



**St. Mary's
School**
ECHUCA



Position Title:	Learning Support Officer
Name:	

Enterprise Agreement	Victorian Catholic Education Multi-Enterprise Agreement 2018
Year Level	All
Contract:	12 months, Fixed Term, Category B
Time Fraction (FTE)	0.82 - 30.83 Hours per week
Release Time:	NA
Reports To:	Leadership Leader of Learning Diversity Year Level Leader Classroom Teacher

School Summary

St Mary's Echuca is a co-educational Catholic primary school of 630+ students from Years Prep to Year 6, founded by the Bridgidine sisters in 1887. St Mary's is situated in Echuca, in the northern part of Victoria along the banks of the Murray River. Our Catholic faith is central to all we do and we celebrate that we are, ***"A faith community, learning together, spreading the Good News of Jesus through positive relationships, trust and love."***

As a school community we strive to nurture specific graduate outcomes in all students in hope that they embrace the world with the ability to respect, act with courage, be inclusive, strive to achieve, to serve others and celebrate all that life gives them. St Mary's staff, families and students strive to make a difference to all.

Overview

The purpose of this position is to ensure that St Mary's Echuca community is a place where all flourish. Our community should first be supported and enabled to develop self-esteem, self-respect and self-confidence. Through nurture and care, coupled with the experience of committed teachers and support staff children will be able to be fully engaged in their learning and achieve their potential.

The Learning Support Officer will contribute to the provision of quality education by assisting and supporting Teachers with the preparation and implementation of teaching and learning programs and activities. This position further incorporates other general duties as required by the school.

All members of staff are expected to support the school's Catholic ethos, traditions and practices, and apply these to their work at all times.

	Statement of Duties
General Services	<ul style="list-style-type: none"> • Establish positive relationships with children and their families. • Provide early intervention support to students and families; school connection and clarity • Provide consultation to teaching and educational support staff regarding student / family needs and background • supporting students and staff to create an environment which promotes the physical, emotional, social and intellectual development and wellbeing of all students • providing students, their families and staff with support and/or appropriate referrals in difficult situations such as during times of grief, or when students are facing personal or emotional challenges • supporting students and staff to create an environment of cooperation and mutual respect, and promoting an understanding of diversity within the range of cultures and relevant traditions • helping to support and facilitate the implementation of the school's positive behaviour approach • Liaise with external community organisations which can support families and students as required • Develop and enhance parental engagement with the school and other agencies. • Take a holistic approach to education and reflect the importance of emotional well-being as central to the developmental and mental health needs of all children in their daily practice. • Support parents of children with early signs of social, emotional, health or behavioural issues and work with them, school staff and other support agencies to prevent potential barriers to learning. • Work with families to develop parenting skills and promote children's wellbeing, emotional and social development • On receipt of referrals from staff talk with children experiencing difficulties and liaise with families and the

Student Support

- school as necessary to reflect the concerns of the child.
 - Ensure opportunities for all families to develop their understanding and knowledge of their child's learning needs and development.
 - Encourage good relations and effective communication between families and teachers about children's holistic progress.
 - Liaise with the Behaviour Support team to monitor monthly analysis of attendance data with particular reference to students with specific needs and work with families and teachers to overcome any potential barriers to learning and nurture school engagement
 - Identify with parents reasons for their children's non-attendance. Ascertain the probable causes of the absences and implement strategies/action plans to resolve the situation – working closely with teachers, the child and the child's family.
 - Carry out home visits where appropriate to support parents and families to engage fully in school life
 - Maintain appropriate and confidential written records of all communications, interactions and actions
 - Participate and feedback around Family and Community to Pastoral wellbeing meetings
 - Working within the local community to promote the school's identity and purpose
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- Assist students with specific learning needs on an individual or group basis, following an Independent Learning Plan (ILP)
 - Provide advice and recommendations for the ILP in collaboration with other appropriate parties
 - Assist with the communication between students and Teachers, particularly the interpretation of instruction
 - Contribute to recording what has been achieved by key dates, in line with NCCD requirements
 - Enriching the experience of special needs students beyond what would be able to be provided without this additional level of assistance
 - Depending on individual student support needs, Learning Support Officers may be required to assist in the implementation of special programs for specific needs, mobility or personal hygiene and health care needs
 - Support students' social, emotional, and behavioural health

Pastoral Care and Wellbeing	<ul style="list-style-type: none"> • Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety • Assist in the provision of a child-safe environment for students • Demonstrate duty of care to students in relation to their physical and mental wellbeing • Proactively support student wellbeing • Exercise pastoral care in a manner which reflects school values • Embrace strategies which promote a healthy and positive learning environment • Attend relevant school organised activities, as required
Professional Development	<ul style="list-style-type: none"> • Commit to ongoing professional development activities • Have current knowledge of curriculum initiatives • Be supportive to relevant to directions provided in the school's strategic plan • Participate in the staff appraisal process
General and Administrative Duties	<ul style="list-style-type: none"> • Contribute to student referral minutes • Keep full and accurate records and all relevant documentation relating to meetings and contact with children and their families • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures • Maintain currency of first aid, mandatory reporting and anaphylaxis training • Demonstrate duty of care to students in relation to the physical and mental wellbeing • Attend all relevant school meetings and appropriate after school events, as required • Participate in duty supervision as rostered and other supervision duties when required • Demonstrate professional and collegiate relationships with colleagues • Uphold the professional standards expected of a Learning Support Officer

