



ST MARY'S
COLLEGE

APPLICATION PACKAGE

Learning Support Officer



Catholic
Education
Tasmania

Student Focused
Christ Centred
Learning for Life

General Information

Catholic Education Tasmania (CET) is a community of thirty-eight schools and colleges serving around 17,000 students and their families across Tasmania supported by the Tasmanian Catholic Education Office (TCEO).

The Archdiocese of Hobart covers the State of Tasmania. The Archbishop of Hobart authorises the existence of all Catholic Education institutes in Tasmania.

Under the governance of the Catholic Education Commission of Tasmania (CECT), Tasmanian Catholic Education Office (TCEO) is responsible for the oversight, funding and coordination of 38 Archdiocesan schools and three TCEO offices.

The Archbishop delegates responsibility to other key bodies including the Catholic Education Commission Tasmania (CECT), the CET Executive Director, School Boards and other groups that support Catholic schools.

Employees are to be familiar with, have an understanding of and uphold the implementation of the Archbishop's Charter for Catholic Schools.

The TCEO, established in 1959, is the central administrative and co-ordinating body for the multi-faceted and diverse mission of Catholic education in Tasmania. One of its prime functions, under the CET Executive Director, is to co-ordinate the provision of Catholic education at all levels and to communicate and negotiate with appropriate authorities on behalf of all Catholic schools in Tasmania.

Some key documents include:

- The Archbishop's Charter for Catholic Schools
- The Tasmania Catholic Education Single Enterprise Agreement 2018
- CECT Constitution
- CECT Policies
- School Policies

For further information click the following link to access the CET website:

<http://catholic.tas.edu.au/>

ST MARYS COLLEGE

Position Description

Title	Learning Support Officer
Award	<i>Tasmanian Catholic Education Single Enterprise Agreement 2018</i>
Classification	Teacher Assistant

Environment

St Mary's College, Hobart is a Catholic school providing education for girls from Kindergarten to Year 12. Founded in 1868 by the Presentation Sisters, the College's mission is: In a world of constant change, strive to live the teachings of Jesus Christ within the tradition of the Catholic Church, develop just and compassionate people who are resilient, responsible and informed and ready to contribute to society. The beautiful sandstone façade of the College, situated in the city, belies its innovative approach to education. All work at the College is centred on our students and their holistic outcomes.

The Position

The Learning Support Officer is accountable for the effective delivery of quality educational support for students to enable enhanced learning outcomes. The role provides support to teachers in the delivery of defined educational programs and activities and interventions for students.

Within the role the Learning Support Officer supports the Catholic Identity and Evangelising Mission and works collaboratively with other staff and members of the school community to support students to achieve enhanced learning outcomes.

The Learning Support Officer is responsible to the Principal but will work under general supervision and direction of a teacher or coordinator.

Organisational Requirements

As an employee in Catholic Education Tasmania

- You must uphold Catholic belief and practice in all the Employee's professional activities and refrain from expressing public opinions or engaging in public activity that, in the reasonable opinion of the Employer, would bring the Employer into disrepute.
- You must be familiar with, have an understanding of and uphold the implementation of the Archbishop's Charter for Catholic Schools

Key Result Areas

Effective learning outcomes for students

- Provide support to the teachers in the delivery of educational programs to students.
- Assist students on an individual or group basis in specific learning areas.
- Assist student learning, where discretion and judgement is required, including providing more individualised approaches and intervention strategies, and assisting in identification of learning needs and evaluation of progress.
- Assist teachers to support participation and learning for students across the full range of physical and intellectual abilities and from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Assist with the collection, preparation and distribution of learning materials.

- Work with students to use specialised technology where required.
- Support students in class work as required by classroom teachers.
- Assist students with school routines including timetables, lockers, homework, and student code of behaviour.
- Assist students with the safe, responsible and ethical use of information communication technology (ICT).
- Provide basic physical, social and emotional care for students, and specific personal care where necessary for example assistance with meals, toileting and lifting.
- Assist students on excursions and special events.
- Participate in the monitoring, evaluation and reporting of student learning and programs.
- Communicate to teachers any difficulties, concerns and successes experienced by students or parental concerns.
- Support students with challenging behaviours in accordance with organisational policy and guidelines.
- Supervise students in study group or small group activity settings (conditions apply).
- Undertake yard duty (conditions apply).

Team effectiveness and collaboration

- Support and assist teaching and other school support staff to deliver effective student outcomes.
- Work collaboratively with other members of the school community, including parents/guardians, caregivers and volunteers, to enhance student outcomes.
- Develop positive relationships with colleagues and other members of the school community and maintain a positive and professional demeanour at all times.
- Maintain a positive attitude towards new and different ideas and approaches.
- Attend, as required, meetings as convened by teachers or by the school.
- Respect and protect staff, student and family privacy and confidentiality.

