



POSITION:	Student Support Officer
AWARD / AGREEMENT:	Girton Grammar School Bendigo Enterprise Agreement 2022 Educational Services (General Staff) Award 2020
REPORTS TO:	Director of Inclusive Education, Head of Inclusive Education
EMPLOYMENT TYPE	Casual
SALARY:	Grade 1 Classification

PURPOSE OF POSITION

At Girton Grammar School, the Student Support Officer plays a vital role in fostering a safe, inclusive, and nurturing environment that supports the wellbeing, engagement, and academic success of all students. This position exists to provide proactive and responsive support to students across all year levels, working collaboratively with teaching staff, wellbeing teams, and families to ensure that each student feels valued, heard, and empowered to thrive.

The Student Support Officer plays a key role in supporting students' academic success by providing tailored assistance in one-on-one settings, small groups, and within classroom environments. This role is designed to help students overcome learning challenges, build confidence, and engage meaningfully with the curriculum. The Student Support Officer works collaboratively with teaching staff and the Learning Support team to implement strategies that promote academic growth and inclusion.

By aligning with Girton Grammar's commitment to high academic standards and holistic education, the Student Support Officer helps create a culture of achievement, resilience, and continuous improvement.

ABOUT GIRTON GRAMMAR SCHOOL

Girton Grammar School in Bendigo is a leading independent school catering for around 1,200 students from Preparatory to Year 12 in an enriching and supportive environment.

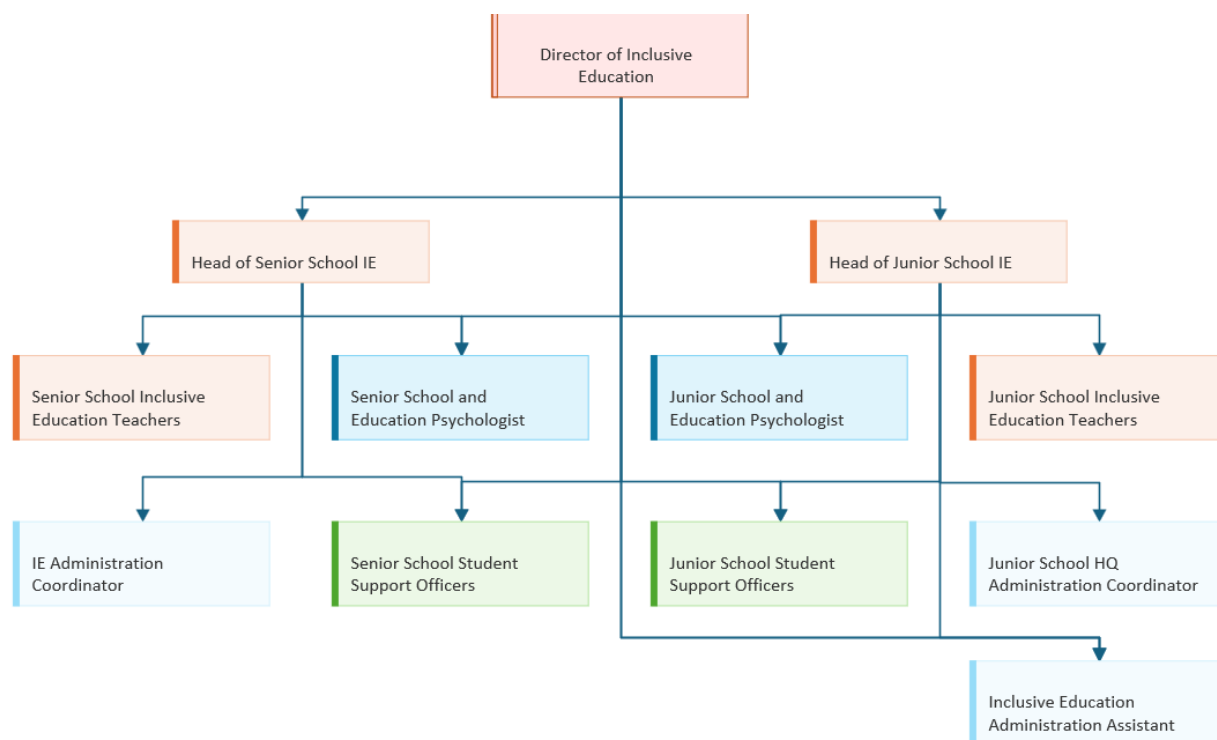
With a Junior School campus and separate Senior School campus minutes from the centre of town, this renowned School sits at the heart of the Bendigo community.

The School is proud of its culture of optimism and commitment in both students and staff, translating to personal growth and academic achievement that truly sets the School apart in Regional Victoria.

Our rich history and steadfast values have, over time, built a school culture where we equally value people, character and learning. The behaviour and attitude of our students and staff contributes to a learning environment where every child is known and their individuality is respected.



