CHRISTIAN BROTHERS COLLEGE

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Faith **Excellence** Community **Compassion**

Position Information Document

Inclusive Education Support Officer – Bilingual Education Support Officer (Auslan)

Christian Brothers College, Adelaide

(An accredited Edmund Rice Education Australia school)

Name:			
Position Title:	**Inclusive Education Support Officer – Bilingual Education Support Officer**		
Employment Type:	☒ Permanent ☐ Temporary ☐ Replacement	**ESO Grade:**	**3**
Stream:	Curriculum	**FTE**	**1**
Hours/Days of Work:	37.5 hours per week, 7.5 hours a day Monday to Friday between 8.00am am and 4.00pm (with a 30 minute lunch break).	**Weeks Per Year:**	40

Key Working Relationships

- Head of Junior Campus (reports to)
- Inclusive Education Coordinator
- Inclusive Education Team
- Principal
- Deputy Principal
- Teaching Staff
- Students / Parents / Families / Community

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.

Broad Purpose

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

The **Inclusive Education Support Officer** will liaise regularly with the Junior Campus Inclusive Education Coordinator and Head of Junior Campus to report on progress of activities and proactively communicate requirements to ensure compliance.

The **Bilingual Education Support Officer – Auslan** role will support the educational access, participation, communication and inclusion of a Deaf student within our school community.

Duty Statement

Key Responsibilities and Duties

Auslan Bilingual Learning and Communication Support

- Provide bilingual education and communication support to a Deaf student through the use of Auslan across the curriculum and wider school environment.
- Facilitate effective communication between the student, teachers, peers and members of the school community using appropriate and accessible Auslan.
- Support the student to understand classroom instruction, learning activities, assessment tasks and curriculum content.
- Model authentic, meaningful and age-appropriate Auslan to support receptive and expressive language development.
- Promote the student's confidence, independence, self-advocacy and active participation in learning and school life.
- Provide communication and language support across classroom, social and broader school contexts.
- Contribute knowledge of Auslan, Deaf culture and Deaf community perspectives to build awareness, understanding and inclusion across the school.
- Assist with the adaptation and presentation of learning materials to ensure accessibility.

Curriculum and Classroom Support

- Work collaboratively with classroom teachers to plan and deliver accessible, differentiated and inclusive learning experiences.
- Provide in-class and individual student support under the direction of classroom teachers.
- Reinforce learning, clarify concepts and support the student to achieve identified learning outcomes.
- Contribute an Auslan, bilingual and Deaf cultural perspective to lesson planning, curriculum delivery and the development of learning resources.
- Assist teachers to develop and implement appropriate adjustments, modifications and support strategies.
- Prepare and adapt visual resources and learning materials to improve curriculum access.
- Support the student's participation in classroom discussions, group work, collaborative activities and social interactions.
- Assist with formal assessment processes as directed and in accordance with relevant assessment requirements.

Collaboration and Professional Practice

- Work collaboratively with the Inclusive Education Team, classroom teachers and other relevant staff to support the student's inclusion, participation and educational progress.
- Assist in identifying barriers to learning, communication and participation and contribute to appropriate strategies and adjustments.
- Maintain accurate and appropriate student support records, including relevant information in SEQTA, in accordance with College procedures.
- Establish positive, respectful and professional relationships with students, staff, families and external professionals.
- Attend and contribute to relevant meetings as required.
- Maintain confidentiality and exercise sound professional judgement when handling student information.
- Participate in relevant professional learning, particularly in Auslan, Deaf education, bilingual learning and inclusive education.
- Share relevant knowledge, resources and strategies with colleagues to support staff capability and inclusive practice.

School Community and General Duties

- Support the student's participation in camps, excursions, special events and co-curricular activities as required and where available.
- Contribute positively to the culture and work of the Junior Campus and wider College community.
- Demonstrate an active commitment to the ethos, values and mission of the College as a Catholic school in the Edmund Rice tradition.
- Undertake other duties relevant to the Inclusive Education role as required by the Line Manager or Principal and mutually agreed.

Person Specifications

Skills and Personal Attributes

The successful applicant will demonstrate:

- Proficiency in Auslan, with the ability to communicate confidently and effectively in educational, social and everyday school contexts.
- The ability to model authentic and age-appropriate Auslan and support the student's receptive and expressive language development.
- An understanding of bilingual education and the role of Auslan as a language of instruction, communication and learning.
- Knowledge and respect for Deaf culture, Deaf identity and Deaf community perspectives.
- The ability to build positive, respectful and supportive relationships with students, families, staff and external professionals.
- Strong organisational, planning and time-management skills, including the ability to work within a planned schedule of student support.
- Effective written, verbal and interpersonal communication skills.
- The ability to work collaboratively as part of a multidisciplinary Inclusive Education Team while also demonstrating initiative and sound professional judgement.
- The ability to support students in a positive, sensitive and strengths-based manner, recognising individual needs, abilities and circumstances.
- An understanding of differentiated learning, reasonable adjustments and accessible communication strategies.
- An understanding of positive behaviour support and approaches that promote student wellbeing, independence and participation.
- Appropriate digital literacy, including the ability to maintain accurate records and use school information systems such as SEQTA.
- Discretion, confidentiality, flexibility and professional integrity.

Knowledge and Experience

- Experience working in an educational support role, preferably within a school or inclusive education setting.
- Experience or demonstrated knowledge of supporting Deaf students in educational environments.
- Knowledge of Auslan, Deaf culture, Deaf identity and the diverse communication needs of Deaf students.
- An understanding of bilingual education approaches and strategies that support language development, curriculum access and educational achievement.
- Knowledge of the learning, communication, social and emotional needs of students who are Deaf.
- Knowledge of inclusive education practices, including differentiation, reasonable adjustments, accessible curriculum delivery and strategies that promote independence and self-advocacy.
- An understanding of approaches to supporting literacy and numeracy development through accessible and differentiated learning.
- Knowledge of relevant disability and education legislation, including the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

Specific Requirements

Qualifications and Experience

- Proficiency in Auslan with the ability to communicate confidentially and effectively with Deaf student. Formal Auslan qualifications are highly desirable.
- 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.

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:** __ __ / __ __ / __ __