



## Position Description

<b>Position title</b>	Learning Assistant
<b>Address</b>	77-81 Willesden Road Oakleigh VIC 3186
<b>Appointed by</b>	Principal
<b>Responsible to</b>	Head of Learning Enhancement
<b>Employment type</b>	Full-Time

### Overview

Oakleigh Grammar is a highly reputable Christian co-educational ELC to Year 12 School located in the South-Eastern suburbs of Melbourne.

Oakleigh Grammar values education that goes beyond academic development. At its core, the School is dedicated to building compassionate, confident and active lifelong learners espousing all students to have a zest for life.

### Our Values

**Humility** – We promote the quality of having a modest or low view of one's importance.

**Aspiration** – We promote the notion of hope and ambition in all that we and others do.

**Respect** – We promote due regard for the feelings, wishes and rights of others.

**Kindness** – We promote the quality of being friendly, generous and considerate.

### Primary Purpose of the Role

The Learning Assistant is responsible for supporting inclusion of all students, by direct support, or assisting the class teacher.

Through regular assessment and careful diagnosis, our Learning Enhancement team identifies students who have gaps in their learning journey and embark on the best path forward to address these challenges. Similarly, students who exhibit giftedness or talent are identified and provided with extension opportunities and higher order challenges.

With a natural ability to foster and establish relationships, The Learning Enhancement team also liaises with external specialists such as Speech Pathologists, Occupational Therapists and Educational Psychologists to identify, plan, support and deliver specific programmes.



Presenting with exceptional communication, interpersonal and advocacy skills. The role will interact with families and respond to parent enquires / requests that come through via telephone, email, or face to face.

## Key Working Relationships:

- Head of Learning Enhancement
- Deputy Principal - Professional Culture and Junior School
- Teaching and Non-Teaching staff of the School
- Members of Oakleigh Grammar and General Public

## Expectations of Staff

Oakleigh Grammar staff members are expected to maintain professional and responsible attitudes, and to communicate respectfully and effectively. All Oakleigh Grammar staff members are required to:

- Treat each other with courtesy and respect.
- Respect the right of each person to learn/work without disruption.
- Accept responsibility for their own progress development.
- Accept responsibility for maintaining safe, clean, and pleasant surroundings.
- Demonstrate self-respect and uphold Oakleigh Grammar's reputation through their appearance and actions.
- Understand and abide by all child safe principles.
- Notify responsible staff promptly any occupational, health and safety issue/s which compromise the aim of maintaining a safe school environment.
- Support the vision, and values of the School.
- Commitment to uphold and contribute to the Orthodox ethos of the School.
- Contribute to and support the strategic directions of the School.
- Support all Oakleigh Grammar's policies and procedures.
- Obey the law.

## Key Responsibilities

The Learning Assistant is responsible for:

- Providing basic physical care and wellbeing support for the student, including toileting support.
- Addressing immediate behavioural presentations relating to specific students within a classroom and school yard setting, aligned to school policy and procedure.
- Participating in Program Support Group Meeting, sharing feedback and observations with the family and external providers.
- Facilitating the student in accessing sensory, movement and brain breaks.
- Providing the student support and supervision for the student at all times of the day, outside of scheduled staff breaks.



- Communicating with the Home Group teacher and Learning Enhancement team to support skill development in the areas of communication, play, social skills as well as pre-prep academic skills (Level A-D of the Victorian curriculum).
- Supporting the school team with feedback and observations to assist with assessing the student's point of readiness to learn.
- Assisting the student to work on identified goals within their Individual Learning Plan.
- Providing specialised communication support for the students in areas such as key word sign and possibly Augmentative and Alternative Communication (AAC) Devices.
- Providing verbal instructions with visual supports, gestures or key word signs to aid in the student's communication and understanding of instructions.
- Contribute to the monitoring of skill acquisition and recording of intervention participation.
- Participation in intervention training with experienced educators and therapists surrounding developmental delays.

## Qualifications and Skills

### Required

- Recognised Victorian Working with Children Check registration is mandatory
- Certificate IV in School Based Education Support
- Experience working with students with diverse needs
- Ability to develop positive working relationships with individuals at all levels to promote the School
- Subject and curriculum knowledge
- Knowledge of school processes and curriculum e.g. MYP/Leader in Me program
- Knowledge of effective strategies to support students with individual needs
- The ability to communicate effectively with students and staff members
- Effective organisational skills
- An ability to adapt and deliver support to meet individual needs
- High level of accuracy and note taking skills
- Strong Information and Communication Technology skills
- Effective time management

### Attributes

- Commitment to own practice through self-evaluation and Professional Development
- Professional regard for the ethos, policies and practices of the school
- A positive attitude, value and behaviours to develop and sustain effective relationships in the school community
- Respect for individual differences and cultural diversity
- Compassion, patience, initiative, and flexibility
- Capacity to work as part of a team
- Willingness to take part in the school's co-curricular program
- Capacity and willingness to contribute to the vision and mission of Oakleigh Grammar



*This Position Description is a guide only. The Principal may assign duties for this position at his discretion depending on the operational needs of the School.*

## **Child Safe Standards**

Oakleigh Grammar has a zero-tolerance approach to child abuse. The School must comply with the minimum standard for the care, safety and welfare of students as detailed in the child safe standards specified by Ministerial Order No. 1359.

Oakleigh Grammar is a Child Safe School and we are committed to ensuring a culture of child safety. We provide a safe environment for every child and student. All students have a right to feel safe and to be safe. We want our students to be secure, happy and empowered. We support and respect all children, from all cultural backgrounds and faiths.

Our School is committed to preventing child abuse and identifying risks early and removing and reducing these risks. This includes measures to actively maintain a safe school environment both during school hours and outside the school day.

All Oakleigh Grammar employees and volunteers have a legal and moral responsibility to respond to situations involving child abuse and neglect including mandatory reporting of abuse or suspected abuse.

In addition, Oakleigh Grammar is committed to the safety of children from culturally and/or linguistically diverse backgrounds, and to provide a safe environment for children with a disability.

We also have specific policies, procedures and training in place that support the Board of Management, Leadership Team, Teachers, Staff and Volunteers, to achieve this important outcome of a child safe school.

### **All staff employed by the School are required to:**

- Show evidence of a current Victorian Institute of Teachers Registration (or Provisional Registration) or Working with Children Check, as required.
- Commit to the School's Staff Conduct and Professional Boundaries Policy and Mandatory Reporting Policy by way of reading and taking part in an on-line questionnaire each year.
- Take part in child safe school training each year including the on-line Mandatory Reporting e-Learning Module.

Mark Robertson

### **Principal**

B Ed, M Ed St, AMACEL, MACE, AFAIM, MAICD

May 2024



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