

Position Description – Range 2 Education Support

Position Title		Classroom Education Support	
Position Reports to		Teacher / PLT Leader / Leading Teacher	
Professional Learning Team			
Classification Range	Range 2	FTE	Fixed Term 0.79-1.0
Vision & Values			
<p>Jackson School is a collaborative learning community for all. We aim to develop independence through safety, respect and responsibility.</p> <p>We aspire to offer authentic, quality educational experiences that develop futures, create opportunities and inspire student potential; enabling our students to be valued and contributing members of the wider community. We share and celebrate our successes and achievements.</p> <p>Department employees are required to demonstrate the Victorian public sector values by the Code of conduct for Victorian public sector employees and uphold the school's statement of values at all times.</p>			
Role Description			
<p>An Education Support Class position at this range will perform tasks that are carried out in accordance with guidelines, accepted practice, and school policy under supervision and direction. This may include coordination of other education support class staff within the work area or educational program. The commencing salaries for persons employed at Level 1 Range 2 are set out in clause 18(4) of the Victorian Schools Government agreement.</p> <p>An Education Support Class position supports the educational services being provided to students but must not include duties of a teacher as defined in clause 2.6.1 of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students can be required individually or in groups up to 4 in controlled circumstances and where the responsibility for students remains clearly with a teacher.</p> <p>A role at this range may include:</p> <ul style="list-style-type: none"> • Specific support tasks to achieve outcomes. Typically, this will involve accountability for a single function, (e.g. ensuring data is properly maintained) or the co-ordination of a work area under the direction of the principal or a manager. • Assisting teachers, within an educational program, by undertaking specific support tasks or the coordination of the support function. • Supervised health and wellbeing support tasks, medical intervention support tasks, or other specialised student/teacher support roles (e.g. enrolled nurses performing the role as described in schedule 3). These roles require specific qualifications and/or training, including roles where further training must be undertaken from time to time. The role is for a specific purpose, for which there will be direct accountability as opposed to support roles that are carried out by a range of staff performing routine tasks under direction. • Technical tasks that require a sound knowledge of basic technical and/or scientific principles that are used to develop and adapt work methods and make judgements where there are clear guidelines and limited options. Routine technical support in libraries, science, and information technology would be typical examples. • An education support class position at this range commencing at the base will initially be limited to undertaking routine tasks that are carried out under close supervision and direction. Work that carries some degree of independence will generally involve a limited number of tasks performed on a regular basis where priorities are clear, procedures are well established, and direction is readily available. Subject to any specific qualification and/or training requirement, an education support class employee employed in this range may be progressively required to undertake coordination, specialized student/teacher support tasks, or technical tasks as experience in the role is gained. 			
Position Responsibilities			

Student/Teacher Support

- Undertakes routine tasks with clear priorities in line with the job description, well established procedures, and under supervision, such as:
 - Providing routine support for teachers
 - Assisting with planning of student routines
- Duties mainly focused on routine tasks such as:
 - Communicating with teachers about routine matters
 - Assisting teachers with communication with parents about routine matters
 - Providing basic physical care and wellbeing support for students such as toileting, meals, and lifting
 - Communicating with student/s to support comprehension of basic tasks and information
 - Addressing immediate behavioural presentations relating to specific students within a classroom setting aligned to school policy and procedure
- Provides basic support and supervision for individuals or small groups of up to 4 students within a classroom setting
- Provides support to careers advisor
- Supports teachers in the coordination of educational programs independently or under minimal supervision, such as:
 - Rostering and organising the work of a team of aides
 - Providing routine coordination, guidance, and support to other student support staff
 - Liaising with external providers of support services about clearly defined support needs and resources
 - Supporting teachers in communicating objectives and outcomes relating to educational programs and/or students, including routine presentations
 - Assisting teachers with the communication of student outcomes and educational programs
- Can provide medical intervention support to a student/s, provided that:
 - The student/s has a specific medical condition that requires assistance;
 - The support relates to a specific medical condition identified by the Employer under relevant policy
 - The support needed requires specialised training/ in the tasks to be performed; and
 - The position requires ongoing professional development and/or training to gain or maintain skills and knowledge relevant to the medical procedure.
- Provides specialised communication support for students and teachers in areas such as AUSLAN and braille

