

# POSITION DESCRIPTION

<b>POSITION TITLE:</b>	<b>Assisting Student Learning (ASL)</b>
<b>SECTION:</b>	<b>School Officer</b>
<b>REPORTS TO:</b>	<b>The Principal</b>
<b>CLASSIFICATION:</b>	<b>School Officer – Level 2</b>
<b>AWARD:</b>	<b>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland 2023 - 2026</b>
<b>LOCATION:</b>	<b>Good Shepherd Catholic College, Rasmussen</b>

## OUR ORGANISATION

Townsville Catholic Education (TCE) supports 29 schools within the Diocese, located throughout a diverse region including urban and rural environments extending to Mount Isa to the west, Proserpine to the south and north to Ingham. TCE provides a diverse range of education choices including primary, secondary and Prep-to-Year 12. Each setting provides a high educational standard in a caring and a stimulating environment. The Diocese has a growing Indigenous education program and some of our schools offer both boarding and day-student facilities.

TCE employs in excess of 2,500 teaching, professional and ancillary/support employees to fulfil our mission of providing quality educational services through our Catholic school communities. A Catholic education involves much more than simply teaching the educational basics. It encourages students to embrace Catholic values and faith while providing them with an excellent education and diverse life experiences that will prepare them to be a contributing member of the community in their adult lives.

The proud reputation Catholic schools enjoy within the Diocese today is based on the strong tradition built by religious orders who found Catholic Education in the Townsville Diocese in 1872.

Please visit our website for additional information <https://www.tsv.catholic.edu.au/>

## OUR SYSTEM VISION

*“The promotion of the human person is the goal of the Catholic school”*

THE CATHOLIC SCHOOL ON THE THRESHOLD OF THE THIRD MILLENNIUM, 1998

OUR VALUES		JESUS TEACHES US:	
<b>COMMUNITY</b> (John 13)	The greatest commandment Jesus teaches us is to Love God, Love others.	<b>LOVE</b> (John 4:7-19)	Love is the core value of the Gospels.
<b>PROMOTING LIFE IN ABUNDANCE</b> (John 10:10)	God wants us to live life to the full.	<b>RECONCILIATION</b> (Luke 15:11-32)	Jesus' supreme act of love in dying on the cross reconciled humankind to God.
<b>INCLUSION</b> (Luke 19:1-10)	God invites all to live in God's love, including those that might be excluded by society.	<b>HOPE</b> (Luke 24:13-35)	We can all hope for the fullness of glory with God because God is faithful to His promises.
<b>JUSTICE</b> (Matthew 25:31-46)	Jesus lives the virtue of justice rendering to all of us a message of living for others even unto death.	<b>LIBERATION</b> (Luke 4:18-21)	God frees us from all evil if we trust in God and live our life in God.
		<b>COMPASSION</b> (Luke 10:30-37)	In Jesus' life of love we witness the compassion of God - his acts of mercy towards others.

## ABOUT THE ROLE

Good Shepherd Catholic School, Rasmussen is a co-educational school offering Prep to Year 6. Established in 1996, the school is situated on ten hectares of land and supports the families of the surrounding suburbs of the growing Upper Ross area of Townsville. The school is welcoming and inclusive and espouses a lived motto of “Love, Faith, Learning”.

Good Shepherd Catholic School provides a learning environment of mutual trust and respect. The school is strongly committed to engaging parents and encouraging parental and family involvement. Located next to the St Mary MacKillop Early Learning Centre, families can access Catholic education from the early years through to Year 6 seamlessly.

The primary purpose of the School Officer - Assisting Student Learning is to contribute to the provision of a quality educational service by collaborating with teachers and student support services to provide support and guidance which assists students in their learning and development. The School Officer - Assisting Student Learning provides efficient and high-quality support to teachers with the preparation and/or enhancement of learning materials for learning and teaching and ensure all duties are completed to an acceptable standing as determined by the classroom teacher, student support services and Principal.

