

## MISSION STATEMENT

Newman College is a Catholic School educating in the Marist Tradition which endeavours to lead students to know and love Jesus Christ. With Mary as our model in faith, we encourage students to grow into the fullness of their humanity in an educational environment where they feel welcomed, accepted and valued.

## ROLE DESCRIPTION

### INSTRUCTIONS

1. Read the Role Description carefully.
  2. If you need anything clarified, ask the Leader of Learning Diversity Education
  3. A copy of this Role Description is located on the Staff Intranet.
- Please note: As the needs of the College evolve your Role Description may need to be revised. This would occur in collaboration between you and the Leader of Learning Diversity Education

NAME			
<b>ROLE TITLE</b>	Education Assistant Diversity Education (Special Needs)		
<b>ACCOUNTABLE TO</b>	Vice Principal		
<b>DIRECTION FROM</b>	Leader of Learning Diversity Education through the Coordinator Education Support Centre		
<b>DEPARTMENT</b>	Diversity Education		
<b>MAIN PEOPLE INTERACTIONS</b>	<table border="1"> <tr> <td><b>INTERNAL</b> Students Teachers Support Staff</td> <td><b>EXTERNAL</b> Parents and Guardians Allied Service Personnel</td> </tr> </table>	<b>INTERNAL</b> Students Teachers Support Staff	<b>EXTERNAL</b> Parents and Guardians Allied Service Personnel
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<b>ROLE PURPOSE</b>	The Education Assistant Diversity Education (Special Needs) works under the direction of the classroom teacher to support the unique needs of all students of all abilities, including students with special and additional learning needs. The Education Assistant Diversity Education (Special Needs) may be engaged in a variety of learning support roles across the College.		
<b>EXPECTED BEHAVIOURS AND ATTITUDES</b>	<ol style="list-style-type: none"> <li>1. Actively works to promote the charism of Saint Marcellin Champagnat and the mission and life of the Catholic Church within the College;</li> <li>2. Actively supports the Marist Association of Saint Marcellin Champagnat;</li> <li>3. Actively promotes the College's Evangelisation Plan;</li> <li>4. Actively supports a child safety culture, with a zero tolerance for child abuse;</li> <li>5. Complies with: <ul style="list-style-type: none"> <li>▪ Marist Schools Australia Policy Statements.</li> <li>▪ Catholic Education Commission of Western Australia Policy Statements.</li> <li>▪ Newman College Policy Statements, Procedures and Code of Conduct for Staff;</li> </ul> </li> <li>6. Adheres to workplace health and safety procedures and actively contributes to maintaining a safe, healthy and tidy environment;</li> </ol>		

<b>EXPECTED BEHAVIOURS AND ATTITUDES CONTINUED</b>	<ol style="list-style-type: none"> <li>7. Maintains open communication and works collaboratively with others within Diversity Education to foster team work and morale;</li> <li>8. Maintains a commitment to continuously improve services and pursue excellence;</li> <li>9. Seeks opportunities for professional development.</li> </ol>
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**KEY ROLE RESPONSIBILITIES (TASK FOCUS AREAS TO BE DEMONSTRATED)**

