

## Position Information Document

# Education Support Officer - Inclusive Education (SC)

## Christian Brothers College, Adelaide

(An accredited Edmund Rice Education Australia school)

### Position Information

<b>Name:</b>			
<b>Title:</b>	Education Support officer – Inclusive Education		
<b>Employment Type:</b>	<input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Temporary <input type="checkbox"/> Replacement	<b>ESO Grade:</b>	<b>3</b>
<b>Stream:</b>	Curriculum	<b>FTE</b>	<b>1.0</b>
<b>Hours/Days of Work:</b>	Monday to Friday – 8.00am to 4.00pm	<b>Weeks Per Year:</b>	<b>40</b>

### Key Working Relationships

- |   |  |
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| <ul style="list-style-type: none"> <li>• Head of Inclusive Education (Reports to)</li> <li>• Principal</li> <li>• Deputy Principal / Head of Senior Campus</li> </ul> | <ul style="list-style-type: none"> <li>• Director of Teaching and Learning</li> <li>• Director of Students</li> <li>• Teaching Staff</li> <li>• Students / Parents / Families / Community</li> </ul> |
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### Introduction

Christian Brothers College is a Catholic School in the Edmund Rice Tradition. The College is one of Adelaide's oldest and most respected Reception - Year 12 Colleges. Established in 1878, CBC has a proud tradition of providing a uniquely contemporary education for boys. Our College shapes men of the future who lead caring, authentic and accomplished lives; who are advocates for respect and compassion and who share a sense of belonging that lasts for life.

The College aspires to be faithful to the four EREA Touchstones of Liberating Education, Inclusive Community, Gospel Spirituality, and Justice and Solidarity as described in The Charter for Catholic Schools in the Edmund Rice Tradition.

The four Touchstones are reflected in the Vision and Mission statements of the Christian Brothers College Strategic Plan. This Plan also connects the Touchstones with the four core strategic values of Christian Brothers College – Faith, Excellence, Community and Compassion – values which informs continuous improvement in education, decision making and strategic direction.

These values are at the heart of the College's Vision, Mission, and Strategic Plans. Please visit our College website for more information [www.cbc.sa.edu.au](http://www.cbc.sa.edu.au).

## Broad Purpose

The **Education Support Officer - Inclusive Education** will work as part of the Inclusive Education Team to provide support services and guidance for students, their families and the College staff. The Inclusive Education Support Officer will provide support and intervention initiatives that will enhance the wellbeing of all students at the College.

The **Education Support Officer - Inclusive Education** will promote CBC, CESA and EREA mission, vision, values and touchstones in all aspects of the role. The Inclusive Education Support Officer will establish and maintain positive working relationships with staff, the wider community, students and their families. They will present well developed relational skills and the ability to communicate effectively with all members of the College community and its external partners.

The **Education Support Officer - Inclusive Education** will liaise regularly with the Head of Inclusive Education, Head of Senior Campus and Director of Teaching and Learning to report on progress of activities and proactively communicate requirements to ensure compliance.

## Duty Statement

### Key Responsibilities and Duties

Receiving little direct supervision, the position will support teaching staff with student learning activities. Duties include, but are not limited to:

- Assist student learning, where some discretion and judgement is involved, including evaluation and assessment under the supervision of a teacher, of the learning needs of students by employing behavioural management strategies to ensure a safe, orderly and successful learning environment.
- Carry out a wide variety of tasks associated with classroom learning experiences (e.g. assisting teachers in preparing, implementing and supervising classrooms and/or intervention programs).
- Apply personal knowledge and initiative to suggest modifications to educational programs to meet the learning needs of specific students, subject to approval of the teacher.
- Supervise and care for students with formally identified special needs including support for individual students or groups of students in accordance with Personalised Plans for Learning (PPL) as required.
- Demonstrate practical activities within a variety of routines, methods, and experiences under supervision of teachers where discretion and judgement are required.
- Participate in the evaluation of programs and student involvement and document student progress/behaviour in SEQTA as directed.
- Provide yard duty support to teachers in accordance with school procedures.
- Assist with identifying student learning/behaviour problems.
- Assist teachers with the care of students on excursions, sports days/activities and other classroom and associated school/educational activities.
- Assist with physical requirements of students requiring special care.
- Provide general assistance of a supportive nature to teachers when required.
- Provide support to deliver differentiated and adjusted curriculum to students with learning difficulties and disabilities (under the direction and guidance of class teachers) either in-class or in the Learning Hub.
- Deliver appropriate and targeted intervention sessions for students in small groups.
- Actively participate in school activities/events, staff/team meetings, required training and/or professional development and professional reviews.
- Undertake other duties as required/directed by the Principal (or delegate).

