



ROLE DESCRIPTION

1.0 INCLUSIVE LEARNING TEACHER AIDE – SCHOOL OFFICER

2.0 OUR VISION AND MISSION

With a focus on 'Setting Our Future', Villanova College's Vision is to strive for excellence in boys' education as an Augustinian community, one in mind and heart on the way towards God. We embrace the living traditions of the Catholic Church, enriching the mission of the Archdiocese of Brisbane with our Augustinian charism and organisational independence. All staff at the College are expected to support the ideals and principles of a Catholic school. Within our College, the wellbeing and safeguarding of our students, staff and wider community is paramount.

Villanova believes that education is the formation of the whole person within a faith community. Our community promotes life-long learning through continually challenging itself in the restless search for Truth.

3.0 PURPOSE OF THE POSITION

The Inclusive Learning Teacher Aide will be part of the Inclusive Learning Faculty (5 to 12) at Villanova College. The Inclusive Learning Teacher Aide is an essential member of the learning and teaching team and plays an important support role for the teaching staff and students by providing in classroom support enabling inclusive and effective literacy and numeracy support and physical and emotional wellbeing. This role plays a crucial part in enabling the College community to achieve key goals and priorities in accordance with the Augustinian Values and College Strategic Plan.

Values	Setting our Future – Strategic Goals
Community	Augustinian Identity and Mission
Humility	Transforming Teaching and Learning
Interiority	Student Wellbeing
Search for Truth	Stewardship

4.0 STATEMENT OF RESPONSIBILITY

Working as part of a collaborative team with other Inclusive Learning Teacher Aides and Inclusive Learning Teachers, the purpose of this role is to take teacher instruction and provide support to students with identified inclusive learning needs, leading to effective engagement in the learning opportunities provided across a wide range of classroom and day to day activities.

A Duty Statement is developed and negotiated annually, in collaboration and partnership with the Head of Inclusive Learning. The duty statement makes clear the day-to-day expectations of the role, taking into consideration needs of each term of the school year, time allocation for the position and the key result areas.

5.0 DUTIES

The position will require the role holder to undertake the following activities including but not limited to:

a) In classroom support

- Work collaboratively in the classroom by undertaking specialist instruction to students in specific areas, e.g. literacy and numeracy tasks, social skills, specialist subjects and supported learning classes.
- Attend Inclusive Education and pastoral team meetings and faculty-based meetings as required.
- Liaise with and support teachers in relation to curriculum requirements by encouraging and prompting students to engage in learning.
- Utilise equipment and materials, assist in creation of curriculum support materials or assist students in the preparation of materials, e.g. document preparation on computers.
- Assist with reporting student learning/behaviour problems to appropriate staff.
- Provide specialist advice, under the supervision of senior personnel, to students in relation to the handling and use of materials and equipment.
- In consultation with teachers and other senior staff select reference materials and other educational tools.
- Assist with classroom programs as required, particularly in the development of students' learning program, under the supervision of the classroom teacher/Inclusive Learning Teacher.
- Assist with the delivery of assessment provisions for students when asked by the classroom teacher or Inclusive Learning Teacher.
- Liaise directly with the Inclusive Learning Teacher regarding student progress on a regular basis and strategies being used.
- At times undertake playground duties, before or afterschool tutoring and intervention programs, and supervision of students in a non-teaching capacity as required. One morning per week will be allocated to assisting in tutoring and study group sessions.
- Provide support as required during College events such as camps, sport and co-curricular activities, dependent on the needs of the students Support Plan as determined by the Inclusive Learning Teacher.
- Ensure appropriate note taking and NCCD data collection and recording of student progress as identified by the Inclusive Learning Teacher. Thirty (30) minutes per day will be allocated to uploading NCCD evidence.
- Actively participate in Professional Development and networking with teachers and other professionals to support the implementation of practices based on new learning.
- Such other duties as may be reasonably requested by the Head of Inclusive Learning from time to time having regard to the skills, qualifications, experience and the requirement of the position.
- Some personal care requiring physical integration/ capability will be required for individual students with diverse care needs (education, training and support will be given).

6.0 REQUIREMENTS AND SKILLS

- Relevant experience and/or tertiary qualifications – Certificate III in Education Support highly desired
- Be able to liaise professionally and confidently with students, staff and various external stakeholders.
- Demonstrated knowledge and understanding of diverse learning needs programs for secondary school students.
- Demonstrated experience providing Teacher Aide support to a diverse learning needs

- program in a secondary school.
- Experience in providing literacy, numeracy and IT support to secondary school students (as required).
 - Possess a demonstrated high regard for confidentiality, loyalty, the ability to work harmoniously with others and an appreciation of the need for confidentiality and discretion.
 - Have demonstrated organisational and time management skills together with resourcefulness and initiative to manage multiple priorities.
 - Knowledge and prior use of the College Administration package (TASS) would be an advantage.
 - Possess advanced computer skills in Microsoft Excel.
 - Have excellent attention to accuracy and fine detail.
 - Possess outstanding written and interpersonal communication skills.
 - The ability and commitment to:
 - work in a team environment
 - enhance existing knowledge and skills
 - readily embrace and implement new technology where appropriate
 - work under pressure and manage deadlines.

7.0 GOVERNANCE AND COMPLIANCE REQUIREMENTS

At all times, the role holder must act in accord with and adhere to all College Policies, Procedures and Workplace Health and Safety requirements such as:

- College and Augustinian Values
- Code of Conduct
- Social Media Guidelines for Staff
- Workplace Health and Safety Policy
- Anti-Discrimination, Bullying and Harassment Policy
- Student Protection Policy and Child Safeguarding Guidelines

This role must ensure that health and safety policies and practices, including risk assessments, throughout the faculty/department are in-line with national requirements and are updated where necessary, therefore liaising with the College's Compliance Officer.

8.0 COMMERCIALITY/ AUTHORITY LIMITS

The position carries no inherent delegated authority regarding expenditure of funds or supervision of other role holders within the College. Expenditure of funds must be in accordance with approved budgets and appropriately authorised. Working with the Head of Inclusive Education, this role will ensure that the relevant operations of the College comply with relevant student safeguarding governance, NCCD and legislative practices.



9.0 REPORTING AND OTHER RELATIONSHIPS

The Inclusive Learning Teacher Aide reports to the Head of Inclusive Learning. Other significant relationships exist with students, Teachers, other School Officers and Services Staff.

10.0 SPECIAL REQUIREMENTS

Possess a paid Blue Card or have the ability to obtain a Blue Card prior to commencement of the employment, in accordance with the requirements of the Commission for Children and Young People and Child Guardian Act 2000.

At all times, the incumbent in this role must act in accord with Villanova College Student Protection Policy. It is necessary that the role holder exercise judicious and prudent judgment in interactions with students.

11.0 REMUNERATION AND ENTERPRISE COLLECTIVE AGREEMENT TERMS

Remuneration will be paid as a School Officer in accordance with the Single Enterprise Collective Agreement – Religious Institutes Schools Queensland 2019 – 2023.

It should be noted that a role description is not an exhaustive list of activities, and employees may be asked to carry out other duties commensurate with the grade of the post. The role description may also be amended to take account of changed circumstances, and employees will be consulted if this is necessary.