



FLINDERS

CHRISTIAN COMMUNITY COLLEGE

Hope & Purpose through Christian Education

Joshua Centre Classroom Aide

1. POSITION IDENTIFICATION

Title	Joshua Centre Classroom Aide	Level	Grade 3
Campus	Tyabb campus	Agreement/Award	Flinders General Staff Enterprise Bargaining Agreement. Educational Services (Schools) General Staff Award
Reporting To	Dean of Teaching and Learning Director – Joshua Centre Head of Campus - Tyabb	Date effective	Term 1, 2027
Last updated	September 2025	Position No.	PC19.4

2. INHERENT REQUIREMENT

Purpose

We bring hope and purpose to our community through Christian education.

Vision

To be a Transformative Christian Learning Community.

Values

We value:

- Love, Faith, Integrity, Humility, Grace, Excellence, Perseverance.

All staff at Flinders Christian Community College model and demonstrate the reality of the Gospel by the way they undertake their employment responsibilities and by the way they live. Every activity undertaken by the College must be characterised by love, mercy, forgiveness, reconciliation, humility and justice, all elements demonstrated by Christ's life, death and resurrection, which is the core of the Gospel.

Employees must agree with the College's:

- Purpose, Vision, Values, Philosophy of Christian Education;
- Statement of Identity;
- Statement of Faith;
- Nicene Creed and Apostles Creed.

The Employee shall have an in-depth knowledge of the ethos of the College (below) and the principles by which it operates, and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

Employees are expected to:

- Uphold the practical demonstration of Faith in Christ, and the College's underlying Christian beliefs, in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others inside and outside the College

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- Act responsibly to protect the safety and security of our students and other staff at all times
- Encourage positive behaviours and attitudes in students and others that demonstrate respect for all
- Perform duties in a responsible and professional manner, with due regard for the College's policies and other legal requirements and obligations
- Exert responsible stewardship of College resources
- Promote and protect the College's reputation in the wider community
- Act appropriately when a conflict arises between the individual's personal interest and their duty to the College.

Employees must support the College values and policies, and conduct themselves in a way which is consistent with this ethos. Specific expectations of employees are detailed in the College's Policy Handbook which is located on the Colleges' intranet.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a safe work environment for themselves, their co-workers, students and the college. This position description is subject to the Risk Management Strategy/Policy and OHS Policy. The employee must ensure that prescribed tasks are performed subject to established risk assessments and safe work practices. To that end the following are also requirements of this role:

- Report all hazards observed including any potentially unsafe work practices;
- Report all incidents of injury or near miss;
- Actively Participate in all professional development and training regarding Risk management and OHS;
- Cooperate with any reasonable request for action to ensure the safety of self and others and the mitigation of risk to the College.

5. CHILD SAFETY

Our College is committed to child safety. We have zero tolerance of child abuse. Our robust People and Culture practices are strictly adhered to ensure that all employees understand their obligations with respect to Child Protection and the College's commitment to keeping our children safe.

6. PURPOSE OF POSITION

The Joshua Centre Classroom Aide will assist and support the classroom teacher. They will help build an effective learning environment by working with teachers to support a differentiated curriculum that meets varying learning styles and provide individualised or small group instruction. The classroom teachers are responsible for the education, control and behaviour management of the students. The Classroom Aide will conduct data informed focus groups and evidence based academic interventions. This role will be guided by the Dean of Teaching and Learning, to build an effective learning environment by supporting classroom teachers implement differentiated learning and tracking of individual student growth. To meet the individual needs of all students, learning styles, strengths and interests will be utilised to provided targeted small group instruction.

7. WORKING RELATIONSHIPS

Reports to: Dean of Teaching and Learning, Joshua Centre Director
Casual staff to: Daily Organiser/s and Dean of Teaching and Learning

8. BRIEF SUMMARY OF ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITIES AND RESPONSIBILITIES	KEY PERFORMANCE INDICATORS
Educational Outcomes Collaborate with teachers to develop effective whole group practices, small group interventions, and individualised learning activities Support teachers in differentiating plans for students based on their personalised learning profiles, ensuring all students are engaged and challenged at their individual point of need Assist teachers with tracking data to determine the effectiveness of interventions Collaborate with teachers to promote an environment of critical thinking and academic rigor Student Learning Support Assist students on an individual or small group basis in specific learning areas, as directed by the classroom teacher. Assist with the communication between student/s and teachers, utilising evidence informed resources Provide ongoing feedback to teachers and Dean of Teaching and Learning regarding the progress of identified students Support the preparation and attend Student Support Group (SSG) meetings, demonstrating data informed professional communication	▪ Collaboration with the classroom teacher and Dean of Teaching and Learning, in an effective and timely manner ▪ Provide support to the teacher to ensure a safe and stimulating educational environment ▪ Assists the teacher in planning and preparation for daily activities ▪ Maintain anecdotal records on students for use in reviewing student's development ▪ Effective support of individual or small student groups as directed by classroom teacher and in accordance with Individual Learning Plan ▪ Deliver content and instruction to students with purpose, passion, and a willingness to equip to students to succeed ▪ Communication with parents, students and staff is effective and consistent with college processes, upholding values and culture. ▪ Plan, prepare, and develop various teaching resources for use in classroom, under the direction of the teacher
Assessment Student Assessment Support In consultation with the teacher and Dean of Teaching and Learning, assess students in key learning areas for numeracy and literacy as directed by the classroom teacher. Participate in the monitoring and evaluation of programs and evaluation of individual student involvement and achievement. Work with the Dean of Teaching and Learning to inform and implement rigorous, standards-driven ILPs. Maintain accurate and confidential notes.	▪ Assessments completed in an accurate and timely manner as directed by the classroom teacher and Dean of Teaching and Learning ▪ Monitoring and evaluation of programs and individual student involvement and achievement is accurate and timely as directed by the classroom teacher.

