

Student Learning Support Officer (SLSO)

Role Description

Position Summary

Position Title:	Student Learning Support Officer
Reports To:	Director of Learning Enrichment
Position Summary:	The Student Learning Support Officer (SLSO) plays a vital role in supporting the learning and wellbeing of students with diverse needs within a Christian school environment. Working under the direction of classroom teachers, Learning Enrichment Leaders and the Director of Learning Enrichment, the SLSO assists in implementing Individual Education Plans (IEPs), delivering targeted learning interventions, and facilitating small-group or one-on-one instruction. Through collaboration with teachers, students, and families, the SLSO promotes engagement, independence, and inclusion, helping each child to reach their God-given potential. Guided by WCCS Christian values, the SLSO models compassion, patience, and respect, contributing to a supportive and Christ-centred learning community.
Latest Revision:	November 2025
Key Relationships:	Director of Learning Enrichment Teachers

Key Accountabilities

Application of Christian Faith	• Lead staff Bible-based devotions according to the established roster. • Apply Bible-based decision-making that aligns with the school's Christian ethos, promoting a Christ-centered approach in all professional and ethical responsibilities. • Actively support the school's Christian Mission, Vision, and Values through professional practice, communication, and relationships. • Serve as a positive Christian role model in speech, behaviour, and lifestyle, reflecting the teachings of Jesus Christ.	Success Measures Decisions and actions aligned with Christian ethos.
Assisting Student Learning and Participation at School	• Support Individual Learning Needs: Identify and respond to students' learning difficulties in consultation with teachers, Learning Enrichment Leaders and Director of Learning Enrichment, providing targeted 1:1 or small-group assistance as required. • Collaborate with Teaching Staff: Work closely with classroom teachers and the inclusive education team to deliver adjusted curriculum activities and monitor student progress. • Promote Student Independence and Engagement: Encourage responsibility for learning, foster social interaction, and assist students in developing personal organisation and self-management skills. • Contribute to School Activities and Communication: Participate in team meetings, excursions, and learning programs, providing feedback on student progress and engagement to relevant staff.	Students demonstrate improved engagement and progress in identified focus areas, reflected in classwork and teacher feedback. Adjustments and supports are implemented consistently, with positive feedback from teachers and inclusive education staff. Students show increased confidence, independence, and participation in classroom and school activities. Regular, constructive communication with staff contributes to cohesive support and improved student outcomes.
Assisting with the Implementation of Student Individual	• Support IEP Goals: Work with students under teacher direction to implement learning goals identified in their Individual Education Plans.	Learning goals are achieved or progressed according to IEP timelines and teacher assessments.

Education Plans (IEPs)	• Facilitate Targeted Interventions: Deliver structured programs and interventions (e.g. Spelling Mastery, MacLit/MiniLit, Corrective Reading, Intensive Math Support) to enhance student learning outcomes. • Collaborate with Staff: Partner with teachers and the inclusive education team to ensure consistent and effective implementation of IEP strategies. • Monitor and Report Progress: Observe, record, and communicate student progress toward IEP goals to assist in ongoing planning and review.	Students demonstrate measurable improvement in literacy and numeracy benchmarks or skill attainment. Collaboration results in alignment between planned strategies and classroom practice, as reflected in reviews and feedback. Accurate, timely progress updates inform IEP reviews and adjustments, ensuring responsive support.
Facilitating Small Group Learning	• Lead Targeted Groups: Conduct small-group learning sessions designed by teachers to reinforce specific literacy, numeracy, or social skills. • Adapt Learning Activities: Modify lessons and activities to meet the varied needs of students under the teacher's guidance. • Collaborate with the Learning Enrichment Team: Work alongside team members to coordinate and deliver focused support programs. • Encourage Engagement and Growth: Foster participation, confidence, and skill development within small-group settings.	Group participants show improvement in targeted skills, as evidenced by assessments or teacher observation. Students successfully complete adapted tasks and demonstrate greater access to curriculum outcomes. Team collaboration leads to cohesive delivery and documented student progress in identified programs. Students display increased confidence, cooperation, and skill retention in group activities.
Professional Learning	• Engage in Ongoing Training: Participate in relevant professional learning opportunities to build skills in literacy, numeracy, comprehension, behaviour management, and inclusive education.	Professional learning attendance and application contribute to enhanced support strategies and student outcomes.

	• Apply Learning to Practice: Implement new strategies and techniques gained through professional development to support student learning effectively. • Maintain Current Knowledge: Stay informed about best practices and resources in student support.	New approaches are visible in practice and positively influence student engagement and progress. Knowledge is shared and applied within the team, demonstrating alignment with WCCS Christian ethos and current educational standards.
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Organisation Chart

Director of Learning Enrichment
SLSO
No direct reports

Selection Criteria

Essentials

- Have an active Christian faith with regular involvement in a local church, and a commitment to the mission, vision, and values of WCCS, including the Statement of Faith.
- Hold a Certificate III in Education Support (or be actively working towards this qualification) or currently completing a teaching degree or qualified teacher.
- Hold a Working With Children Check (or be willing to obtain).
- Display high-level written and verbal communication skills.
- Demonstrate ability to work as part of a team.

Desirables

- Previous experience working as an SLSO in a Christian School

Signed by employee: _____

Date: _____