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**POSITION DETAILS:**

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<b>Position Title:</b>	<b>Teacher Aide – Learning Support (Years 7 to 12)</b>
<b>Group:</b>	Learning Support
<b>Supervisor:</b>	<b>Curriculum Leader (Learning Support)</b>
<b>Classification:</b>	Level 3
<b>Date of Last Review:</b>	April 2024

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**PRIMARY ROLE/PURPOSE:**

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The Teacher Aide - Learning Support (Years 7 to 12) is responsible for supporting students with disabilities and learning difficulties to achieve identified learning goals.

A high level of professionalism and confidentiality is essential within this role as is an understanding of the range of needs for students with disabilities and a genuine commitment to their holistic education.

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**LEVEL CLASSIFICATION REQUIREMENTS:**

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This position has been classified at this level in accordance with the School's requirements, and in line with the current Queensland Anglican Enterprise Agreement. The expectations and requirements for employees at this level are in accordance with the Enterprise Agreement's overview and characteristics for this level, as listed below:

- The characteristics and job criteria for this level are additional to all the relevant characteristics and criteria of any preceding or lower levels. Level three requires Employees with sufficient experience and/or training to enable the Employee to carry out their assigned duties. Work is carried out with general supervision on progress and outcomes and involves the application of knowledge with depth in some areas and a broad range of skills. Employees will be able to accept responsibility in meeting time deadlines and will display an ability to maintain confidentiality. Work will require effective communication skills with parents, staff (including management) students and the general public to respond to queries and to address issues in accordance with established routines, methods and procedures. Areas of work may include liaison between the School, the student and the student's family where personal knowledge and initiative may be applied to planning, actions and achieving outcomes. Employees may be required to supervise, train (by means of personal instruction and demonstration) or guide staff and students in their area of knowledge and may be responsible for the work and organisation of lower level Employees in some areas. The work of teams may be guided or facilitated.

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**LEVEL CLASSIFICATION REQUIREMENTS: continued**

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- A broad range of skills/knowledge is necessary and will be gained either through on the job experience and training or through the attainment of a certificate and/or diploma level qualification. Tertiary qualifications at Certificate level (or its equivalent) or such knowledge, qualifications and experience that are deemed by the School as necessary to successfully carry out the duties of the position will be required.
- Initial instruction or reference to established procedure is all that is required for the officer to be able to competently complete tasks. Variation to methods of performance of assigned duties (eg. planning, selection of equipment, work organisation, services, actions and achieving outcomes within time constraints) may occur by using initiative, discretion and judgement. While competencies are normally used within routines, methods and procedures, there may be a wide range of roles and tasks in a variety of contexts where there is complexity in the extent and choice of actions required to undertake roles and complete tasks. Effective communication and interpersonal skills with an ability to maintain confidentiality are required.
- The position is responsible to a higher officer or senior academic staff member for the day to day performance of duties. This performance is measured by reference to achievement of outcomes and application of personal knowledge and initiative to assigned duties.

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**KEY ACCOUNTABILITIES:**

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**Duties within the Learning Support Centre**

As a support to the Learning Support Teachers, the Aide will be required to:

- Prepare and maintain resources;
- Implement programs as directed (eg. Short Course in Numeracy);
- Manage Support Groups including taking responsibility for the behaviour management of students and time management of the sessions;
- Prepare documents for use by Learning Support Students by using Microsoft Office (particularly Excel, Word, Teams and PowerPoint) and other programs such as Prezi;
- Use Ipads and laptops;
- Use Assistive Technologies eg. Dictate and Immersive Reader functions in Microsoft Word;
- Support Study programs and strategies within individuals' Support Plans for Years 7 to 12;
- Maintain accurate records of student work and record these in OneNote;
- Supervise assessments;
- Undertake professional development for specific student support needs as required;
- Assist in the maintenance of tidy and orderly work spaces in the Learning Support Centre.

