

Position Information Document EDUCATION SUPPORT OFFICER (ESO)



INCLUSIVE EDUCATION OFFICER

Name:

Commencement: February 2024

Position Title: Inclusive Education Officer – ESO

Grade: Minimum Grade 3, negotiable higher grade with qualifications and experience

Stream: Curriculum

Employment Type: Permanent

Fraction Time: Full Time during school terms (0.88 FTE – 37.5 hours per week working 42/48 weeks, commencing the school year in Week 00 of Term 1 and concluding at the end of Week 9 of Term 4)

Reports to: Inclusive Education Learning Area Leader/Business Manager
All positions ultimately report to the Principal.

Employment conditions are in accordance with the Catholic Schools Enterprise Agreement 2020.

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.

The Inclusive Education Officer works collaboratively with the Inclusive Education Learning Area Leader and Teachers facilitating adaptive student learning, working with students in class or on a one-on-one capacity, providing learning support across all curriculum areas.

2. SPECIAL CONDITIONS

Additional time worked (overtime) is to be pre-arranged and approved by the Business Manager in accordance with the College Policy. Out of hours work will be required.

3. KEY WORKING RELATIONSHIPS

- Principal and Leadership Team
- Inclusive Education Learning Area Leader
- College Staff
- College Students
- Parents/Families/Caregivers
- Partner Primary Schools
- ONE+ Staff and Students
- External agencies

4. KEY RESPONSIBILITIES

- Work collaboratively with the Inclusive Education Learning Area Leader and teachers to support students in small groups, in class or one-on-one across all curriculum areas (Year 7 to Year 12).
- Assist the Inclusive Education Learning Area Leader by providing administrative support to maintain student Personal Plans for Learning (PPLs) for students with Disability, Learning Disability, Indigenous students, Gifted and Talented students, students under Guardianship of the Minister and students with SACE modified programs and special provisions.
- Support successful learning outcomes and safe environments for students with specific learning difficulties and disabilities.
- Use a broad knowledge base of behavioural management strategies to ensure a safe, orderly and successful learning environment.
- Work closely with subject teachers to design and modify tasks for students, report student progress and student difficulties.
- Use varied and effective educational aids and applications to assist student learning.
- Where required, undertake research to obtain guidance as required to best support the learning needs of students with Disabilities.
- Document student progress and report to the Inclusive Education Learning Area Leader and subject teachers.
- When a student with a Disability is experiencing difficulty in the learning environment, analyse, diagnose, design and implement solutions and strategies to support the student and teacher.
- Use initiative and discretion to program and plan a timetable that best suits the needs of students.
- Evaluate current information around common Disabilities present in the student body and use for planning of supports required, and resourcing of the Thomas Learning Centre.
- Attend regular Inclusive Education faculty meetings and Professional Development.
- Assist in the preparation of Inclusive Education students' exams and provide rostered supervision.
- Assist with the absentee form and any other administration in relation to Indigenous Students.
- Develop and maintain good working relationships with staff, students and families.
- Maintain an organised and welcoming student learning environment.
- Support and supervision of 'The Zone' and 'Homework Club' as timetabled.
- Action Emergency Evacuation/Lock down procedures as required as an Emergency Warden.
- Perform any other duties as required from time to time by the Inclusive Education Learning Area Leader, Business Manager or Principal.

5. PROFESSIONAL RESPONSIBILITIES

- Understand and implement Gleeson College behavioural management strategies and policies.
- Operate in accordance with the Charter for Staff in Catholic Schools South Australia.
- Support and represent the ethos of our Catholic College as outlined in the Gleeson 10 and Gleeson Staff 5.
- Understand the employer's requirements and act in accordance with South Australian Commission for Catholic Schools (SACCS) and the College's policies, guidelines and procedures
- Complete any administrative tasks accurately and on time including record keeping.
- Ensure that confidential information is maintained and act with discretion and decorum at all times.
- Participate in professional development/training activities as required.
- Attend all meetings and events as requested by the Inclusive Education Learning Area Leader or Business Manager.
- Follow First Aid management, training and reporting within the policies and guidelines of the CESA Safety Manual – First Aid, including providing First Aid to students and staff as reasonably requested and required.
- Develop and maintain effective professional relationships with staff, students, parents and visitors.
- Demonstrate high professional standards and present an appropriate image of Gleeson College

in line with the Gleeson College Dress Policy.

- Promote and speak well of Gleeson College and its staff at all times, addressing any personal concerns with line managers or Principal as required.
- Undertake other duties pertinent to the scope of the position, as required by the Principal.

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.

7. SPECIFIC REQUIREMENTS

Essential skills and attributes:

- Experience in supporting and assisting students in an education environment, in particular children with specific learning and developmental needs, including children with mild autism spectrum disorders.
- A high level of attention to detail.
- High level of proficiency in Microsoft Office Suite/Office 365.
- Excellent interpersonal, communication and collaboration skills with an open and friendly disposition.
- The ability to establish positive relationships with staff, students, parents and visitors and communicate effectively with people from a range of backgrounds.
- A flexible approach, exceptional organisational skills and the ability to manage competing tasks and timelines.
- The ability to be proactive, show initiative, discretion and judgement.
- Demonstrated high level of confidentiality, trust, integrity and work ethic.
- Self-motivated, resilient and able to work productively in a complex environment as a member of a team.
- The ability to maintain a helpful, professional demeanour at all times and receive queries and complaints in a calm, positive and reassuring manner.
- The ability to act calmly in the face of adversity or emergency.

Acquire and maintain:

- Clearance to work in Catholic Education and Current DCSI/Working with Children Check/Catholic Police 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).
- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.

Desirable criteria:

- Certificate III in Education Support

- Experience in an education environment
- Current driver's license.

8. PERFORMANCE REVIEW

The employee must undertake a performance review on an annual basis or at another mutually agreed time. Consultation will occur between the employee and the employee to ensure that the Position Information Document is accurate.

SIGNED

Principal or Delegate:  Date: 31/01/2024

Employee: Date: / /