



Learning Support Officer

St Bede's College is a Catholic school in the Lasallian spirit and tradition. The College is a faith community committed to social justice, especially to those who are "*the lost, the least and the last*". Our motto is *Per Vias Rectas* (By Right Paths).

This role description is written in light of the Mission and Vision Statements of the College. Our Community is characterised by a strong set of values that underpin the way we live. We enact those values by respecting and honouring our collective heritage while looking with imagination to the future. The College seeks to assist our students to take their place in society, alive with the wisdom of the gospel.

Commitment to Ethos

All staff in the Catholic school have an indispensable role to play in furthering the mission of the Church. It is expected of all employed in a Catholic school that they:

- Accept the Catholic educational philosophy of the school.
- Develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work by their teaching and other work and by personal example, strive to help students to understand, accept and appreciate Catholic teaching and values.
- Avoid, whether by word, action or public lifestyle, influence upon students that is contrary to the teaching and values of the Church Community, in whose name they act.
- Comply with the accreditation policy of the CECV to teach in a Catholic school.
- Furthermore, it is expected of all employed at St Bede's College that they accept and support the ethos of the *Lasallian Order* and activities directed at the broader aims of the College.

St Bede's College is a Child Safe School

St Bede's College holds the care, safety and wellbeing of its students to be at the core of all we do. The College is resolutely committed to ensuring that all staff of the College act in a manner that promotes the inherent dignity of each of our young men and their fundamental right to be respected and nurtured in a safe school environment. This commitment includes regular and appropriate learning opportunities in relation to child safety and young people's protection and wellbeing.

We also commit to listening to, and taking seriously, all concerns voiced by students, staff, parents and caregivers, volunteers, contractors and clergy. We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

Overview

The Learning Support Officer at St Bede's College:

- Is primarily responsible to the Learning Diversity Leader for assisting in the support of students with diverse learning needs.
- Will assist students on an individual or group basis in a number of learning areas. English, History, Geography and Science will be prioritised.
- Will work with a classroom teacher who has the ultimate responsibility for the design, implementation, and evaluation of education programs.
- Will typically work across a particular year level so that Year Level Leaders, Support Managers and subject teachers have a point of contact for supported students.
- Will work to a 10-day timetable after initial assessment of student needs at Years 7-12. Students at the Substantial and Extensive levels for the NCCD will be prioritised.
- Is expected to be in the classroom as a support for the student/s with additional needs.
- Is expected to record observational, objective notes regarding support provided to students with diverse learning needs in all classes.

Specific Duties of the LSO

The Learning Support Officer is expected to:

- 1) Work cooperatively with teachers, students and other Learning Support Officers to assist students with learning needs.
- 2) Assist teachers with the implementation of Personal Learning Plans.
- 3) Monitor the specific aims and goals of students' learning plans in association with class/subject teachers and provide feedback to teachers on students' progress.
- 4) Encourage and support students to do as much as they can for themselves so they do not become over-reliant on support.
- 5) Provide personalised support, e.g., mobility or communication support, where required
- 6) When required, supervise the completion of mainstream classwork whilst the class teacher assists students requiring additional support
- 7) Assist students with their personal organisation and help them manage lesson/lesson and break-time/lesson/break-time transitions.
- 8) Assist students by implementing adjusted and modified learning programs using strategies such as:
 - a) Showing students organisational skills.
 - b) Reinforcing new concepts.
 - c) Using alternative methods to promote student learning, more suited to students' learning strengths.
 - d) Reading activity instructions to the student.
 - e) Explaining and clarifying teacher instructions.
 - f) Note-taking and/or scribing

- g) Providing explanations.
 - h) Adjusting the presentation of work to make it accessible.
 - i) Assist in developing resources suited students' ability level under the guidance of the teacher and Learning Diversity Leader/s.
 - j) Redirecting students' attention back to the task, etc.
- 9) Support students in ways to promote inclusion with peers. This may include taking a step back to allow peer - to - peer collaboration.
 - 10) Be aware of promoting wellbeing with the learning support students.
 - 11) Provide specific medical attention and personal care as required.
 - 12) Communicate professionally with class teachers and Learning Diversity Leaders regarding any concerns about a student – work habits, performance, behaviour, well-being etc.
 - 13) Attend excursions and camps, as required.
 - 14) Attend PSG meetings, staff and Learning Diversity Meetings, as required.
 - 15) Participate in courses and professional development activities as required.
 - 16) Keep LSO notes for students support at a Substantial and Extensive level as evidence for the NCCD in the Google Drive
 - 17) Maintain confidentiality of information.
 - 18) Be deployed, by the Head of Learning Diversity and Senior Learning Support Officer, to other classes or duties when there are program changes, absences or when unforeseen situations arise.
 - 19) Comply with the School Code of Conduct and Child Safety policies.
 - 20) Refer any concerns related to student behaviour to the relevant classroom teacher and Learning Diversity Leader/s.
 - 21) Undertake yard duty and/or student supervision at break times as required.

Terms and Conditions

The College performs thorough assessments of potential and existing employees. The screening process includes but is not limited to Criminal Records Checks and Working with Children Checks.

This is an Education Support role. Working hours will normally be 8:30am to 3:30pm. The successful applicant will work across both the Mentone and Bentleigh East Campus. The successful applicant will be not required to work during school holidays.

No position description can be entirely comprehensive. The Learning Support Officer will be expected to carry out other duties from time to time that are broadly consistent with this position description.

The **Learning Support Officer** reports via the Head of Learning Diversity to the Deputy Principal Teaching and Learning and as appropriate to the Principal.

The Learning Support Officer is classified as an Education Support Employee Category B (12 weeks leave). Employment is in accordance with terms and conditions outlined in the Victorian Catholic Education Multi-Employer Agreement (VCMEA 2022). Remuneration is in accordance with the VCMEA 2022 and dependent on skills and experience.