



# **LEARNING SUPPORT OFFICER**

## **Role Description**

### **Our Vision**

Embracing our Catholic identity, we empower individuals to realise their potential as active, informed and compassionate contributors in an ever-changing world.

### **Our Mission**

Through the three pillars of Catholic Identity, Teaching and Learning and Wellbeing, we commit to:

- Nurturing faith and fostering positive, healthy and respectful relationships.
- Offering a transformative education that nurtures academic curiosity and personal growth.
- Providing an inclusive, equitable learning environment, prioritising the safety and wellbeing of all.
- Empowering students to uphold social justice and positively engage with the community through service and advocacy.

### **Our Values**

- Hospitality – Welcoming all
- Service – Making the needs of vulnerable a priority
- Respect – Where all creation is considered sacred
- Hope – Developing resilience in bringing a sense of purpose
- Trust – Speaking and acting with integrity
- Aspiration – Illuminating our hearts and minds through the lamp of learning

### **Role Description**

The Learning Support Officer (LSO) will demonstrate an open, flexible and creative approach, working to ensure that St Brigid's College's stated philosophy, aims and objectives and Mission Statement are reflected in practice. The LSO will liaise and work collaboratively with the Learning Diversity Leader in the first instance and then with Class Teachers, the Student Wellbeing Team and the Learning and Teaching Team, to support the learning program at St Brigid's College, especially in relation to those students who are identified as requiring assistance with their learning needs.

All Learning Support Officers will abide by the directive of Ministerial Order 1359. They will know and understand the details embedded within the Child Safe Standards. The Learning Support Officer must understand and abide by the professional, moral and legal obligations to implement child protection and child safe policies, protocols and practices.

### **Position Objectives**

- Working collaboratively as a member of the Learning Diversity Team.
- Working under the direction of the Learning Diversity Leader and teachers.
- Work with the Learning Diversity Leader and teachers (and families where applicable) in the development of Personalised Learning Plans.
- Assist in the delivery of Personalised Learning Plans (PLPs) for students.
- Recognising and meeting the demands of the Disability Discrimination Act (1992) and the Disability Standards for Education (2005)
- Address any student concerns, to and through the Learning Diversity Leader.

### **Responsible to:**

The Principal, reporting via the Learning Diversity Leader and Business Manager (where applicable).

### **Key Performance Indicators (Accountabilities and Responsibilities):**

Duties will include but are not limited to:

- Attend excursions, co-curricular activities, retreats and camps to help students participate fully.
- Sharing strategies and ideas with classroom teachers for dealing with students who have additional needs.
- Participating in the monitoring, evaluation and reporting of student learning and programs.
  - Attend Learning Diversity Team meetings as required and provide feedback on the effectiveness of relevant Personalised Learning Plans.
- Attending regular meetings with the Learning Diversity Leader, when requested, to assist with planning and review of programs for students.
- Being punctual to the workplace and to designated timetabled classes.
- Provide regular feedback to Learning Diversity Leader and other LSO staff, on the performance of each individual student that you are responsible for each period.
- Assisting student learning where discretion and judgment are required (including providing more individualised approaches and intervention strategies and assisting in identification of learning needs and evaluation of progress under the general supervision and direction of the Teacher).
  - Be aware of the Teacher's expectations of the student/s in the class and support Teachers in achieving the goals outlined in the Personalised Learning Plan.
  - Reinforce the Teachers' instructions/directions and help keep students on task.
  - Support students' organisation.
  - Encourage independence and be aware of when a student can and should work independently.
- Assisting with the collection, preparation, and distribution of learning materials.
- Throughout the duration of the class, remain active, move around the class, and focus on the funded students, continually speaking to the students involved. Even if the student appears engaged, quietly monitor their progress.