STRUCTURE OF THE INCLUSIVE EDUCATION DEPARTMENT



KEY DUTIES AND RESPONSIBILITIES

The successful candidate will be responsible for achieving the following outcomes:

Support Inclusive Classroom Practices

Work within classroom environments to help students access curriculum content, stay engaged in learning activities, and develop independent learning strategies, in collaboration with classroom teachers.

Provide Direct Academic Support

Support students under the direct instruction and guidance of teaching staff, delivering one-on-one and small group assistance to reinforce classroom learning and promote academic progress.

Implement Targeted Learning Programs

Assist in the delivery of planned educational programs, with a focus on improving literacy, numeracy, and communication skills for students identified as at risk or requiring additional support.

Monitor and Record Student Progress

Maintain accurate and timely records of each support session, including goals, strategies used, and observed progress.

Identify and Report Student Concerns

Observe and report any academic, behavioural, or wellbeing concerns to the designated line manager promptly, ensuring early intervention and appropriate follow-up.



Foster Professional Relationships

Build and maintain respectful, supportive, and professional relationships with students, staff, and families to create a positive and collaborative learning environment.

Maintain Confidentiality and Ethical Practice

Uphold the highest standards of confidentiality and professionalism in all interactions and documentation, in line with school policies and child safety standards.

Contribute to Continuous Improvement

Identify opportunities to enhance student support processes, resources, or practices and communicate suggestions to the line manager for consideration and implementation.

Engage in Professional Learning

Participate in relevant training and professional development to stay informed of best practices in academic support, inclusive education, and student wellbeing.

Communication and collaboration:

- Develop and maintain respectful and professional working relationships and open and regular communication with parents, colleagues and students as required in the role.
- Actively collaborate with the colleagues to develop and share resources and strategies.
- Attend and participate in school meetings, when required.

School Community Engagement:

- Contribute to the broader school life beyond the classroom through participation in school events, committees, and activities.
- Serve as a positive role model for students, demonstrating professionalism and ethical behaviour.

Professional development

Actively participate in and contribute to professional development activities and the Professional Development process to ensure expertise is Education Support.

Other duties

In addition to regular duties and responsibilities, Professional services staff may be required to undertake and participate in the following

1. Actively supervise students in rostered duties (yard duty, assemblies and other activities).
2. Participate in staff meetings, departmental meetings and other meetings, as scheduled.
3. Actively support the philosophy, directions, goals, policies and values of the School.

Duties scheduled outside of regular duties and responsibilities

- Attend as required Speech Night, information nights, open days and other designated significant School activities.
- Professional Services staff may be required to undertake other relevant and reasonable duties, as directed by their Head of Department or Principal.

From time to time, the Student Support Officer will be required to undertake other duties as requested by the Head of Inclusive Education or the Director of Inclusive Education.

KEY CONTACTS AND RELATIONSHIPS

The SSO is part of the inclusive Education Team and reports directly to the IE Admin Coordinator or Junior School Administration Coordinator for rostering purposes and indirectly to the Head of Junior/Senior School IE or the Director of IE for strategic, performance and development purposes. The role also works closely with the following position holders and external organisations:

- Director of Inclusive Education
- Head of Junior / Senior School Inclusive Education
- Classroom and specialist Teachers
- Inclusive Education Teachers
- Support and Administration Staff
- Wellbeing staff at 65 Wattle
- Inclusive Education Administration Assistant
- Junior School HQ Administration Coordinator

KEY SELECTION CRITERIA

1. **Demonstrated experience:** working with students in an educational setting, preferably in a support capacity. The successful candidate will have proven experience engaging with students in school environments. This includes working collaboratively with teaching staff to assist student learning, implementing support strategies, and fostering inclusive and positive learning experiences tailored to individual needs.
2. **Understanding of learning difficulties and strategies to support diverse learners:** Applicants should be familiar with inclusive education practices and be able to apply a range of strategies to support diverse learners.
3. **Interpersonal and Communication Skills:** Demonstrated ability to develop rapport, show respect, and communicate effectively with a diverse range of people, including students, families, colleagues, and external stakeholders.
4. **Organisational and Analytical Skills:** Well-developed organisational skills, with proven ability to coordinate multiple processes, manage competing priorities, and undertake tasks concurrently in a busy school environment along with strong analytical and problem-solving skills to evaluate challenges and identify opportunities for growth.
5. **ICT and Database Management:** High-level ICT skills, including proficiency in Microsoft Office and the ability to manage databases for accurate and timely data entry and reporting (knowledge of school-specific systems such as Synergetic is an advantage).
6. **Adaptability and Change Management:** Ability to adapt to and implement changes in processes and procedures as required, demonstrating flexibility in response to evolving school needs.
7. **Commitment to Student Wellbeing and Child Safety:** Demonstrated understanding of, and commitment to, student wellbeing and child safety, including appropriate behaviours when engaging with children from diverse backgrounds.
8. **Commitment to Professional Development:** Proven commitment to ongoing professional development and willingness to participate in training to maintain contemporary knowledge and skills relevant to the role.
9. **Personal Integrity and Embracing Diversity:** Demonstrates personal integrity, fairness, and an open-minded approach, embracing diversity and contributing positively to the school's culture.

