



Position Description: Education Support Teacher (Secondary)

Appointed by: Principal/CEO
Reports to: Head of Education Support
Employment Status: Part-time
Date created: October 2026

Position Framework

Maranatha Christian School is a non-denominational, co-educational Christian school providing education from Early Learning through to Year 12 across multiple campuses in Melbourne's south-east. The School partners with parents and churches to deliver high-quality, Christ-centred education that reinforces biblical values and equips students for lives of service to the Lord.

The School's purpose is grounded in its Mission, Vision and Educational Creed, which affirm a biblical worldview informing Christian teaching and living. Employment at Maranatha Christian School is founded on a Christ-centred, mutually supportive relationship characterised by love, humility, integrity, service and respect.

Purpose of the Position

The Education Support Teacher (Secondary) works collaboratively with students, families, teachers, Learning Assistants and external professionals to ensure students with additional learning needs can access, participate in and achieve success within the curriculum.

The role focuses on case management, implementation of educational adjustments, development of Individual Learning Plans (ILPs), delivery of targeted interventions, promotion of student self-advocacy and independence, and fostering inclusive educational practices across Years 7-12.

The Education Support Teacher contributes to the school's commitment to providing an inclusive learning environment where all students are valued, supported and encouraged to achieve their God-given potential.

Key Responsibilities

Student Support and Case Management:

- Support students with additional learning needs including but not limited to:
 - Autism Spectrum Disorder (ASD)
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Specific Learning Disorders
 - Intellectual Disability
 - Developmental Language Disorder
 - Physical disabilities



- Medical needs
 - Mental health conditions impacting learning
 - Students requiring reasonable adjustments
- Coordinate support for students with complex learning profiles and multiple support needs.
 - Assist in identifying students who may require further assessment, intervention or support.
 - Analyse educational assessments, specialist reports and school-based data to determine appropriate educational adjustments and intervention strategies.
 - Conduct classroom observations and collect relevant information to inform educational planning.
 - Recommend evidence-based strategies and adjustments that reduce the functional impact of the student's disability on their learning and participation.
 - Monitor student progress and review intervention effectiveness regularly.
 - Contribute to multidisciplinary case management processes for students requiring significant educational adjustments.
 - Collaborate with families, allied health professionals and school staff to ensure a coordinated approach to student support.
 - Meet with students individually or in small groups to develop:
 - organisation skills
 - task initiation
 - planning and prioritisation
 - time management
 - study habits
 - assignment completion
 - self-regulation strategies
 - Support students to understand their learning strengths, challenges and successful learning strategies.
 - Foster student self-advocacy by assisting students to communicate their learning needs appropriately and confidently with teachers.
 - Promote increasing independence and ownership of learning, particularly in preparation for senior secondary pathways and post-school transitions.

Individual Learning Plans (ILPs):

- Coordinate the development, implementation and review of Individual Learning Plans (ILPs).
- Consult with teachers, students, parents and external professionals when setting goals and determining appropriate adjustments.
- Ensure ILPs are meaningful, measurable and aligned with student needs.
- Support teachers in implementing agreed learning adjustments and accommodations.
- Monitor the effectiveness of educational adjustments and recommend refinements where required.
- Maintain accurate records of student goals, adjustments and progress.

Small Group and Targeted Intervention Programs:

- Plan and deliver evidence-based intervention programs for identified students.
- Provide targeted support in areas such as:
 - literacy



- numeracy
- study skills
- executive functioning
- organisation and time management
- assignment planning and completion
- self-regulation strategies
- Use assessment and progress-monitoring data to evaluate intervention effectiveness.
- Maintain records of intervention participation, progress and outcomes.
- Collaborate with classroom teachers to support transfer of intervention strategies into mainstream classroom settings.
- Make recommendations regarding entry to, continuation in, or exit from intervention programs.