- If students are researching information on computers/Chromebooks/iPads, assist the students by using their device, not yours and don't allow students to have access to your Laptop/device.
- Have an expectation that the students are to work and complete the tasks set by the teacher and to be firm with this expectation. Remember that there must be a professional staff/student relationship. If a funded student continues not to work, notify the teacher.
- Address the students if they demonstrate unacceptable behaviour or inappropriate language and inform the teacher that you have done so.
- Providing basic physical, social and emotional care for students, e.g., toileting, meals and lifting, where applicable and appropriate.
- Assisting in wellbeing programs.
- Meet all obligations required under the St Brigid's College Staff Handbook and in particular the Staff Code of Conduct.
- Keep the Learning Diversity Leader always informed of all/any student needs.
- Be available to assist with yard duty as or if required from time to time.
- Other duties as directed by the Learning Diversity Coordinator. These may include, but are not limited to:
  - Quicksmart (Mathematics Intervention program)
  - Learning Diversity Team - Collection of evidence, maintenance of records, meetings and moderation
  - Be available to assist with yard duty as timetabled from time to time.
  - The undertaking of specialist intervention strategies requiring advanced training and expertise, e.g., Macq Lit
  - Coordinating the work of a specialised unit in a school, e.g., Emergency Management Plan and OHS compliance.
  - Providing professional reports requiring factual analysis, including assessments and recommendations for consideration by others, e.g., Intervention testing
  - Assisting with provision and maintenance of student locker allocation
  - Any other duties as directed by the Principal or Learning Diversity Leader

The duties of the LSO at the end of the school year for those Learning Support staff that have not accrued sufficient hours in-lieu, will include, but not be limited to:

- Preparation of timetables for students supported by LSOs.
- Creation of posters and/or learning aids for individual students and/or classrooms
- Under the direction of the Daily Organiser, complete a check and re-issue of student lockers for the following year's students.
- Under the direction of the Business Manager, and in cooperation with other Education support staff, assist with tidying and preparation of classrooms for the following year.
- Maintenance of other resources and organisation of replacement resources as required.

**Camps and Excursions:**

LSOs will be asked and invited to attend relevant year level camps and/or excursions. LSOs will accrue additional hours when attending a camp or excursion outside of their contracted hours, which can accrue and be reserved as time-in-lieu.

The Learning Support Officer role is a Category B employee who works the gazetted term dates for Victorian schools. At the end of the school year, Category B staff who have worked additional hours beyond their normal hours of work, can acquit such accrued time, by taking leave earlier than the gazetted end of year date, up to an amount not exceeding the hours normally worked in that final week of the school year.

Any additional time-in-lieu can be taken at a time agreed between the Learning Support Officer and the Learning Diversity Leader/Principal.

**Key Attributes and Personal Traits**

- Ability to utilise current Information and Communication Technology
- Ability to work both independently and as an effective team member
- Punctuality and well-developed organisational skills
- Can maintain confidentiality and sensitivity
- Demonstrate support for the Catholic and Brigidine ethos of the College
- Can exercise initiative and use sound knowledge where appropriate
- Demonstrate a commitment to ongoing professional learning
- Can work flexibly and be adaptable to change

**Qualifications, Skills and Experience**

- Demonstrate knowledge of available resources to support student learning
- Demonstrate effective communication skills, oral and written, with students and staff
- Demonstrate skills and understanding of the methodology and strategies that support all learners
- Can have input into learning support and behavior management
- Basic operating knowledge of word processing, spreadsheet, and Web applications
- Working with Children Check
- Police Records Check

## **Award and Conditions**

Title	Learning Support Officer
Classification	Education Support Employee, Level 2
	Category B
Time fraction	As required and can vary year-to-year in line with the student timetable
Hours of work	Part-time, with scheduled hours negotiated with the individual employee. Normally between 8:30am and 4:30pm Monday to Friday, and with flexibility to attend overnight student Camps and Retreats.
Value range	In accordance with the Catholic Education Multi Employer Agreement 2022 (CEMEA-2022)
Employment status	Fixed Term or Ongoing
Leave entitlements	In accordance with the Catholic Education Multi Employer Agreement 2022 (CEMEA-2022)
Date	Dec 2025

## **Appraisal**

An initial review will be conducted within a 2-month period of commencement, followed by Annual review Meeting (ARM) with the Learning Diversity Leader (or delegate)

## **Appendices**

Nil

## **Document Review**

<b>Prepared: Jan 2010</b>	<b><u>Date</u></b>	<b><u>Comment</u></b>
Updated:	March 2014	
Updated:	April 2017	Layout updated, etc.
Updated:	August 2019	Position Titles, VCMEA Update.
	Jan 2020	Position Titles, VCMEA Update.
Reviewed:	April 23	Minor upgrades
Reviewed:	Nov 2023	Updated to reflect CMEA-2022
Updated:	Dec 2025	Updates to Vision, Mission and Values
Due for Review:	<b>Dec 2026</b>	