	<ul style="list-style-type: none"> On pupil free days, Learning Support Officers may be asked to perform other duties to assist with the operation of the school
Qualifications	<ul style="list-style-type: none"> Certificate IV in Education Support, desirable First Aid Certificate HLTF301B – Apply First Aid Current Working With Children Check and National Criminal History Check
Skills and Attributes	<ul style="list-style-type: none"> Experience within a classroom setting as a Learning Support Officer is highly desirable Ability to work as part of a team Good oral and written communication skills, including ability to communicate with children, parents and the school community Ability to demonstrate an understanding of appropriate behaviours when engaging with children Proactive with a solid work ethic Ability and willingness to accept policy directives
Occupational Health and Safety	<p>All employees have the responsibility to:</p> <ul style="list-style-type: none"> Be responsible for their own health and safety and for the health and safety of anyone else who may be affected by their acts or omissions at the workplace. Adhere to safe work procedures, instructions and rules. Cooperate with the employer with respect to any action taken by the employer to comply with any requirement imposed by or under the Act. Not wilfully or recklessly interfere or misuse anything provided in the interests of health and safety or the welfare of others. Not wilfully place at risk the health and safety of any other person in the workforce. Report any injury or hazard to the Principal immediately.

Commitment to Child Safety

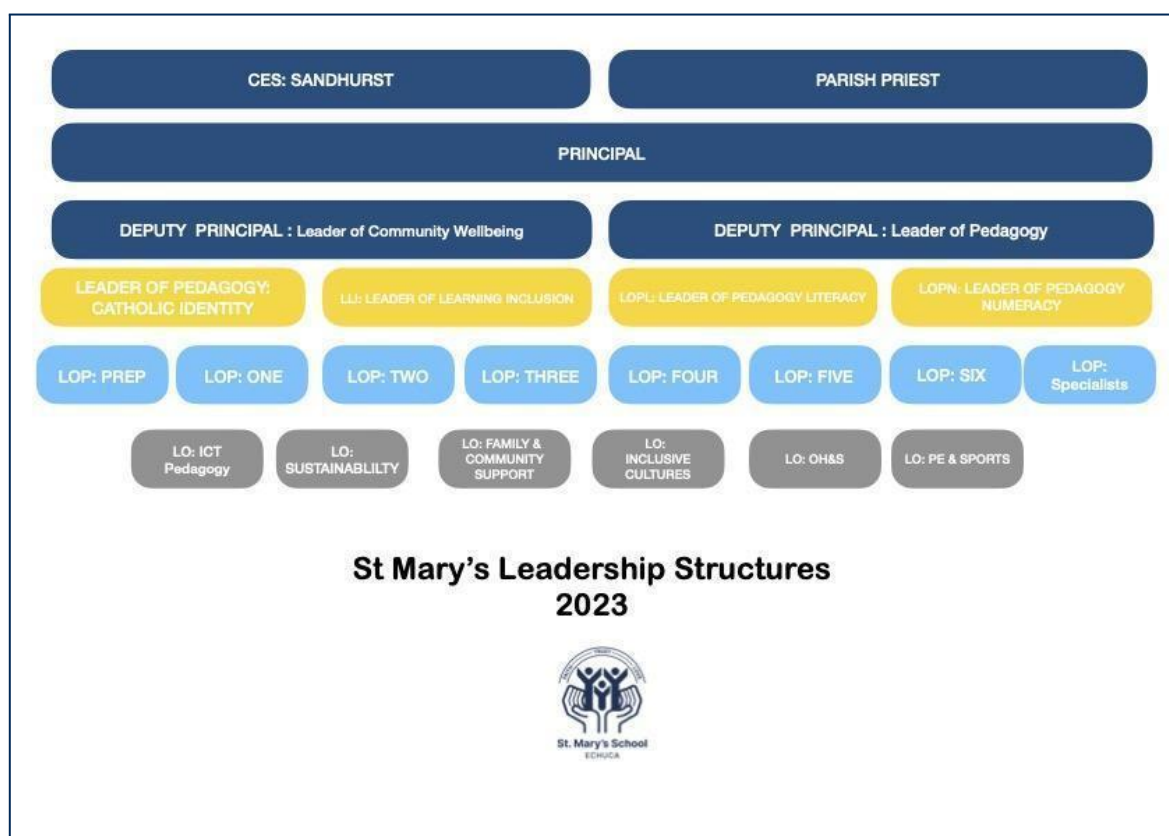
St Mary's Primary School Echuca is committed to creating and maintaining a child safe environment in which students feel safe and are safe. It is a condition of employment that the incumbent be a person suitable to work with children.

St Mary's Primary School Echuca has a Child Safety Code of Conduct and as a staff member of the School, the incumbent is subject to and expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Key communication contacts	
Internal	External
Principal Staff Students	Parents / Guardians Visitors to the School

Leadership Team structure

The structure of the school's leadership team for 2023 is as follows:



Employee	
Signed:	
Date:	

Authorised By

Name

Position

Signature

Date