



POSITION DESCRIPTION

Diverse Learning Teaching Assistant

Department / Team	Diverse Learning
Classification Level	NSW Catholic Independent Schools MEA (Support Staff Model B) Level 4a
Reports to	Academic Head of Diverse Learning
Functional relationship	Receives functional guidance from Academic Head of Diverse Learning Maintains close working relationship with Principal
Direct reports	Academic Head of Diverse Learning

1. Mission Statement

To inspire all students to aspire to greatness.

2. College Charism and Ethos

Oakhill College's charism and ethos is derived from the five core Lasallian principles to view all things with the eyes of faith, to be inclusive, respectful, pursue excellence, and to advocate for justice and service of the poor.

3. Role Purpose

The Teaching Assistant supports the educational, social, emotional, and pastoral development of students by working collaboratively with teachers and the Diverse Learning team to facilitate inclusive learning opportunities and student engagement. The role provides targeted assistance to individual students and small groups, through classroom support, intervention programs, resource preparation, and the effective use of learning technologies. The Teacher's Assistant contributes to a positive, supportive, and inclusive learning environment that enables all students to participate fully in College life and achieve their learning potential.

4. Role Accountability

The Teaching Assistant supports student learning and engagement, with a particular focus on Stage 4 Mathematics, by working collaboratively with teachers to implement strategies that enable students to access the curriculum and achieve their learning goals. As a key member of the Diverse Learning team, the Teaching Assistant provides targeted support to individual students and small groups, contributes to an inclusive learning environment, and assists in the delivery of intervention programs and classroom-based learning support.

The Teaching Assistant builds positive and professional relationships with students and staff, demonstrating empathy, patience and strong communications skills. The role requires regularly collaboration with classroom teachers, the Academic Head of Diverse Learning, pastoral staff and other College personnel to ensure coordinated and effective support for students' academic, social and wellbeing needs.

5. Role Responsibilities

- Provision of in-class support within a regular classroom in collaboration with the classroom teacher.
- Deliver learning support to individual and small groups of students with additional needs, as directed by the Academic Head of Diverse Learning or the classroom teacher.
- Assist students of support in practical activities and excursions.

- Support teachers in the classroom and with the development of appropriate learning resources.
- Provide pastoral support for individual students in consultation with the Pastoral Care team and relevant staff.
- Facilitate integration and effective use of Information and Communication Technology (ICT) to support student learning and engagement for students with additional needs.
- Undertake administrative tasks as directed by the Academic Head of Diverse Learning.
- Assist with the implementation of short-term targeted intervention programs for individuals and small groups.
- Deliver literacy intervention programs, including MultiLit; following completion of required training.
- Other duties as reasonably directed by head of Diverse Learning.

Other Duties

- Teaching Assistants are expected to undertake other duties as may reasonably be directed by the Principal, Deputy Principal, Assistant Principal Curriculum, Assistant Principal Pastoral Care or other delegated Directors and Middle Leaders, consistent with the responsibilities and professional expectations of the role.
- This Position Description outlines the key responsibilities and expectations of the role and may be amended from time to time to meet operational requirements. The College reserves the right to vary duties to respond to organisational needs and to ensure staff work collaboratively and provide support to team members during periods of high demand or absence.

6. Essential Criteria

- Demonstrated ability to build positive, supportive, and respectful relationships with students, particularly those with additional learning needs.
- Experience working with children or young people with disabilities, learning difficulties, or additional educational needs.
- Sound understanding of the learning, social, emotional, and behavioural needs of students requiring additional support.
- Strong interpersonal and communication skills, including the ability to work effectively with students, staff, and families.
- High level verbal and written communication skills.
- Demonstrated ability to work collaboratively as part of a team while also showing initiative and working independently when required.
- Effective organisational, time management, and prioritisation skills.
- Well-developed ICT skills and the ability to support the use of technology in learning.
- Demonstrated commitment to student wellbeing, inclusion, and pastoral care.
- High levels of patience, empathy, compassion, and professionalism.
- Ability to maintain confidentiality and exercise discretion in the handling of sensitive information.
- Flexibility, resilience, and the ability to adapt to changing student and operational needs.
- Demonstrated use of tact, judgement, and diplomacy in interactions with students, staff, and families.
- Willingness to participate in professional learning and develop new skills to support students with diverse learning needs.

7. Desirable Criteria

- Certificate III or IV in Education Support, Teacher Assistant Studies, Learning Support, or an equivalent qualification.
- Experience delivering evidence-based literacy intervention programs, such as MultiLit.
- Experience supporting students in secondary school settings, including Stage 4 Mathematics.
- Understanding of inclusive education practices and reasonable adjustments for students with disabilities.

8. Additional Requirements

All members of staff at Oakhill College are expected to:

- Adhere to the College Safeguarding Standards and Child Protection Policy.
- Hold a valid NSW Working with Children Check or be willing to apply.
- Undertake a Criminal Record Check.

- Model behaviour appropriate to a Catholic school and support the Catholic and Lasallian ethos of the College.
- Support the Senior Leadership Team to achieve the College's Mission, Vision, and Goals.
- Work collaboratively and contribute positively to team-building processes.
- Build positive professional relationships within the College community.
- Provide prompt, professional service and be helpful to visitors and community members.
- Attend staff meetings as required.
- Abide by all College policies and procedures, including privacy, confidentiality, and non-smoking requirements.
- Assist in developing effective communication links within the College community.
- Step into other administration roles when required and undertake duties outside the PD within capability.
- Undertake professional development and training when required.

9. Terms

- Permanent full-time position
- Required to work 192 days per academic year (call-back days vary).
- Ordinary hours of work: insert / start finish times (if required)
- Classified under NSW Catholic Independent Schools (Support Staff – Model B) MEA Agreement as School Support Staff 4a).