Experience and confidence in dealing with difficult and sensitive issues
- Capacity to deliver programs with individual students and small groups of students independently and flexibly.
- Demonstrated experience in a similar role.

## QUALIFICATIONS

### **Essential Criteria:**

- Experience in supporting students with learning needs
- First Aid qualification (Level 2) and current CPR qualification
- Anaphylaxis Awareness qualification in line with Ministerial Order No. 706



- Current Working with Children Check
- Current National Criminal History Police Check

**Desirable Criteria:**

- Qualification/s of relevance such as Certificate in Education Support (or be studying towards relevant qualification)
- Experience with TASS, SEQTA

**PROFESSIONAL EXPECTATIONS**

- Demonstrate commitment to Ministerial Order No. 1359 – Implementing the Child Safe Standards, and CGGS Code of Conduct
- Be responsive and maintain respectful communications and collaborative relationships with the CGGS community
- Model exemplary ethical behaviour and exercise informed judgments in all professional dealings
- Meet expectations as set out in the CGGS Staff Handbook
- Adhere to and implement all safe work practices and procedures in accordance with the CGGS Occupational Health & Safety policy, Workplace Health & Safety policy and Manual Handling policy
- Work safely and report any hazards in accordance with school procedures
- Participate in OHS training as required

**WHY WORK AT CAMBERWELL GIRLS GRAMMAR SCHOOL?**

Camberwell Girls offers opportunities for every student to be the creator of high-quality work, in an environment focused firmly on the future. Through academic excellence, we pride ourselves on being innovative as well as providing the following benefits to all staff:

- Staff wellbeing focus and fun social activities
- Salaries and packages above Award-level
- Active Professional Learning & Development programs
- Paid Discretionary Leave
- Additional paid Personal/carer's Leave
- Employee Assistance Program available for all staff and their immediate household members

*N.B. This position description is not intended to represent the entirety of the position nor is it intended to be all-inclusive. CGGS reserves the right to modify this position description in consultation with the incumbent from time to time depending on the operational needs and requirements of the School.*