## Person Specifications

- A Certificate IV in Education / Education Support (or equivalent) and/or relevant demonstrated knowledge and experience in a comparable role. Prior experience working in an education environment is highly desirable.
- Demonstrated ability working and communicating effectively with children. Experience working with children with special needs is highly desirable.
- Willingness to uphold and contribute to the culture and ethos of our Catholic school.
- Ability to implement positive and supportive behaviour management practices and be a good role model for students.
- Excellent interpersonal and communication skills (verbal and written) and proven ability to develop a strong positive rapport with students, staff, and parents/caregivers and foster effective professional relationships.
- Able to work with minimal direction and supervision and analyse and plan approaches to apply effective solutions to a range of problems.
- Self-motivated, resilient, and able to work productively in a complex environment as an effective and positive team member and supervise other staff, as applicable.
- High level organisational and time management skills, able to effectively prioritise tasks, be proactive and able to work under pressure and meet required timelines.
- Demonstrated ability to work with little direct supervision, take responsibility for own outcomes in relation to role requirements and take significant initiative and responsibility to support educational and school outcomes.
- Demonstrated high level of confidentiality, trust, integrity, and work ethic.
- Demonstrated advanced computer skills, knowledge, and experience, with particular expertise in the Microsoft Office suite.
- Ability to deal effectively with unexpected situations and/or emergencies.
- An active commitment to ongoing professional learning and development.
- Continence Care Training is desirable.

## Specific Requirements

### Qualifications and Experience

- A relevant tertiary qualification or experience
- Act in accordance with the EREA and CESA Code of Conduct and the Charter for Staff in Catholic Schools in South Australia.
- Hold a current acceptable Working with Children Check (WWCC) clearance & screening to work in Catholic Education South Australia.
- Hold current certification in Responding to Risks of Harm, Abuse and Neglect in Education and Care Settings.
- First Aid Qualification as directed by the school.
- Edmund Rice Education Australia and CBC is committed to ensuring the safety, wellbeing and dignity of all children and young people. All staff must have and maintain a commitment to child safety
- All applicants will be subject to EREA and legislative screening procedure. These checks are consistent with EREA's commitment to child protection policies and procedures.
- Knowledge of 7 - 12 intervention programs, specifically MiniLit, MacqLit and/or RTP programs (desirable).

# College Values

You will practice CBC values and the EREA Touchstones, when you;

## Faith / Gospel Spirituality

- Promote, lead and nurture the growth of the Catholic culture within the College;
- Embrace and sustain the ethos and traditions of the Edmund Rice charism;
- Articulate the values, vision and mission of the school and EREA;
- Encourage and participate in the liturgical, sacramental and prayer life of the College;

## Excellence / Liberating Education

- Model best practice and encourage innovation and creativity;
- Use consistent, just and ethical policies and procedures;
- Respond to compliance matters in relation to Catholic Education Office, EREA, National and State compliances such as WHS;
- Promote a safe and rigorous learning environment;

## Community / Inclusive Community

- Collaboratively plan, implement and review personal learning opportunities that are reflective of the College Mission, Vision, Values, and the Touchstones and Charter of the EREA;
- Celebrate and lead unique traditions of the College and innovatively contribute to its future vision and growth;
- Promote and affirm inter-campus staff community relationships;
- Value our gathering times, sharing and celebrating our spirituality;

## Compassion / Justice & Solidarity

- Recognise and celebrate acts of service within and beyond the College Community;
- Model leadership that advocates and reflects compassion, empathy and justice, especially for those at on margins;
- Value diversity and individuality;
- Employ collaborative, open and transparent decision making processes with staff, students and parents;

# Work Health & Safety

This role is deemed to be a *Worker* under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must –

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

Reference: Division 4, Section 27 and 28 WHS Act 2012

***This position information document indicates the general nature and level of work performed by the incumbent and is not intended as a comprehensive listing of all responsibilities, tasks, and outcomes.***

Signed (Principal or Delegate): \_\_\_\_\_ Date: \_\_ \_\_ / \_\_ \_\_ / \_\_ \_\_

Signed (Employee): \_\_\_\_\_ Date: \_\_ \_\_ / \_\_ \_\_ / \_\_ \_\_