



Learning Support Assistant

TITLE:	Learning Support Assistant		
AWARD/AGREEMENT:	Scotch Oakburn College (Staff) Enterprise Agreement		
EMPLOYMENT STATUS:	2 x Permanent part-time roles, ranging from two to four x 6.75 hour days per week (to be negotiated with successful candidates)		
HOURS & DAYS OF WORK:	8:15am to 3:30pm	6.75 hours per day	
REPORTS TO:	Head of Inclusive Education, Penquite		
LOCATION:	Penquite Campus (Middle & Senior Schools)		
MANDATORY CLEARANCES:	<ol style="list-style-type: none"> Working with Vulnerable People (Children) Registration National Police Certificate (Schedule 1 Record) 		

The College:

Scotch Oakburn College is an independent, open entry day and boarding school of approximately 1,300 students from Early Learning through to Year 12, in association with the Uniting Church in Australia. Through the provision of academic, pastoral, and co-curricular programs, the College provides a holistic education designed to prepare students for their future.

Our College has three campuses:

- **Elphin Campus**, located in the inner eastern suburbs of Launceston and home to our Junior School (Early Learning Centre and Years Prep to 5) as well as our Boarding House students who come to us from intrastate, interstate and international locations.
- **Penquite Campus**, located 2.5km from our Elphin Campus and home to our Middle School students (Years 6 to 8) and Senior School students (Years 9 to 12).
- **Valley Campus**, located in the Fingal Valley just over an hour's drive from Launceston and the hub of our Education Outdoors and Environment Centre.

Scotch Oakburn College is one of 250 Round Square schools that span 50 countries around the globe. Round Square schools are committed to character education and experiential learning built around the six IDEALS of International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service.



Scotch Oakburn College is accredited by the **Australian Childhood Foundation** in recognition of its commitment to **child safety standards**.

Child safeguarding screening, selection and training practices form part of the recruitment and selection process, and employment conditions for all positions at the College.



The Role:

Learning Support Assistants work collaboratively in a team with teaching staff, assisting in building a positive community and exciting, inquiry-based learning environments which engage and challenge young learners. Scotch Oakburn delivers the Australian Curriculum through innovative learning programs designed to cater for the learning needs and personal development of each student.

Learning Support Assistants help to create a warm, caring and safe environment to support students and teachers in ways that improve the overall quality of care, community and learning. Learning Support Assistants provide practical support to the teaching staff, assisting with student learning, completing routine administrative tasks and assisting with the presentation of the environment, including organisation of materials and maintenance of equipment.

Learning Support Assistants provide appropriately experienced and certified assistance to our teaching staff as required. The Learning Support Assistant may be allocated to classes and Learning Support where children's ages range from 12 - 16 years.

Key Duties and Responsibilities:

Whilst not an exhaustive listing, the following functions are typical of those which are expected of this position:

- Work with teachers to develop and provide a creative learning environment.
- Work with adolescent students individually and in small groups.
- Assist with the documentation of student learning experiences and other administrative duties.
- Contribute to the health and safety of students.
- Assist with student supervision and behaviour management in either/both the indoor and outdoor learning environments, including supervision of lunch where applicable.
- Support student development and learning.
- Support the physical and social development of students.
- Support students with special educational needs.
- Support students with personal care and toileting needs where necessary.
- Participate in workplace safety procedures.
- Attend meetings and professional development as required.
- Providing any other assistance as required by teaching staff.
- Undertake any additional duties as assigned by the Class Teacher and Learning Support Coordinator to support the objectives of the Learning Development Department and College.

Level of Accountability

Performance of the role must be undertaken with the highest of integrity, in accordance with the College Delegations of Authority. This is an autonomous role, with general direction provided on a day-to-day basis. Guidance and advice are available from the classroom teacher and Head of Inclusive Education as required.

All tasks must be completed within required timeframes, to a high standard, and in accordance with the policies and procedures of the College. Actively engaging in reflective practices and receiving feedback is required to promote continuous improvement and to lead individual professional development objectives.

Organisational Relationships

Reports to:	Head of Inclusive Education, Penquite
Direct Reports:	Not applicable
Key Internal Relationships:	Classroom teachers Staff of the Penquite Campus Students
External Relationships:	Parents and carers of students Organisations with whom the College deals
Leadership Teams:	Not applicable

Safeguarding Children and Young People

As an employee of Scotch Oakburn College, you are required to adhere to our Code of Conduct, accessible on The Dash, which outlines behaviour standards aligned with safeguarding children and young people.

Your responsibilities include providing a safe and welcoming environment for children and young people, acting as a positive role model, ensuring positive and safe interactions, and providing adequate care and supervision. Through the performance of their roles, all staff are required to promote the safety and well-being of children and young people in our care, and report suspicions or disclosures of abuse or policy breaches to management.

Additionally, during your employment with the College you are required maintain valid Working with Vulnerable People documentation and undergo periodic National Criminal History record checks. You are also obligated to report to College management any criminal charges or convictions received during employment that may pose a risk to children and young people.

Work Health and Safety

Scotch Oakburn college is committed to achieving the highest attainable standards of Work Health and Safety (WHS) for its staff, students, and visitors. As a member of staff, you will be required to:

- take reasonable care of your own health and safety,
- take reasonable care that your acts or omissions do not adversely affect the health and safety of other persons,
- comply, so far as you are reasonably able to, with any reasonable instruction provided by the College to allow the College to comply with the Work Health and Safety Act,
- co-operate with any reasonable policy or procedure of the College relating to health or safety, and
- report any injury, hazard, near miss or incidents and losses as soon as they are detected using the College's incident and accident reporting system.

Knowledge and Experience:

Experience is required in:

- Engaging and working with adolescent students
 - Skills in student behaviour management
 - Experience working with students within the Autism Spectrum
 - Good technology skills
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In accordance with its Recruitment Policy, Scotch Oakburn College is committed to selection procedures based on merit, qualifications, experience and which are aligned to the key selection criteria of the role. As such, applications for this role should address the Key Selection Criteria below to demonstrate their ability to fulfil the key duties and responsibilities outlined.

Key Selection Criteria:

1. Experience and/or willingness to engage and work with adolescent students.
2. Demonstrated experience and skills with student behaviour management.
3. Demonstrated high level interpersonal and communication skills, both oral and written, across multiple stakeholders (eg students, teachers).
4. Demonstrated high level organisation, planning and time management skills.
5. A capacity and willingness to participate in professional learning opportunities across the College.
6. Caring and considerate manner with others.
7. Flexibility, versatility and initiative in approaching daily activities.
8. Ability to work collaboratively in a team-based environment.
9. Safeguarding Children: a demonstrated commitment to actively contribute to the College's safeguarding culture for children and young people, including an understanding of the College's policies in relation to Child Safety.