

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 Early Childhood
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 Early Childhood

NAME			
ROLE TITLE	Early Childhood Special Needs Education Assistant		
ACCOUNTABLE TO	Vice Principal		
DIRECTION FROM	Leader of Early Childhood		
DEPARTMENT	Early Childhood Education		
MAIN PEOPLE INTERACTIONS	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> INTERNAL Students Teachers Support Staff </td> <td style="width: 50%; vertical-align: top;"> EXTERNAL Parents and Guardians </td> </tr> </table>	INTERNAL Students Teachers Support Staff	EXTERNAL Parents and Guardians
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ROLE PURPOSE	The Early Childhood Special Needs Education Assistant supports the teaching and learning of early childhood students with special needs through assisting the class teacher in delivering planned education programs and encouraging a supportive and inclusive learning environment.		
EXPECTED BEHAVIOURS AND ATTITUDES	<ol style="list-style-type: none"> 1. Actively works to promote the charism of Saint Marcellin Champagnat and the mission and life of the Catholic Church within the College; 2. Actively supports the Marist Association of Saint Marcellin Champagnat; 3. Actively promotes the College's Evangelisation Plan; 4. Actively supports a child safety culture, with a zero tolerance for child abuse; 5. Complies with: <ul style="list-style-type: none"> ▪ Marist Schools Australia Policy Statements. ▪ Catholic Education Commission of Western Australia Policy Statements. ▪ Newman College Policy Statements, Procedures and Code of Conduct for Staff; 6. Adheres to workplace health and safety procedures and actively contributes to maintaining a safe, healthy and tidy environment; 		

EXPECTED BEHAVIOURS AND ATTITUDES CONTINUED	<ol style="list-style-type: none"> 7. Maintains open communication and works collaboratively with others within the Early Childhood Team to foster teamwork and morale; 8. Maintains a commitment to continuously improve services and pursue excellence; 9. Seeks opportunities for professional development.
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KEY ROLE RESPONSIBILITIES (TASK FOCUS AREAS TO BE DEMONSTRATED)	
ACTIVELY SUPPORT COLLEGE OPERATIONS	<ul style="list-style-type: none"> ▪ Compliance with all relevant legislative and regulatory obligations. ▪ Completion of administrative and operational activities in alignment with College requirements. ▪ A willingness to undertake tasks as requested by the Principal or their delegate. ▪ 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.
KEY RESPONSIBILITIES	<p>The key responsibilities of the Early Childhood Special Needs Education Assistant include, but is not limited to:</p> <ul style="list-style-type: none"> ▪ assisting the teacher in the delivery of planned education programs and, under teacher direction, implement individual or small group programs or demonstrations. ▪ assisting with the preparation and maintenance of the learning environment by maintaining and cleaning equipment, materials and/or resources for use in learning environments. ▪ assisting the teacher with the management and storage of equipment and resources, including cleaning and maintaining resources and equipment as required. ▪ undertaking responsible supervision of children within the classroom and during out-of-class activities, including school excursions. ▪ assisting the teacher with the general care and wellbeing of students, including attending to students with minor illnesses e.g. colds and the administration of minor first aid. ▪ assisting with the arrival and departure of students. ▪ assisting students with undressing, bathing, dressing, toileting and, where necessary, cleaning soiled clothing and areas. ▪ developing positive relationships with students and encouraging developmentally appropriate social and emotional behaviour and skills. ▪ assisting with the supervision and care of children in both the indoor and outdoor learning environments, as directed by the teachers. ▪ assisting in the implementation of student learning experiences, both indoor and outdoor, encouraging students to work constructively and become engaged in tasks. ▪ referring parent comments and concerns directly to the classroom teacher, understanding that education assistants are to maintain strict confidentiality and are not permitted to discuss a child's behaviour or progress with a student. ▪ fostering a welcoming, safe and positive learning environment through the support and implementation of the College's Behaviour Management Policy and classroom rules and procedures. ▪ assisting in the maintenance of neat and safe indoor environments that promote the educational program, including, where appropriate, the set-up of indoor and outdoor equipment for specific learning purposes, under the direction of the teacher. ▪ fulfilling supervision duties as required by the duty roster. ▪ attending meetings and professional learning as directed by the Leader of Early Childhood.
OTHER DUTIES	<ul style="list-style-type: none"> ▪ Undertake other duties as directed by the Vice Principal, Leader of Early Childhood, Leader of Learning Early Childhood and classroom teachers.

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

STATUS	
EBA	The Trustees of the Marist Brothers Southern Province Non-Teaching Staff Enterprise Bargaining Agreement 2014, as amended from time to time.
Classification	Teachers' Aides and Teaching Assistants – Special Needs Qualified
FTE / Work Arrangement	<ul style="list-style-type: none"> ▪ 10 weeks per year during term time plus 4 weeks annual leave (pro rata) ▪ Part-Time (0.50 FTE)
RD Version No./Date	RD Version 1: November 2019