

Education Support Officer, Additional Needs

POSITION DESCRIPTION

POSITION: Education Support Officer, Additional Needs

ORGANISATIONAL UNIT: Learning Support

POSITION STATUS: Ongoing

CLASSIFICATION: TBC

POSITION OVERVIEW:

The Learning Support team is committed to supporting students who may require extra support due to a disability, cognitive issue, learning difficulty or any other reason that impacts their ability to access the curriculum. The Education Support Officer demonstrates the ethos that we are all working together toward supporting the students and prioritising student learning outcomes.

KEY DUTIES & TASKS

1. Overview

- Provide direct classroom and non-classroom support to students with additional learning needs and/or disabilities to enhance their participation and outcomes.
- **Assist with personal care tasks**, ensuring the student's dignity, comfort, and privacy are maintained at all times.
- **Perform safe manual handling and lifting procedures**, including the use of appropriate equipment, in accordance with health and safety guidelines and individual care plans
- Support teachers in delivering inclusive learning by implementing strategies outlined in Individual Support Plans (ISPs).
- Assist with adjustments, classroom organisation, and use of learning tools to meet the individual needs of students.
- Support the smooth operation of learning support programs by assisting with documentation, student observations, and progress tracking.
- Promote independence, dignity, and engagement for students by offering appropriate assistance in learning and school-based activities.
- Assist with the practical implementation of personalised learning strategies under the guidance of teaching staff or the Learning Support team.
- Work with staff to ensure students transitioning into the school are adequately supported and resourced.
- Provide respectful support to students with physical disabilities to ensure equitable access to learning environments, school routines, and social opportunities.
- Participate in scheduled Student Support Group (SSG) meetings to provide input based on daily student interactions.
- Support the implementation and monitoring of inclusive education policies and support programs for students with diverse needs.
- Assist in maintaining records and evidence for the Nationally Consistent Collection of Data (NCCD), in consultation with the Learning Support team.
- Maintain current knowledge of evidence-based support strategies and assistive technologies to assist students effectively.
- Collaborate with relevant staff to ensure all students feel safe, supported, and able to engage meaningfully in their education.



- Help collate, format, and proof Individual Support Plans under the direction of the Assistant Principal – Director of Learning Support.

2. Professional Development

- Actively participate in professional learning activities related to inclusive education, student support, and disability awareness.
- Attend training related to specific intervention strategies, assistive technologies, and support for students with neurodiverse profiles.
- Support the capacity-building of staff by sharing knowledge or strategies from PD sessions as appropriate.
- Engage in continuous improvement by seeking feedback and reflecting on practices that support student outcomes.

3. Student Wellbeing

- Support the emotional, behavioural, and social wellbeing of students in collaboration with classroom teachers and wellbeing staff.
- Observe and report changes in student wellbeing or engagement to the Learning Support team or Wellbeing Team as required.
- Attend relevant meetings with the Learning Support and Student Wellbeing teams to support specific students.
- Implement practical, inclusive strategies that promote the wellbeing and engagement of students with additional needs.
- Promote inclusive peer interactions and a positive classroom climate for students with disabilities or learning differences.
- Maintain an awareness of physical and social barriers in the learning environment and assist in reducing them where possible.

1. Child Safety

- Be familiar with and comply with the School's Child Safe Code of Conduct, PROTECT Four Critical Actions for Schools: Responding to incidents, disclosures, and suspicions of child abuse, and any other policies or procedures relating to child safety.
- Assist in the provision of a child-safe environment for all students.
- Demonstrate duty of care to all students in relation to their physical, emotional, and mental wellbeing.
- Complete all School assigned learning by the required due date.

2. Managing Self & Professional Skills

- Manage own behaviour in accordance with the Staff Code of Conduct.
- Adhere to and comply with Child Safe Standards regulations and Child Safe Code of Conduct.
- Adhere to and cooperate with all OHS policies and procedures and relevant legislation.
- Comply with legal, regulatory, ethical, environmental and social responsibilities and requirements.
- Manage own development and professional learning relative to this position.

3. Working with People

- Contribute as a proactive and effective member of a vibrant professional services team, whose activities integrate and promote the organisation's values.
- Participate in meetings in an active and constructive manner.

4. Other duties

- The incumbent can expect to be allocated duties, not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification.

ORGANISATIONAL RELATIONSHIPS

Reporting directly to: Assistant Principal, Director of Learning Support. This position also reports to the Heads of School/ Heads of Campus.



Direct reports to this position: n/a

Internal Relationships: Principal, Senior Deputy Principals, Deputy Principals, Assistant Principals, Heads of School, Heads of Year, teaching staff and all other employees within the organisation.

External Relationships: Students, parents and other external stakeholders.

ACCOUNTABILITY AND EXTENT OF AUTHORITY

This position has a broad range of authority relative to the position, to achieve the position objectives. The incumbent is expected to:

- Seek approval from the Assistant Principal, Director of Learning Support to undertake tasks outside the position description.
- Guidance is provided through broad policy direction or legislative requirements established through the vision and direction of the School Board.
- The incumbent has the authority to perform tasks within the limits of documented operational policies and procedures.
- The incumbent has the authority to make independent and appropriate decisions as they relate to this position description in alignment with principles underpinning School values and strategic objectives; and
- The incumbent can use judgment to determine which issues should be referred to other senior staff, including the Principal.

KEY SELECTION CRITERIA

Qualifications/Licences

- Certificate III or IV in Education Support (or equivalent) – mandatory.
- Current Working with Children Check – mandatory.
- First Aid, Anaphylaxis and CPR certification – desirable.
- Relevant training in areas such as autism spectrum disorders, learning difficulties, trauma-informed practice, or positive behaviour support - desirable.
- Additional qualifications in disability support, allied health assistance, or inclusive education - desirable.

Demonstrated Experience and Skills

- Experience working in a school or educational setting, providing support to students with disabilities, learning difficulties or additional needs.
- Sound understanding of inclusive education practices and the role of an ESO in supporting individual learning outcomes.
- Ability to follow and implement teacher-directed strategies and Individual Support Plans (ISPs) effectively.
- Strong interpersonal and communication skills to work collaboratively with teachers, allied health professionals, families, and students.
- Proven ability to manage time effectively, multitask, and adapt to a dynamic school environment.
- Demonstrated sensitivity to and respect for individual student needs, including physical, emotional, and behavioural considerations.
- Experience supporting students in both academic and social contexts, including playgrounds, excursions, and group learning settings.
- Familiarity with documentation, data entry, and basic record-keeping to support student learning and progress (e.g. observation notes).
- Commitment to professional development and ongoing learning relevant to the ESO role.

AUTHORISATION

PRINCIPAL APPROVAL

Debra Ogston, Principal

Date: _____



STAFF AUTHORISATION

I have read and agree to abide by the requirements of this position description.

Staff Name: _____

Signature: _____ Date: _____