Key Duties

All Staff

- Uphold Department and School Values at all times
- Upload AITSL teacher standards and Codes of Conduct and Ethics (VIT)
- Work within Department and school policy guidelines, including Occupational Health and Safety
- Maintain confidentiality at all times
- Check the portal daily for timetable changes and allocations
- Check emails daily on EduMail using devices provided and read and like any Microsoft Teams messages
- Attend Whole School Briefing (8:30am Tuesday) and PLT Briefing (8:30am Thursday)
- Complete mandatory tasks and LearnED modules
- Abide by the Staff Dress Code policy
- Ensure personal devices, including mobile phones, are only used for work purposes
- Provide a child safe environment in accordance with the child safe standards and inform leadership of any wellbeing concerns and record incidents on Xuno
- Provide basic first aid to students (first aid trained staff only), record details as a first aid incident on Xuno
- Participate in community events, camps and activities as required

Classroom Education Support Staff

- Arrive in the classroom by 8:30am ready to work
- Meet with Classroom Teacher at 8.45am to read and discuss weekly/daily plan and assist in classroom set up
- Support teachers to set-up learning environment including setting up class/student schedules
- Collect teacher's printing/photocopying before 8:45am or at recess/lunch only
- Accompany students and/or administer student medication as required (as per Student's Medical Plan)
- Collect/take students from the buses/office/parent pick-ups as required
- Communicate bus changes to the office through student helpers
- Under teacher direction, assist teacher's communication with parents/carers on routine matters during pick up and drop off as directed by the teacher
- Under teacher direction, engage with student posts by liking and commenting
- Distribute and collect letters, permission forms and keep adequate records of in/out correspondence
- Provide basic physical and emotional care for students such as toileting and feeding as required
- Support students during regulation breaks
- Support students with routine speech pathology and occupational therapy needs as directed by Allied

Health staff (including AAC) through the classroom teacher

- Share any appropriate information between teachers and specialists following a transition between lessons
- Support teachers and students in line with the Jackson Excellence in Teaching & Learning Framework
- Use consistent positive behaviour reinforcement strategies and redirect student behaviour to re-engage them in learning aligned to the school-wide PBIS program and individual Behaviour Support Plans
- Address immediate behaviour concerns and call teachers / leadership for support where required (see PBIS flowchart)
- Provide adjustments and support to students in their learning and wellbeing as planned for by the teacher
- Supervise individuals or small groups of students (1:4) where a teacher/leadership remain responsible
- Read student's Jackson Learner Profiles, Individual Learning Plan (ILP) and other relevant plans
- Support with the supervision of students during breaks, recess and lunch times – see Duty of Care/Yard Duty Supervision Policy
- Communicate to teachers about routine matters and provide feedback on students' learning
- Maintain a child safe environment in accordance with the child safe standards and inform teachers/leadership of any wellbeing concerns / record incidents on Xuno
- Support teachers and students with the clean-up of learning environments
- Provide basic first aid to students (first aid trained staff only) and record details as a first aid incident on Xuno
- Participate in peer observations and professional learning (see ES Local Agreement annually)
- Complete mandatory tasks and LearnED modules
- Ensure personal devices, including mobile phones, are only used for work purposes
- Accountable for performance of allocated tasks as directed by teachers, speech pathologists, occupational therapists and leadership within the dimensions of work
- Any other duties requested by the Principal Team

Key Selection Criteria

- SC1- Capacity to undertake routine support tasks across a range of functions in one or more work areas within a school environment.
- SC2 - Demonstrated capacity to communicate effectively with members of the school community including students and the capacity to provide support and/or attendant care to students where necessary.
- SC3 - Demonstrated proficiency in the use of office systems, software or technical equipment as relevant to the position.
- SC4 - Capacity to work cooperatively with a range of people including teachers, education support, students and parents.
- SC5 - A commitment to professional learning and growth.

Qualifications & Desirable Qualities

- Working with Children Check
- Certificate III or IV in Education Support (desirable)

Meetings & Teams

- Whole School Briefing (8:30 Tuesday)
- Professional Learning (3:15 Tuesday) see Local Agreement/Jackson Termly
- Team Briefing (8:30 Thursday)

For further ESS work conditions please our Local Agreement