Teacher Support and Inclusive Practice:

- Partner with classroom teachers to develop inclusive educational practices and differentiated learning experiences.
- Assist teachers to identify and implement reasonable adjustments that support student engagement and achievement.
- Provide practical strategies for supporting diverse learners within secondary classrooms.
- Support teachers to interpret specialist reports and implement recommendations within an educational context.
- Model evidence-based intervention approaches and inclusive teaching practices where appropriate.
- Promote Universal Design for Learning (UDL) principles and inclusive classroom practices.
- Support teachers to build student self-advocacy skills through goal setting, reflection and student participation in learning conversations.
- Assist teachers to gradually increase student independence and reduce reliance on adult prompting where appropriate.
- Provide guidance regarding adjustments that promote both accessibility and learner autonomy.
- Contribute to professional learning and staff development relating to:
 - disability inclusion
 - differentiation
 - neurodiversity
 - executive functioning
 - learning difficulties
 - evidence-based intervention practices

Learning Assistant Collaboration:

- Work collaboratively with Learning Assistants to ensure support is targeted, effective and aligned with student goals.
- Assist Learning Assistants to understand student profiles, accommodations and intervention strategies.
- Provide guidance regarding the implementation of agreed learning adjustments.
- Support Learning Assistants in fostering student independence and self-management.
- Monitor the effectiveness of supplementary support provided to students.



- Contribute to Learning Assistant meetings and professional learning activities as required.
- Assist with the training of learning assistants in disabilities and related strategies.

NCCD Responsibilities:

- Assist in maintaining accurate records of adjustments and supporting evidence required for the Nationally Consistent Collection of Data (NCCD).
- Support teachers in documenting adjustments and evidence in accordance with NCCD requirements.
- Contribute to moderation processes and verification activities.
- Assist in ensuring compliance with the Disability Standards for Education.
- Support the collection, organisation and maintenance of NCCD evidence.
- Contribute to school-wide processes that strengthen disability inclusion and compliance practices.
- Ensure parent communication is given in a timely manner.

Assessment and Examination Adjustments:

- Assist in coordinating assessment adjustments for students with identified learning needs.
- Work collaboratively with teachers to ensure assessments remain equitable, accessible and aligned with curriculum expectations.
- Support applications for special examination arrangements where appropriate.
- Monitor the effectiveness of assessment accommodations and make recommendations for improvement.

Transition Planning:

- Support the transition of students:
 - ELC to Prep
 - from primary to secondary school
 - between year levels
 - into senior secondary programs
 - into post-school pathways including further education, training or employment
- Ensure detailed handovers are provided.
- Assist with the development and implementation of transition plans where required.
- Participate in transition meetings and liaise with relevant stakeholders to ensure continuity of support.

Parent and External Professional Liaison:

- Develop positive and collaborative relationships with parents and carers.
- Participate in Program Support Group (PSG), Student Support Group and case management meetings as required.
- Liaise with psychologists, speech pathologists, occupational therapists, paediatricians and other relevant professionals.
- Support implementation of recommendations arising from specialist assessments.



- Assist families in understanding educational recommendations and school-based adjustment processes.
- Maintain professional, respectful and timely communication with all stakeholders.

Data, Documentation and Compliance:

- Maintain accurate, confidential and up-to-date student records.
- Monitor educational support data and intervention outcomes.
- Assist in preparing reports and documentation required for compliance, audits and internal review processes.
- Contribute to the development and review of Education Support policies, procedures and resources.
- Ensure all documentation complies with legislative, regulatory and school requirements.

Professional Responsibilities:

The successful applicant will:

- Have a working understanding of the Disability Discrimination Act 1992 (Cth).
- Demonstrate commitment to the vision, values and ethos of the school.
- Maintain current Victorian Institute of Teaching (VIT) registration.
- Engage in ongoing professional learning and reflective practice.
- Work collaboratively within multidisciplinary teams.
- Demonstrate professionalism, discretion and confidentiality.
- Maintain current knowledge of evidence-based inclusive education practices.
- Uphold the school's Child Safety policies and procedures.
- Undertake other duties as directed by the Head of Education Support, consistent with the level of the role.

Personal Characteristics

Education and Experience

Essential

- Current Victorian Institute of Teaching (VIT) registration.
- Recognised teaching qualifications.
- Experience supporting students with diverse educational needs in a school setting.
- Demonstrated understanding of disability-inclusive education practices.
- Strong knowledge of differentiation and reasonable adjustments.
- Experience developing, implementing and reviewing Individual Learning Plans (ILPs).
- Demonstrated ability to implement and monitor evidence-based intervention programs.
- Experience supporting students with complex learning, developmental and educational needs.
- Demonstrated ability to foster student self-advocacy, independence and executive functioning skills.
- Strong interpersonal, communication and relationship-building skills.
- Strong organisational and case management skills.
- Ability to analyse educational assessment data and specialist reports.
- Knowledge of NCCD requirements and Disability Standards for Education.
- Ability to work collaboratively within multidisciplinary teams.