Student Welfare Personal care Assist with personal care requirements, meals, manual handling, and administration of medication to students requiring special care in accordance with their assessments and Individual Learning Plan. Supervision Assist with the supervision of students during recess and lunchtime in playgrounds, on excursions, in sporting activities and therapy activities.	▪ Personal care requirements are provided in accordance with assessments and Individual Learning Plan ▪ Preparedness to work with students with physical disabilities in class and assist with toileting when required, upholding child safety procedures and policies ▪ Effective supervision of students as required, in accordance with College policy, including yard supervisions ▪ Assists teachers in providing for the physical, social, cultural and emotional wellbeing and physical safety of students whilst at school ▪ Support students through interaction with them in a variety of settings and through the active development of supportive learning environments and effective behaviour management practices ▪ Ensure safety and wellbeing of all students whilst on playground duty
Employee Welfare Training and Professional Development Behavioural and Physical Demands ▪ Behavioural Challenges ▪ Physical Requirements	▪ Staff are required to participate in ongoing professional development opportunities in de-escalation, protective intervention training and professional development related to autism specific strategies to stay updated on best practices and emerging research. ▪ Staff are to be respectful and understanding of neurodivergent and specifically autistic learners. This includes understanding and supporting students who may display dysregulation, repetitive actions, sensory sensitivities, emotional regulation challenges, difficulties with communication and challenges with changes in routine. Staff are expected to engage with students with patience, empathy, and understanding, employing behaviour management strategies designed to foster a supportive and inclusive environment. De-escalation techniques, clear communication, and proactive interventions are essential in promoting a positive learning experience. ▪ Staff may need to assist students with physical activities, manage sensory needs, or intervene during behavioural episodes, which could

Support and Resources ▪ Access to Resources ▪ Mentorship and Peer Support Health and Safety ▪ Safety Protocols ▪ Incident Reporting Performance Evaluation ▪ Evaluation Criteria ▪ Continuous Feedback Reflective Practice	involve physical guidance, participating in physical activity, supporting students in navigating different environments or restraint in accordance with legal and ethical guidelines. ▪ Staff will have access to resources such as specialised teaching materials, sensory tools, and professional development on ASD and co-occurring disabilities. ▪ New staff members will be paired with experienced colleagues for mentorship, particularly in understanding the profile of an autistic learner. ▪ Staff must follow established safety protocols when working with autistic students, particularly when managing challenging behaviours or emergency situations. ▪ Any incidents involving injury, behavioural outbursts, or safety concerns must be promptly reported using the school's established procedures. ▪ Staff performance will be evaluated based on their ability to effectively support autistic learners, including implementing Individual Learning Plans (ILPs), managing behaviour, and collaborating with the educational team. ▪ Staff will receive continuous feedback and opportunities for improvement, with regular check-ins to discuss challenges and successes, along with completing annual reviews. ▪ Staff are expected to engage in ongoing reflective practice as part of their professional development and contribution to the centre's culture of continuous improvement. Reflective practice involves regularly evaluating one's own actions, strategies, and interactions with students to identify areas for growth, celebrate successes, and refine approaches to supporting autistic students.
Behavioural Expectations All staff are expected to maintain the following behaviours:	▪ Maintain your presence in the classroom during Teaching and Learning times ▪ Interaction with internal and external stakeholders via all forms of communication is

▶ Treat everyone equitably; act fairly with staff and demonstrate respect for diversity ▶ Be an effective team player who is cooperative and easily gains the trust and support of staff, peers and clients through collaboration ▶ Be accountable to a time-table	consistent with College processes, whilst upholding College values
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9. WORK RELATED REQUIREMENTS / SELECTION CRITERIA

Essential knowledge:

Successful completion of Certificate III Education Support or other relevant qualification.

Preferred knowledge:

Proven experience or understanding of the role of an Education Support Classroom Aide, the school setting and the ability to support and facilitate students learning through focus and intervention groups. Experience in working with students in both primary and secondary school will be an advantage.

Proven experience or understanding of autism, along with practical tools and evidence informed strategies to support autistic children, whilst maintaining inclusive and positive environment for all.

Skills

Communication:

Clearly convey information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand the message.

Evidenced by:

- Strong communication and interpersonal skills with the ability to modify your approach to accommodate various situations and the individual needs of students.
- Ability to be adaptable and flexible according to the changing needs of students.
- Ability to work across year levels in core subject areas.

Teamwork/collaboration

Developing and using collaborative relationships to facilitate the accomplishment of work goals.

Evidenced by:

- Demonstrated high level interpersonal skills and professional behaviour including the ability to be able to communicate appropriately and effectively with parents, students, colleagues and para-professionals
- Demonstrated ability to work as a member of a team within all levels of the College.

Building Trust

Interacting with others in a way that gives them confidence in one's intentions and those of the organisation.

Evidenced by a demonstrated ability to develop positive relationships with students through empathy, understanding and awareness of the individual needs of children with learning difficulties

Attributes

Living the vision and values:

Keeping the vision and values of Flinders Christian Community College at the forefront of decision-making and action.

10. POSITION DIMENSIONS	
NUMBER OF STAFF DIRECTLY REPORTING TO POSITION	N/A
EXTENT OF DELEGATED AUTHORITY	N/A
LOCATIONS	Joshua Centre, Tyabb campus
ALLOWANCES/SPECIAL CONDITIONS	N/A
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	Working with Children Check Right to work in Australia
OTHER IMPORTANT DIMENSIONS	N/A