QUALIFICATIONS AND EXPERIENCE

1. Previous experience within a school environment is highly desirable, but not essential.
2. Certificate III or V in Education support is highly desirable

PERSONAL COMPETENCIES AND ATTRIBUTES

Professional Services and non-teaching staff at Girton Grammar School empower, motivate, and support students, colleagues, and the wider school community to achieve or exceed performance expectations, playing a vital and influential role in shaping the positive experiences and development of all students and staff through their professional contributions and support. All staff are encouraged to investigate new ideas and adopt innovation and improvements relevant to their roles. Analytical and problem-solving skills are essential for evaluating challenges and identifying opportunities for both personal and organisational growth. Collaboration, relationship-building, and trust are central to our school's philosophy and approach. We value staff who are open-minded, demonstrate personal integrity and fairness, and embrace diversity

PROFESSIONAL DEVELOPMENT AND KNOWLEDGE EXPECTATIONS

All professional services and non-teaching staff at Girton Grammar School are required to maintain a range of contemporary knowledge. Girton Grammar School provides regular and scheduled training and information for all relevant staff in the following.

- First aid qualifications including Anaphylaxis Management and Emergency Asthma Management.
- A sound understanding of and commitment to the Child Safe Policy and Standards, and other mandatory reporting requirements as they apply to Victorian Schools.
- A sound knowledge of current OH&S legislation and guidelines as they apply to education, and a commitment to ensuring a safe working environment.
- All employees of Girton Grammar School are required to review, acknowledge and adhere to the Employee Code of Conduct.

MISSION AND VALUES

All staff must have an understanding of and commitment to working within the School's stated values in striving towards achievement of our mission. Further information regarding expectations of staff can be found in the Mission and Values document on Girton Grammar School's website.

STUDENT WELLBEING

Girton Grammar School's [Supporting Student Wellbeing document](#) outlines the role staff are expected to play in the care and nurturing of each student.

CHILD SAFETY

Girton Grammar School is committed to promoting child safety, children's wellbeing and protecting children from abuse. Ministerial Order 1359 requires the School to implement child safety standards and to accommodate and take the needs of all children into account when creating a child safe environment. All staff must comply with the School's child safety policies and related policies and procedures, uphold the overarching principles and values set out, and take all reasonable steps to promote the safety of children. All employees at Girton Grammar School are required to:

- Have a current Working with Children's Check or VIT registration.

- Complete all mandatory reporting training and education about Child safety.
- Adhere to the Schools Child Protection Policies and Procedures.
- Report suspected cases of child abuse in accordance with school policies.

OCCUPATIONAL HEALTH AND SAFETY (OHS)

Workplace health and safety is the responsibility of all staff. All staff are responsible and accountable for:

- Demonstrating a full awareness of work health and safety issues and School OHS instructions, policies and procedures including, but not limited to, any first aid or emergency procedures and ensuring compliance with these.
- Assuming allocated roles in the School's emergency response or occupational health and safety structures
- Taking reasonable care of their own health and safety and the health and safety of others who may be affected by their acts or omissions.
- Promoting a safe work environment by raising OHS issues in a timely, constructive and solution orientated manner with a Manager or the OHS Committee.
- Immediately reporting any Notifiable Incident or any identified health and safety matter via the appropriate channels.

STAFF WELLBEING

Employee wellbeing is central to the values, practices and life of Girton Grammar School. We care about our people and school community and understand wellbeing is essential to the educational outcomes of our students and culture of our School. We recognise and are fully committed to providing a safe and compassionate workplace and appropriate wellbeing support services and resources for all employees. All employees have access to an independent and confidential free Employee Assistance Programme and we provide a range of resources, policies, consultation and a staff representative committee that focus upon initiatives and practices that actively support employee wellbeing.

ADDITIONAL INFORMATION.

Appointment of successful applicants will be made subject to a satisfactory pre-employment check. A six-month probation employment period applies to all new employees at Girton Grammar School. Employment conditions are in accordance with the Girton Grammar School Bendigo Enterprise Agreement, 2022 (or its' successor). The School is committed to the principles of Equal Opportunity Employment, merit based selection, equity, diversity and procedural fairness in our recruitment.

Girton Grammar School reserves the right to modify position descriptions, as required. Relevant staff will be consulted, where this is required.

STAFF BENEFITS

Girton Grammar provides additional employment and professional benefits such as,

- Access to Professional Learning and Leadership Mentoring programs
- Opportunity to take on additional responsibilities for experience
- Active Staff Association
- Free and voluntary vaccinations
- Access to EAP counselling services.



REFERENCE DOCUMENTS

[Statement of Effective Student Learning](#)

[Supporting Student Wellbeing](#)

[Strategic Plan 2023 - 2028](#)

[Mission and Values document](#)

[Child Safety Policy](#)

[Child Safety Responding and Reporting Obligations](#)

[Child Safety Code of Conduct](#)

APPROVAL

Developed	September 2023
Reviewed	October 2025
Reviewed	