## KEY ACCOUNTABILITIES

### **Assist the student’s learning and participation in the school:**

- Assist teachers in preparing, implementing and supervising learning programs in the classroom
- Be aware of the Classroom Teacher’s expectations of the students in the class and work with the teacher, actively participating in activities, intervening and encouraging students where appropriate
- Assist individuals or small groups, with activities as part of inclusive teaching and learning practices, supporting the teacher with behaviour management and the development of social skills and classroom skills development
- Assist students with their personal organisation when required
- Respond to all students in the classroom in a warm and encouraging manner and build collaborative relationships with the students and respond to individual learning needs
- Participate in meetings, both internal and external as required

### **Learning and Teaching**

- Provide support to teachers in the classroom
- Assist the teaching team with classroom resources
- Work in partnership with teachers to support student learning which may include:
  - General support to a group of students while the teacher is engaged in focussed teaching
  - Provision of personalised support e.g. mobility or communication support, where required
  - Assisting students to complete tasks designed by the teacher
  - Preparation of support materials and resources
- Support identified students with learning barriers, to engage in a range of learning activities
- Collect data for analysis by the teacher - anecdotal notes on performance of task, work habits, behaviour etc., provided to the teacher.

### **Inclusive Education**

- Assist individuals or small groups with activities as part of inclusive teaching and learning practices
- Provide support to the Classroom Teacher with behaviour management and development of social and classroom skills of students

- Assist students with their personal organisation when required.

### **Small Group and Personalised Support**

- Communicate with teachers about student progress and areas of need
- Inform the Principal on any welfare issues that may arise with students
- Develop professional relationships with students based on trust and respect, which utilises a strengths based approach
- Provide general formative feedback to student on performance during the teaching session
- Role model behaviour in line with the school's mission
- Work in partnership with teachers to implement aspects of learning plans, as identified by the teacher, for groups of students including:
  - Work with the student, under the direction of a teacher, to support the implementation of particular learning goals as identified in the Student's Learning Plan.

### **Pastoral Care**

- Proactively monitor and support student wellbeing issues under the guidance of the pastoral care team
- Work to promote self-esteem and assist with student social interactions by teaching them social skills and discussing with them their social behaviours as required
- Provide assistance with personal care as required which may also include mobility and personal hygiene
- Provide assistance with communication – including notetaking, taping material and using ICT to optimise the student's learning experiences.

### **Professional Development**

- Support collegiate learning by sharing learnings with colleagues
- Proactively seek opportunities to extend own professional learning via internal and external training.

## **STATEMENT OF RESPONSIBILITY**

The carriage of the role will always presume the role-holder's responsibility to act cognisant of, and in harmony with, the Mission and Purpose of Catholic Education and Catholic Education policies.

The employee will be expected to abide by the *Statement of Principles for Employment in Catholic schools*, the *Staff Code of Conduct* and other Diocesan guidelines.

Employees will maintain appropriate confidentiality, sensitivity and empathy in the execution and management of all matters.

Employees will demonstrate a willingness and acceptance to initiate and participate in relevant training and professional development opportunities.

Each employee is responsible for ensuring his/her health, safety and wellbeing and is expected to not willingly place at risk the health and safety of one's self or others.

Employees will:

- Adhere to Work Health and Safety instructions
- Promote a commitment to safe work practices
- Be familiar with workplace incident, hazard and accident reporting and emergency procedures
- Take reasonable action to avoid, eliminate or minimise risk and hazards
- Utilise personal protective equipment
- Participate in the development of a safe and healthy workplace

- Seek information and advice as necessary and comply with instructions.

## ABOUT YOU

### Experience

- Ability to organise and prioritise a range of tasks and set priorities to meet deadlines in a busy environment
- Demonstrated competence and confidence in using a personal computer and relevant software packages e.g. Microsoft Word, PowerPoint and Excel
- Demonstrated experience working with students with disabilities and/or special needs is desirable.

### Skills

- Understanding and ability to develop links between the school community
- Good oral communication skills, especially in relation to staff, students and community
- Good written, verbal, visual and non-verbal communication skills to ensure positive engagement with staff, parents and visitors
- Sound computer literacy capacity to work in partnership with classroom teachers.

### Attributes

- Enthusiastic, energetic, flexible with a proactive attitude
- Confident, well-presented and engaging with a personal warmth that engenders mutual respect with staff, parents and visitors
- Flexible and responsive to the needs of the school community and driven to achieve the best outcomes for students.

