

Learning Support Officer

Classification:	CEMEA 2022, Education Support Staff, Category B, Level 2
Employment Type:	Casual, Part-Time Ongoing / Fixed Term (Various)
Reports to:	Inclusive Practice Coordinator (POL)
Direct Reports:	N/A

Context

Sacred Heart College is a proud, dynamic, high performing school community with strong traditions, a rich history and a deep sense of community and welcome. Our Catholic Identity is best exemplified through a program of education that encourages students and staff to pursue the Mercy values of compassion, justice, respect, hospitality, service and courage. The Sacred Heart Way is identified through actions that uphold and advance Catherine McAuley's vision of the lived Gospel, which is at the heart of our community.



Strategy 2021 and Beyond articulates our vision of educating girls in the Mercy tradition to make a difference in our changing world. Key elements of the strategy focus on opportunities to reimagine learning that enables members of our school community to be creative, self-directed and critical thinkers, who are inspired to learn, whose natural inquisitiveness is nurtured and who strive for excellence.

The Learning Support Officer operates as part of a team to empower and enable all students to flourish in an inclusive, engaging and mutually respectful environment. The College's approach to inclusion and diversity is informed by the Universal Design for Learning Principles which offer a framework for curriculum development that provides all students with equal opportunity to learn. The framework provides a blueprint for creating challenging instructional goals, methods, materials and assessments that accurately assesses learner progress (Rose and Meyer 2011).



Primary Purpose and Key Priorities

The Learning Support Officer (LSO) will provide direct or indirect support to students to assist them in specific learning areas. LSO's will guide and support students through the teacher-designed adjustments regarding the process, product or content of student learning.

Key responsibilities include but are not limited to:

- Follow teacher direction to assist in the implementation, monitoring and evaluation of student learning including the collection of data for teacher analysis
- Partner with Teachers and Inclusive and Diversity staff to implement students' plans with specific strategies as identified in the Student's Learner Profile
- Actively review, follow and keep up to date on student data, learner profiles, support plans and other Inclusion and Diversity documentation and policies
- Support students to enable them to use specialised augmentative communication and adaptive technology to enhance student access to the curriculum
- Assist teaching staff to provide inclusive classrooms to enable all students to access their learning
- Attend required incursions and excursions to further support students learning and inclusion
- Ensure confidentiality and privacy to maintain the dignity of the person at all times
- Provide fair access to education for students with a disability by uploading guidelines outlined in relevant regulatory bodies and government acts

Other accountabilities and duties

In addition to the primary purpose and key priorities, the Learning Support Officer will:

- Undertake other reasonable duties as directed
- Document and maintain procedures relevant to the position
- Comply with the standards of a Child Safe organisation
- Maintain and contribute to individual and collective responsibility for Health and Safety at the College
- Undertake relevant professional and technical development
- The Learning Support Officer will have responsibility for ensuring administrative tasks, protocols and procedures relevant to the role are undertaken.

Key Relationships

Key relationships include:

- Inclusion and Diversity POL's
- Inclusion and Diversity Team Network



- Teaching Staff

Experience, Skills and Qualifications

Essential:

- Sound capability to build trusted relationships with young people
- An awareness and understanding of the challenges students may encounter in their education
- Exceptional interpersonal and communication skills, including the ability to build strong relationships with stakeholders
- Experience in managing highly confidential and sensitive information/data
- Ability to demonstrate clever and creative approaches to support students in their learning
- Demonstrated ability to work collaboratively with key stakeholders to enhance outcomes for young people
- An awareness and understanding of the challenges students may encounter in their education
- Commitment to work within and positively advance the College's Mission and Mercy values
- Understanding and/or appreciation of the principles of a Catholic community organisation

Desirable:

- Experience working with young people requiring support
- Relevant qualification, or involvement in relevant networks

This position requires a current Police Check, Working with Children Check and drivers' licence.

Child Safety

The Learning Support Officer will be committed to the College's child-safe policy, comply with the Safeguarding Children and Young People Code of Conduct, Mercy Education Limited Code of Conduct and all other policies and procedures relating to child safety. They will demonstrate a duty of care to students in relation to their wellness for learning, and will proactively support a child safe environment.

Acknowledgment

A holder of this position does so acknowledging:

- they have read and understood the general requirements of the position;



- they are suitably qualified and capable to undertake the responsibilities within;
- this position description serves to describe the position as accurately as possible but does not constitute a full statement of duties; and
- that other reasonable duties may also be allocated.

GENERAL WORK DESCRIPTION - EDUCATION SUPPORT SERVICES, LEVEL 2 (CEMEA)

Competency	<p>i. Competency at this level involves the application of knowledge with depth in some areas and a broad range of skills. There is generally a variety of tasks, roles and contexts. There is some complexity in the range and choice of actions required. Some tasks may require limited creative, planning or design functions.</p>
Judgement, Independence and Problem-Solving	<p>i. Roles at this level will require employees to exercise judgment to identify, select and apply the most appropriate available guidelines and procedures, interpret precedents and adapt standard methods or practices to respond to variations.</p> <p>ii. Roles may require an employee to:</p> <ul style="list-style-type: none"> • Apply diagnostic skills, theoretical knowledge and techniques to a range of procedures and tasks; and/or • undertake tasks requiring expertise in a specialist area or a broad knowledge of a range of functions.
Direction	<p>i. Supervision is generally required to establish general objectives relative to specific tasks, to outline the desired end product and to identify potential resources for assistance.</p> <p>ii. Some positions will require routine supervision to general direction depending upon experience and the complexity of the tasks.</p>
Supervision	<p>i. Roles at this level may be required to:</p> <ul style="list-style-type: none"> • supervise students while performing their normal duties but may not be used instead of a teacher; • supervise other employees at the same or lower levels and work within the general work area.
Qualifications and Experience	<p>i. Level 2 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • completion of a trades certificate or Certificate III; • completion of Year 12 or a Certificate I or II, with relevant experience; or



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- an equivalent combination of relevant experience and/or education/training.
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