Personal effectiveness

- Demonstrate integrity and meet the standards of conduct expected.
- Participate in goal-setting processes and respond to opportunities for growth to improve knowledge and practice.
- Overcome obstacles and recover and learn from setbacks through self-development.
- Participate in staff learning programs and attend appropriate professional learning (PL) opportunities when required.
- Seek and apply constructive feedback from supervisors and teachers to improve knowledge and practice.

Resources and organisation

- Plan and organise work flow to accomplish established objectives.
- Use school property, resources and technology in a proper and safe manner in accordance with appropriate standards, policies and procedures.
- Consider the environment and minimise waste.
- Undertake administrative duties relevant to the role.

Safety and professional standards

- Exercise responsibility required in accordance with Work, Health and Safety legislation, including:
 - - take reasonable care of your own health and safety and that of other people who may be affected by your acts or omissions at the workplace
 - - contribute to safe systems of work.
- Create a safe and welcoming learning environment for children and young people congruent with legislative and organisational Child Safe requirements.
- Undertake Catholic Education Accreditation requirements associated with the role.
- Adhere to the requirements of the role in accordance with the professional standards expected of Catholic Education Tasmania and all organisational policies, procedures, codes, guidelines and applicable laws

Personal Capabilities

- Committed to supporting student outcomes through a service orientation.
- Able to relate to students with varying needs.
- Able to interact appropriately with colleagues, students and parents for different purposes and in different contexts.
- Able to establish and maintain collaborative working relationships.
- Able to apply literacy, numeracy and reasoning skills to effectively undertake the role.
- Able to perform effectively in environments with competing demands.
- Able to exercise judgment and discretion in undertaking duties.
- Able to use initiative to resolve problems and conflicts in a constructive manner.
- Flexible and dependable.
- Committed to professional integrity.

Evidentiary Requirements

Essential

- Valid Working with Vulnerable People Registration
- Current and satisfactory National Police Criminal History Check (NPCHC)
- Accreditation A: Accreditation to work in a Catholic school or willingness to work towards

Desirable

- Certificate III in Education Support
- Experience working with EALD students
- Education sector experience
- Current First Aid Certificate
- Protective Handling Practices training
- Manual Handling training

Environmental Conditions and Physical Demands

Learning Support Officers work mostly indoors in classrooms, libraries and other school buildings. They may undertake yard duty and accompany school classes on field trips, outdoor activities and camps at times. The physical demands of the role may involve frequent sitting, walking and fine motor skills, and occasional standing, kneeling, squatting/crouching, lifting, carrying, pushing, pulling and reaching. Learning Support Officers will be expected to use a variety of teaching aides, specialised equipment and resources and may be required to undertake a range of protective handling and manual handling techniques.

Selection Criteria

- Willingness to support the ethos of a Catholic school and translate that into practice.
- Good interpersonal and communication skills including the ability to work with all members of the College community both individually and as a member of a team.
- Relevant experience working with students who have additional needs in a School environment.
- Knowledge of or ability to acquire knowledge of programs, practices and procedures used in a school.
- A passion for working with students who require assistance to meet educational and/or behavioural expectations.
- The candidates beliefs on inclusion, equity and anti discriminatory practices and behaviour as applies in a school environment

Additional Position Information

Start date:	22 July 2024
Tenure:	Ongoing position 30.83 hours per week, term time only Monday - Friday – 8.30am – 3.30pm
Location:	St Marys College, 164 Harrington St Hobart 7000
Employment Conditions:	As per the Tasmanian Catholic Education Single Enterprise Agreement 2018
Remuneration:	As per the Tasmanian Catholic Education Single Enterprise Agreement 2018

Final Checklist for Applicants

Before sending in your application, use this checklist to make sure you have not missed out any important details. Applications must include:

Final Checklist for Applications

- Introductory cover letter stating why you wish to work at St Marys College and what you can bring to the role.
- A current Resume, which should include a brief employment history stating where you have worked, the length of service and brief description of the position(s) held and duties undertaken. Ensure the names and contact details of two recent referees.

Your application is to be submitted via the St. Mary's College website by clicking on the "**online application form**" link.

<https://www.smc.tas.edu.au/employment/>

CLOSING DATE FOR APPLICATIONS: Thursday 4 July at 12.00pm

Please note:

Applications will not be accepted after the closing date.

If you have any further queries regarding your application please contact Natalie Prokopiec, Human Resources Coordinator on (03) 6108 2560 or hr@smc.tas.edu.au

Interviews - The interview panel will meet with short-listed applicants (details to be advised). Not all applicants will be interviewed.

Confidentiality - Applicants are assured of confidentiality in respect to application submissions, and the information contained therein.