Desirable

- Postgraduate qualifications in Special Education, Inclusive Education or Learning Difficulties (or a passion for working with at-risk students).
- Experience in a secondary school setting.
- Experience coordinating educational support programs across Years 7-12.
- Experience facilitating PSGs, Student Support Groups and case management meetings.
- Knowledge of Specific Learning Disorders, Developmental Language Delay, Autism Spectrum Disorder and ADHD.
- Experience delivering literacy, numeracy or executive functioning intervention programs.
- Experience supporting students with complex support needs, including physical needs.
- Familiarity with assistive technology and accessibility tools.
- Understanding of pathways planning and transition support for secondary students.

Personal Attributes

- Committed to the aims and ethos of Christ-centred education.
- Appropriate qualification or experience in social emotional and learning needs.
- Work creatively, passionately and actively engage students in the learning process.
- Demonstrate excellent interpersonal communication skills.
- Demonstrate classroom management that is consistent and proactive.
- Demonstrate competence in the use of technology in the learning environment.
- Collaborative team member.
- Demonstrate effective planning, organisational abilities and time management skills.
- Values initiative and flexibility.
- Consistently displays integrity, humility and wisdom.

School Expectations

- Actively support and uphold the Christian values, Mission and Vision of Maranatha Christian School.
- Model an active Christian faith through involvement in the wider Christian Church.
- Model integrity, respect, humility and professionalism.
- Comply with all School policies and procedures.
- Participate in staff devotions, worship and prayer.
- Support a safe, respectful and Christ-centred School culture.
- Undertake relevant professional development.
- Work within approved budgets and delegated authority.

Scope of the Position

Number of People Managed or Supervised: Nil

Annual Budget Expenditure Responsibility: Nil

Work-related Customer and Supplier Contacts

	Daily	Most Days	Weekly	Occasional
Students	✓			
Parents		✓		
Teaching Staff	✓			
Pastoral Staff			✓	
Administration Staff				✓
Building / Grounds Staff				✓
Principal / Heads of Site	✓			
Business Manager				✓
Board Members				
External Suppliers				✓
Compliance Bodies				
Other				✓

Health and Safety Responsibilities

All Employees are responsible to:

- Take reasonable care for the Health and Safety of themselves and any person who may be affected by their acts or omissions at work.
- Cooperate with the management of Maranatha Christian School with respect to any action taken by Maranatha to comply with any legislative requirements and comply with safety procedures and directions.
- Not intentionally or recklessly interfere with or misuse anything provided at the workplace in the interests of health or safety.
- Inform the Principal/CEO, Business Manager, Head of Site and/or OHS Officer immediately of dangers and accidents and near accidents occurring at the workplace.

Any employee is authorised to cease work if it is considered unsafe to continue working so long as they immediately seek guidance or direction from the Head of Site or the Manager who has responsibility for managing the employee's work and safety at work, or from the Principal/CEO.

Teachers and other employees who supervise students have responsibilities in relation to the Health and Safety of students to:

- Act in accordance with their duty of care for the students in their care.
- Monitor the actions, behaviour and conduct of students and give directions to students in relation to Health and Safety matters which support and are in accordance with established school rules, procedures and disciplinary procedures and practices.
- Administer first aid and refer students on for more serious first aid or medical treatment if required.
- Complete and submit an accident/incident report for all student health matters which require more than minor first aid, and for all matters requiring an ambulance, or referral for medical or hospital treatment.

In seeking to fulfil their duty of care for students, teachers and others with supervision responsibility for students are not expected or authorised to take any action in an



attempt to protect a student if taking that action would also be reasonably expected to put the teacher's own health or safety, or the health and safety of others at serious risk.

Child Safety

The management, conduct and discipline of students is the responsibility of the Principal/CEO. The School Board delegates to the Principal/CEO the development, implementation and oversight of all child safety policies and procedures such that they ensure the safety of all children in the School.

Maranatha Christian School is committed to child safety. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our policies and procedures. We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow. The School has a very clear Code of Conduct that all staff members must abide by. We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

Each member of staff at Maranatha Christian School must be committed to preventing child abuse and identifying risks early, and removing and reducing these risks, by helping to build a culture of safety. It is essential that each staff member is familiar with and implements correctly the school's child safety policies, including the *code of conduct*, *child protection* policy, *statement of commitment*, and *mandatory reporting* policy. These may be found under policies in School's shared drive.

The School is committed to training and educating our staff and volunteers regularly on child abuse risks.