



# Learning Support

Department	Student Support
Position reports to	Head of Additional Needs
Working relationships	Teachers, students, non-teaching staff, SCG families
FTE	1.0 FTE
Classification	Level 2 Southern Cross Grammar Enterprise Agreement 2017-2021

## Purpose of the Role

Learning Support staff are employed to assist students who have additional needs, and a personalised learning plan to address their identified needs. This support enables participation and access to programs at Southern Cross Grammar.

Learning Support staff work within the Additional Needs team, Teachers and Support Staff to know and understand the needs of individuals and groups of students. Students may require support and/or extension. SCG protocols and practices underpin the provision of personalised learning and support. The Learning Support position is required during term time (calendared teaching and professional development days) to support students as appropriate. Learning support staff may play many different roles (social, emotional, physical and academic) and require the ability to adapt their skills over time.

## Key Aspects of the Role

- Under the direction of the Head of Additional Needs and classroom teachers, the Learning Support position will assist students both remotely and on-site with identified learning needs to engage in learning individually and in class, group, and whole school settings
- Contribute to the development of individual learning plans and have a working knowledge of goal development and strategies for support
- Assist with the development of the Additional Needs timetables
- Participate in student and parent support group meetings
- Assist with the organisation and delivery of student programs for those with additional needs.
- Provide learning support consistent with the identified needs and recommended level of personalised support for students under the direction of the classroom teacher
- Interpret and follow individual learning plans for students to assist in the provision of personalised student learning
- Assist students to access eLearning and support equipment as appropriate.
- Consult and collaborate with colleagues
- As directed by the Head of Additional Needs and/or Head of Year level, liaise with family members and other professionals working with students so as to gain insights and learn strategies to assist them, and then maintain records of communication
- Use evidence to contribute to the monitoring, evaluation, review and writing of Personalised Learning Plans and the support provided (QDTP, supplementary, substantial, extensive)
- As directed, maintain documentation showing evidence of students' personalised learning and support (egg student records, daily notes and records of contact) to be used to monitor and review personalised learning plans



- Contribute to report writing as appropriate
- Communicate effectively, displaying high level interpersonal skills and initiative, in order to be a high functioning team member
- Support student agency, self-confidence and independence
- Facilitate peer support and inclusive practices
- Model appropriate behaviours
- Respect confidentiality, show sensitivity and employ tactful, responsible and ethical behaviours
- Assist in preparing, maintaining and clearing away teaching resources
- Ensure the health, welfare and safety of students at all times
- Be prepared to attend school events such as Staff Meetings, Parent-Teacher meetings, school functions, Professional Development, excursions and camps

## Key Contacts

- Principal and other members of the Leadership Team
- Head of Additional Needs
- Staff and School Community

## Work Health and Safety

Staff are required to:

- take reasonable care for their own health and safety and that of other staff who may be affected by their conduct
- demonstrate an awareness of Work Health and Safety issues, and have a working knowledge of the school's health and safety policies and procedures
- participate Work Health and Safety related training
- promote a safe working environment by raising work health and safety concerns in a timely manner and reporting any notifiable incident or health and safety matters to the Principal, or member of the OHS committee.

## Child Safety

Southern Cross Grammar is committed to creating and maintaining a child safe environment in which students feel safe, and are safe.

All staff are required to:

- provide students with a child safe environment
- proactively monitor and support student wellbeing
- have a working knowledge and understanding of the School's Child Safe Policies and Code of Conduct, and any other policies and procedures relating to child safety
- undertake training to maintain compliance with all child safety legislation, standards and regulations.



## Key Capabilities

- Confident in working autonomously and in a team setting to produce quality outcomes for students
- Clear sense of personal accountability and initiative
- Effective time management strategies and the ability to prioritise workload
- Effective management and administration skills
- Genuine interest in the School, students and families in the School Community

## Conditions of Employment

- Current Working with Children Check
- Appropriate qualifications and/or experience, such as a certificate or Diploma (or higher) and experience
- A salary will be paid according to qualifications, experience and demonstrated capacity to achieve outcomes.
- Salary packaging benefits, professional learning opportunities
- Employer superannuation contributions as prescribed under the Superannuation Guarantee legislation
- Current level 2 First Aid and CPR Certificate, Asthma and Anaphylaxis training or willingness to undertake
- Southern Cross Grammar is an equal opportunity employer