Rostrevor College

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ESO – Classroom Support (Senior School)

Position Information Document

Position Title	Classroom Support (Senior School)
ESO Grade	3
ESO Stream	Curriculum
Employment Type	Permanent
Line Manager	Head of Senior School
Direct Report	Director of Inclusion
Key Working Relationships	Academic Staff (Junior School) Inclusive Education Team External Support Services

Rostrevor College is a Catholic College owned and governed by Edmund Rice Education Australia, the local community and Principal are empowered with the responsibility of plotting the future course for the College; a course that best captures the aspirations of local families. In doing so, we use The EREA Charter and the four touchstones of Gospel Spirituality, Justice and Solidarity, Inclusive Community and Liberating Education to shape our planning as a contemporary College that is grounded in the Edmund Rice Tradition.

The importance of guiding and providing learning support to young people throughout their schooling, from Year 7 to Year 12, cannot be overstated. The ESO – Classroom Support (Senior School) plays a key role in delivering both in-class and tutorial support as part of the Inclusive Education Program. This position focuses on assisting students requiring additional support, including those with disabilities, specific learning needs, English as an Additional Language (EAL), or those considered to be at risk.

BROAD PURPOSE

The ESO - Classroom Support (Senior School) will play a key role within Inclusive Education at Rostrevor College. They will be responsible, as part of the Inclusive Education Team, for providing support to students who have been identified to require support, based on the individual needs of students and in line with the curriculum and requirements within the classroom. They will actively contribute to a supportive, collaborative, engaging and positive Inclusive Education environment.

The ESO - Classroom Support (Senior School) will possess:

- Experience working in a school or College environment, or in a similar organisational role
- Strong organisational skills and abilities, and be proactive in their time management
- A high standard of professional verbal and written communication
- Sound awareness and experience in ensuring workplace safety in school environments
- Hold, or have the capacity to obtain, the appropriate required clearance to work with children
- Understanding of, and commitment to, the Catholic and Edmund Rice traditions and ethos
- A friendly, positive, collaborative, and supportive approach to working with others
- A commitment to maintaining confidentiality in dealings with sensitive information and records
- A willingness to support progress and change

KEY AREAS OF WORK

The ESO - Classroom Support (Senior School) will:

- Assist students from Year 7 to Year 12 who have been identified to require additional support to access the curriculum
- Work with the Director of Inclusion, Academic Staff and other members of the Inclusive Education Team to plan and implement evidence-based interventions for students
- Provide support to students in the classroom, and during class time
- Utilise appropriate range of strategies to assist students with their learning
- Assist students to complete assigned tasks, including working one-on-one and in small groups with students in the Inclusive Education space.
- Supervise and work with groups of students during designated lines off
- Assist students with organisation, guided research, drafting, editing and time management
- Provide information to the Director of Inclusion and Academic Staff about student progress, behavioural concerns, and other matters that arise
- Support the Director of Inclusion by informing of student progress and abilities to support in the adaptation of assessment tasks and differentiation of curriculum
- Assist in preparing or searching for appropriate resources including reading texts, internet-based information, and library-based information
- Liaise with teaching and other staff to implement learning programs for students, and to provide best possible support to students
- Document student progress and share information within the Inclusive Education Team, and other relevant staff, regarding student progress during tutorial sessions
- Using the Leaner Management System, complete entries for student adjustments, in line with and supporting NCCD data and evidentiary requirements
- Ability to read and understand Personalised Plans for Learning (PPLs)
- Attend or provide information for review meetings as required
- Assist multiple students who may all be working on different tasks in different subject areas
- Communicate with other ESO - Classroom Support (Senior School) staff about needs or concerns relating to students in a manner which is respectful
- Keep students on task to ensure students complete all designated work
- Assist with intervention programs as directed by the Director of Inclusion
- Attend Inclusive Education meetings as scheduled
- Support with small group intervention programs as required
- Participate fully, collaboratively and positively as a member of the Inclusive Education Team
- Perform any other duties in line with your current classification as required from time to time at the discretion of the Principal

PERSON SPECIFICATION

- Commit to upholding and actively contributing to the Catholic ethos of the school.
- Demonstrated ability working, supervising, and communicating effectively with school students including supporting students with diagnosed disabilities and additional needs.
- Demonstrate a broad knowledge of a range of inclusive and supportive behaviour techniques to positively contribute to student learning.
- Ability to model and support positive behaviour procedures.
- Demonstrated ability to take significant initiative, apply solutions to a range of problems and analyse and plan approaches to effectively support students' wellbeing, social interactions and learning.
- Excellent interpersonal skills contribute to positive interactions within the school community and with external parties and to supervise other staff, as required.

- Ability to work with low level of direct supervision, take direction on broader technical aspects of the work and apply solutions to a range of problems by analysing and planning to meet required outcomes.
- Effective time management and organisational skills and ability to prioritise tasks to meet timelines for required outcomes, taking responsibility for own outcomes.
- Proficiency in using a computer and applicable programs, and the ability to operate office and other ICT equipment.
- Demonstrated ability to maintain appropriate confidentiality.
- Ability to deal effectively with unexpected situations and/or emergencies.
- An active commitment to ongoing professional learning and development.
- Demonstrated experience in the application and compliance of professional boundaries.

ROLE REQUIREMENTS

- A Certificate IV in Education Support and/or relevant demonstrated knowledge and experience in a comparable role. Prior experience working in an education environment is highly desirable.
- Act in accordance with the CESA Code of Conduct, EREAC Code of Conduct and all other applicable guidelines provided by EREAC and CESA.
- 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.
- As a worker, comply with the SA Work Health & Safety Act 2012 and, while at work, take reasonable care for their 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, with any reasonable instruction given by the employer.
    - Co-operate 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.

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