Position Information Document

Intervention Programs Support Officer

Staff Name:

Role Grade: Grade 4

Role Stream: Curriculum

Supervised by: Literacy Intervention Programs Coordinator

Reports to: Assistant Principal Teaching and Learning
All positions ultimately report to the Principal

Department: Inclusive Education Team

Direct Reports: Nil

Employment conditions are in accordance with the Catholic Schools Enterprise Agreement 2020 (and as amended/replaced).

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1. BROAD PURPOSE

Gleeson College is a faith-filled community providing its members with the opportunity to discover, develop and use their God-given talents and abilities in the service of others.

Staff at Gleeson College are required to demonstrate a commitment to the belief that all students can be thriving people, capable learners, leaders for the world God desires, providing educational support to ensure that students develop the knowledge, skills and attributes they need to thrive in a rapidly changing and complex world.

Under the direction of the Principal (or delegate), support and assist teachers to meet the students identified educational needs. Under moderate direction, but within clear stated objectives, provide a high level of specialised support and assistance to teachers and other staff to effectively meet students identified educational needs, specifically students with special needs.

2. SPECIAL CONDITIONS

Any additional hours must be pre-arranged and approved in accordance with College Policy. Reasonable out of hours work may be required at times in accordance with the Enterprise Agreement.

3. KEY WORKING RELATIONSHIPS

- Leader of Inclusive Education
- Intervention Program/s Team
- Principal and Leadership Team
- Students
- Parents, Caregivers and Families
- Inclusive Education Team
- Teachers and Education Support Officers
- Visitors
- External parties / Stakeholders / Services

4. KEY RESPONSIBILITIES

Duties include, but are not limited to, the following:

Curriculum Responsibilities

- Demonstrate an understanding of curriculum by adapting teaching aides and assist with student assessment and reporting.
- As required, contribute to communications to parents and relevant therapists on progress of students.
- Modify existing/available education programs to meet learning needs of specific students by applying personal knowledge and initiative.
- Develop a framework for and provide instruction to students within a structured learning environment by carrying out a wide variety of tasks associated with classroom learning experiences and evidence-based intervention practices.
- Support student learning, including for students with specific learning needs and disabilities, both individually and in groups, with minimal teacher guidance.
- In consultation with the teacher, Literacy Intervention Programs Coordinator or other delegate, use a variety of available educational aids to support student learning by employing positive behaviour strategies which ensure a safe learning environment.
- Supervise and care for students with formally identified special needs in accordance with Personalised Plans for Learning (PPL) as applicable.
- Provide yard duty support to teachers in accordance with school procedures.
- Assist with physical requirements of students requiring special care, as appropriate.
- Exam invigilation, under the nearby supervision of a teacher, for students with Special Provisions.
- Assist teachers with the care and support of students including those with specific learning needs and disabilities on excursions, sports days/activities and other classroom and associated school/educational activities.
- As required, lead and/or support other Curriculum ESO staff including providing general supervision and guidance to achieve required outcomes.
- Actively participate in school activities, events, staff and team meetings, required training, professional development and professional reviews.
- Undertake other duties as directed by the Principal (or delegate).

Professional Responsibilities

- Act in accordance with the CESA Code of Conduct and the Charter for Staff in Catholic Schools in South Australia.
- Actively uphold and contribute to the ethos and values of Gleeson College, as well of that of Catholic schools in general
- Maintain professional boundaries and understand, model and support positive behaviour procedures including Gleeson College behavioural management strategies and policies.
- Comply with relevant legislation as well as South Australian Commission for Catholic Schools (SACCS) and Gleeson College's policies, guidelines and procedures
- Appropriately assist students who are hurt, sick or in distress
- Communicate effectively and establish positive relationships with staff, students, parents, visitors and external stakeholders.
- Complete any administrative tasks accurately and on time including record keeping.
- Demonstrate high professional standards and present an appropriate image of Gleeson College in line with the Gleeson College Dress Policy.
- Attend all meetings and events as requested by the Line Manager.
- Undertake other duties, as required by the Principal (or delegate).

5. PERSON SPECIFICATION

Essential skills and attributes:

- A Diploma in Education Support (or equivalent) and/or relevant demonstrated knowledge and experience in a comparable role. Prior experience working in an education environment is highly desirable.
- Demonstrated full competency in working and communicating effectively with children including experience working with children with high level special needs.
- Ability to lead, guide and support other staff and role model and support positive behaviour between staff and students to enhance learning and wellbeing outcomes.
- Excellent interpersonal and communication skills (verbal and written) and quickly develop positive rapport with students, staff, and parents/caregivers.
- Ability to analyse, diagnose, design and implement solutions across a range of functions associated with the role.
- Ability to undertake research to obtain guidance as required to achieve stated objectives and evaluate information and use to forecast or plan learning and/or wellbeing initiatives and activities.
- Experienced in applying a high degree of initiative, discretion, and capacity to program own work and be responsible for own outcomes within broad parameters, as well as limited responsibility for the achievement of group outcomes, applicable to the role.
- Excellent time management, high attention to detail, and organisational skills and ability to effectively prioritise tasks and meet timelines to deliver required outcomes.
- Demonstrated advanced computer skills, knowledge, and experience, with particular expertise in the Microsoft Office suite and ability to support others with computing competencies.
- Demonstrated ability to maintain appropriate confidentiality.
- Ability to lead and deal effectively with unexpected situations and/or emergencies.
- An active commitment to ongoing professional learning and development.

Desirable skills and attributes:

- Experience and/or training in Autism, for example through Autism SA
- Continence Care Training.

Acquire and maintain:

- A completed 5 day intensive training with Institute of Multi-Sensory Language Education (or as organised through the College).
- Clearance to work in Catholic Education (Catholic Police Check) and Current DHS Working with Children Check
- Responding to Risks of Harm Abuse and Neglect – Education and Care (RRHAN-EC) mandatory training.
- HLTAID012 First Aid Training (Provide an emergency first aid response in an education and care setting).
- Being vaccinated against COVID-19 is not mandatory for CESA staff. It is highly recommended for all CESA staff to maintain vaccination status as recommended by the policy.

6. WORK HEALTH AND SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012. As a Worker while at work you must:

- Take reasonable care for your own health and safety.
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons.
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer.
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

Reference: Division 4, Section 27 and 28 WHS Act 2012.

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.