## Mandatory Criteria/Professional Registration/Other

- Current Working with Children Suitability Card - The successful candidate will require a paid Blue Card before commencement as per the No Card, No Start policy developed by Queensland Government.
- Current Driver's Licence
- Ability to travel from time to time within the Catholic Diocese of Townsville
- Ability to perform the physical requirements of the role in a safe manner.

***It is a requirement of this role that you are fully vaccinated against COVID-19. Please note proof of vaccination (MyGov Medicare Vaccination Certificate or Medical Certificate) will be required as a pre-commencement document.***

## Desirable Criteria

- Cert III in Education Support or a commitment towards completing this qualification
- First aid qualification or a willingness to complete.

*Some employees may be subject to pre-employment medical assessments during the selection process. Depending on the nature of the position, it may be necessary for successful applicants to be immunised against certain preventable diseases in order to minimise the risk of transmission.*

## HOW YOU WILL BE ASSESSED

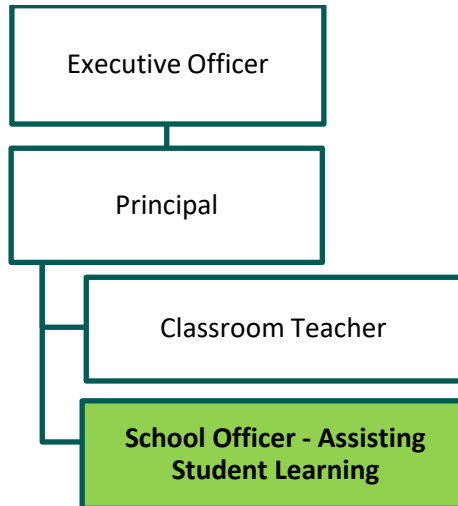
How we do things is as important as what we do, therefore you will be assessed on your ability to use your experience, knowledge, skills and competencies confidentially with good judgement and wisdom.

You will be assessed on your ability to demonstrate the following four capabilities – Personal, Professional, Relational and Organisational within context to the key accountabilities identified above.

Capabilities	
Personal	Professional – Knowledge and Understanding
Engages in self-reflection	Is aware and responsive
Gives witness to personal faith and commitment	Integrates a Catholic stance in area of responsibility
	Supports and engages change processes
Displays a sense of self-efficacy and personal identity	Demonstrates appropriate styles of decision making
Displays intuition as well as logic and reason	Inspires a collegial purpose and vision
Projects confidence, optimism and resilience	Supports efficient and robust structures and systems
Demonstrates honesty and integrity	Focuses on core outcomes and accountabilities
Demonstrates ethically responsible behaviours	Engages in workplace learning and relevant professional development
Is morally courageous	Operates with a commitment to sound educational focus
Demonstrates a commitment to personal spiritual growth	Operates with a spirit of service and professionalism
Displays imagination and vision	Develops moral purpose
Integrates work and personal life	Demonstrates capacity to provide professional support
Engages with the Catholic culture	
Is culturally sensitive	
Social and Interpersonal	Organisational
Is relationally adept	Gives priority to the Church's mission in education
Is emotionally mature	Engages in future thinking, aware of the big picture
Is guided by the spirit and teachings of the Gospel	Supports organisational capacity to respond to contemporary and future needs
Communicates with confidence	Avoids imposing old paradigms on new realities
Is authentically present	Supports a growth promoting workplace
Displays a trusting disposition	Exercises committed and ethical stewardship
Supports collaborative and productive working environments	Contributes to organisational sustainability
Engages in positive politics	Supports a sharing organisational culture that focuses energies and talents
	Operates in fidelity to Catholic social teaching and environmental responsibilities

## REPORTING & OTHER RELATIONSHIPS

The School Officer - Assisting Student Learning is accountable in the first instance to the Principal. The School Officer - Assisting Student Learning consults and liaises with other TCEO personnel, Principals in schools, and other Diocesan staff/committees, where appropriate.



## ACKNOWLEDGEMENT

I have read, understood and acknowledge the scope and responsibility of the position outlined in this position description.

**Employee Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_