<b>ACTIVELY SUPPORT COLLEGE OPERATIONS</b>	<ul style="list-style-type: none"> <li>▪ Compliance with all relevant legislative and regulatory obligations.</li> <li>▪ Completion of administrative and operational activities in alignment with College requirements.</li> <li>▪ A willingness to undertake tasks as requested by the Principal or their delegate.</li> <li>▪ Flexibility in the workplace, open to new ideas and concepts, to working independently or as part of a team, and to carrying out multiple tasks or projects.</li> </ul>
<b>CLASSROOM SUPPORT</b>	<p>The key accountabilities of the Education Assistant Diversity Education (Special Needs) in the classroom includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ aiding in the implementation of special programs including: <ul style="list-style-type: none"> <li>○ specific curriculum programs</li> <li>○ protective behaviours or behaviour management programs</li> <li>○ exercise and mobility programs</li> <li>○ life skills and work experience</li> <li>○ business and enterprise programs</li> <li>○ transport training programs</li> </ul> </li> <li>▪ assisting teachers with administrative tasks such as resource preparation, displaying student work in classrooms and contributing to ITP's, CAP's, IEP's and IBSP.</li> <li>▪ using strategies as directed by the teacher to promote positive student behaviour.</li> <li>▪ assisting teachers in classroom preparation, ensuring an effective learning environment that is tidy, clean, barrier free and safe.</li> <li>▪ using a variety of modification and adjustment strategies including, but not limited to, producing, gathering and photocopying materials and reducing/enlarging worksheets and printed material.</li> <li>▪ observing and recording student behaviours and skills performance.</li> <li>▪ communicating student progress to the classroom teacher and Learning Support Teacher and Coordinator Education Support Centre as appropriate.</li> <li>▪ contributing to home-school communication as directed by the classroom teacher.</li> <li>▪ providing feedback to the relevant Leader of Wellbeing where appropriate.</li> <li>▪ supporting the maintenance and use of specialised equipment including mobility devices and supports, specialised seating, computers and digital technologies and augmentative and assistive communication resources.</li> <li>▪ attending meetings and professional learning as directed by the Leader of Learning Diversity Education.</li> </ul>
<b>STUDENT SUPPORT</b>	<p>Those areas in which the Education Assistant Diversity Education (Special Needs) will provide support to students includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ providing in-class support to students to assist with their understanding of the subject area.</li> <li>▪ listening, encouraging and reassuring, directing and redirecting, explaining, reinforcing and practicing, skills, concepts and instructions.</li> <li>▪ providing guidance to students with assignment tasks and homework.</li> <li>▪ assisting students in accessing assistive technologies.</li> <li>▪ implementing and supervising hygiene and self-care programs such as feeding, dressing, bathing and toileting, including the cleaning of students and their clothes and equipment.</li> <li>▪ assisting students with their medical requirements including but not limited to the administration of medication.</li> <li>▪ assisting students with orthotic devices such as splints, braces, extensions or specialised equipment e.g. hoist.</li> <li>▪ assisting in the care, monitoring and supervision of out-of-class activities including, but not limited to, recess and lunch time breaks, sport, individual exercise programs, being in the pool during swimming sessions, excursions, camps and carnivals.</li> </ul>

<b>STUDENT SUPPORT CONTINUED</b>	<ul style="list-style-type: none"> <li>▪ actively encouraging students to take as much responsibility as possible for their own organisation and learning.</li> <li>▪ monitoring and assisting students engaged in work experience.</li> </ul>
<b>OTHER DUTIES</b>	<ul style="list-style-type: none"> <li>▪ Undertake other duties as directed by Leader of Learning Diversity Education, Learning Support Teacher, Coordinator Education Support Centre and classroom teachers.</li> </ul>

<b>CRITERIA</b>	
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>▪ Certificate IV in Education Support</li> <li>▪ First Aid Certificate</li> <li>▪ Training in Diabetes, Anaphylaxis and Epilepsy education and management.</li> </ul>
<b>KNOWLEDGE AND EXPERIENCE</b>	<ul style="list-style-type: none"> <li>▪ Demonstrated knowledge of special needs and learning difficulties and the specific strategies that are designed to assist students to reach their full potential.</li> <li>▪ Experience in a PK – 12 educational environments</li> <li>▪ Conversant with key educational issues.</li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>▪ Demonstrated ability to empathise with and understand young people.</li> <li>▪ Demonstrated commitment to pastoral care coupled with a knowledge of social issues that affect young people.</li> <li>▪ Ability to be patient, tolerant, reliable and flexible in the workplace.</li> <li>▪ Well-developed interpersonal and influencing skills, enabling harmonious and positive relationships with all.</li> <li>▪ Sound written and verbal communications skills</li> <li>▪ Well-developed time management and organisational skills</li> <li>▪ Able to multi task and work calmly under pressure</li> <li>▪ Demonstrated ability to work autonomously and as part of a team</li> <li>▪ Able to problem solve and use initiative</li> <li>▪ Able to maintain strict confidentiality</li> </ul>
<b>STATUTORY REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>▪ Working with Children Screen Check</li> <li>▪ National Police History Check</li> </ul>

<b>STATUS</b>	
<b>EBA</b>	The Trustees of the Marist Brothers Southern Province Non-Teaching Staff Enterprise Bargaining Agreement 2014, as amended from time to time.
<b>Classification</b>	Teachers' Aides and Teaching Assistants - Special Learning Needs Qualified
<b>FTE / Work Arrangement</b>	<ul style="list-style-type: none"> <li>▪ 40 weeks per year during term time plus 4 weeks annual leave.</li> <li>▪ Days and hours of work are Monday and Tuesday, 8.15am to 3.30pm, during term time.</li> <li>▪ Part-Time (0.41 FTE)</li> </ul>
<b>RD Version No./Date</b>	Converted to new format: September 2018 Revised date: September 2018