**Classroom Support**

As a support to classroom teachers, the Aide will be required to:

- Connect programs and strategies used in the Learning Support Centre with classroom activities, including assisting teachers with the preparation of resources and application of strategies to support individual needs;
- Support and assist students in Years 7 to 12 during class time and in break-out groups;
- Use Ipads, laptops and other Assistive Technology;
- Maintain accurate records of student work and record these in the Common Learning Framework documents;
- Assist teachers with the supervision of assessments;
- Use computers to implement Learning Support programs, to develop resources and to access and organise information;
- Assist the teacher in encouraging students to adhere to school rules so they remain focussed, engaged and well behaved;
- Provide support via Teams (calling students to facilitate learning);
- Assist the teacher in maintaining a tidy and orderly classroom;
- Provide pastoral support in role as Co-Tutor.

## **Administrative Duties**

To assist in the general running of the Learning Support Department the Aide will be expected to:

- Use TASS for roll marking as well as to access class lists and timetables;
- Scan; photocopy; and file paperwork to Teams;
- Provide cover instructions for Supply Teacher Aides for absences and leave.

## **Other**

- Flexibility within the specified work schedule;
- Supervise and support students for excursions and sports carnivals;
- Playground duty;
- Additional duties as allocated by the Curriculum Leader (Learning Support);
- Additional duties as directed by the Headmaster.

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**KEY SELECTION CRITERIA:**

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**Qualifications and Experience**

- TAFE Certificate III in Education Support and experience in working with students in the areas of Literacy and Numeracy;
- Experience working in a School setting would be an advantage;
- Experience using The Alpha School System (TASS) would be an advantage.

**Essential Skills and Requirements**

- A strong sense of compassion and empathy;
- Intermediate knowledge and experience in Microsoft applications, particularly Word and Excel, including mail merge and database enquiries;
- Be familiar with the School-based data system (TASS), including MS query for printing labels and reports as applicable;
- Strong time management skills;
- A professional and courteous phone manner;
- A high level of organisational and interpersonal skills;
- A high level of communication, written and verbal skills;
- Ability to find solutions through creative thinking and collaboration;
- ICT proficiency;
- A service ethic;
- Ability to work to deadlines;
- Ability to work effectively with minimal explicit direction and supervision;
- A willingness to be a member of a team and to work collegially with other staff members;
- High level of professional standards and conduct;
- Willing support for the Anglican Ethos of the School;
- Possession of a current Blue Card (Working with Children Check by Blue Card Services). This is non-negotiable. The successful candidate must have a current Blue Card before commencing work at the School;
- Agree to undergo a Criminal History/Police Check conducted by the School;
- Agree to be checked against the Anglican Church's National Professional Standards Register;
- **Must be an Australian resident and eligible to work in Australia.**

**Criminal History Checks**

- The School will conduct a Criminal History/Police Check on the successful applicant;
- The offer of this position is subject to the successful outcome of the Police Check and the possession of a current Blue Card (Working with Children Check by Blue Card Services);
- Should the Police Check or Blue Card reveal a negative outcome, this position will be immediately withdrawn.

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**AUTHORISATION:**

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I hereby agree that this Position Description accurately reflects work requirements.

**Principal**

John O'Sullivan Williams

Name

Signature

Date

**Teacher Aide****- Learning Support  
(Years 7 to 12)**

Name

Signature

Date

## ATTACHMENT – ST PAUL’S SCHOOL

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### ETHOS STATEMENT

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**The School’s Purpose is** “to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership.”

**The School’s Vision is** “Transforming educational thinking and practice.”

**The School’s Values are:**

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

**We value Faith believing where:**

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

**We value Learning where:**

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional, and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.
- A variety of student dispositions to learning are fostered through our learning frameworks which are embedded from PP-12 across all Learning Areas.

**We value Community where:**

- Students, staff, and families support the aims, purpose, and mission of the School and serve one another using their God-given gifts.
- Students, staff, and families grow together in faith and learning, promoting love, justice, and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul’s community when they graduate, through a vibrant Past Students’ Association.

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## **SCHOOL EXPECTATIONS**

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All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

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## **LEADERSHIP EXPECTATIONS**

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"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.

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## **ANGLICAN SCHOOLS COMMISSION - STATEMENT OF COMMITMENT**

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Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have the opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God
- Every child: loveable and loved, unique and unrepeatable
- Outstanding education for the flourishing of people and the good of community

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practised.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm; and
- respond to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.