



Scotch College Adelaide is an Early Learning to Year 12 co-educational day and Boarding College, which aims to develop all aspects of each person to instil the capacity for life-long learning and a sense of community.

Scotch College is a high quality, learning organisation that:

- Respects its Scottish heritage
- Pursues and expects quality
- Understands the need for agility
- Values diversity and global connectedness
- Prioritises excellence in teaching and learning outcomes

Key to the achievement of this vision is the College's strategy of attracting and retaining the best people.

### POSITION DESCRIPTION

<b><i>Position name</i></b>	<b>ESO – Learning Strategies – Junior School (Reception to Year 6)</b>
<b><i>Employment Status</i></b>	Permanent Part Time
<b><i>Load</i></b>	14.5 hours per week, predominately during student term time
<b><i>Classification</i></b>	Grade 2
<b><i>Key Relationships</i></b>	Mitcham Campus Teaching and Professional Services Staff

#### Position Objective:

The Learning Strategies ESO works collaboratively with the Learning Strategies Coordinator and other relevant staff to support the individual needs of students from Reception to Year 6, especially those with identified special needs. At Scotch College, special learning needs includes both support and/or additional challenge and enrichment.

#### Position Overview:

The role works collaboratively with colleagues and the school community to assist with the provision of support, both in classrooms and in small group or 1:1 setting to students with special needs from Reception to Year 6.

The incumbent may provide administrative support as required by the Learning Strategies Coordinator, to help facilitate individualised programs for students with identified learning needs. Primarily this role would be supporting students in classrooms to meet learning goals, under the direction of the classroom teacher.

#### Key Responsibility Areas:

##### ***In class support for students with diverse needs***

- Provide support through identified accommodations and adjustments for individuals in the classrooms, under the direction of the teacher, to enable them to access programs and learning experiences on the same basis as their peers
- Responding to and supporting, individuals' ability to self-regulate in various settings (classroom, playground and events) under the recommendations of teachers and leadership team, to promote safe environments for all.

### *Beyond class support for students with diverse needs*

- Provide support through identified accommodations and adjustments for individuals to access programs beyond the classroom, such as co-curricular sport, camp, excursions, carnivals, ceremonies and other whole school events, under the direction of the teacher and campus leadership.

### *General*

- Support the development or sourcing of resources (for example, social stories, time out cards, audio books) to facilitate transitions and add to the support provided for students
- Monitor children's wellbeing and report any matters of concern in accordance with school policies and procedures;
- Undertake other administrative duties as requested.
- Attend staff briefings to become familiar with school operations and how changes to events and programs may contribute to the needs of students
- Attend Learning Strategies Unit team meetings to share information about students with identified diverse needs and their progress, achievements and changes to accommodations and adjustments.
- Keeping notes to assist in monitoring student needs

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### **Key Selection Criteria: Qualifications, Skills and Experience**

- Qualification in Education Support
- Experience working with students from Reception to Year 6
- A current Child Related Employment Screening
- Responding to Abuse & Neglect Training
- Appropriate first aid qualifications (HLTAID012 or equivalent)
- Demonstrated experience in undertaking routine support tasks across a range of functions in one or more areas within a similar position in a school environment.
- Knowledge of the Disability Discrimination Act, including an understanding of 'reasonable adjustment' and the provision of support
- Demonstrated understanding of a wide range of special needs
- An understanding of methods of working with students with a wide range of special needs, in particular students who have Autism Spectrum Disorder.
- A sound understanding of Child Protection practices

### **Key Selection Criteria: Personal Attributes**

- Warm and encouraging personality
- Excellent communication and interpersonal skills
- Experience in working with primary age students
- A knowledge of learning processes of children requiring support and enrichment
- An ability to work effectively in a team environment
- Effective ICT skills
- Excellent record keeping
- Discretion and an ability to maintain confidentiality regarding sensitive student, family, staff and school related information

### **Conditions of Employment:**

- All applicants must be eligible to work in Australia.
- All employees must satisfy child protection screening and adhere to Scotch's Child Protection policy and procedures.
- Position is employed under the terms and conditions of the College's Enterprise Agreement.

## Finally

No position description can capture the complexity of tasks within a school. Therefore, this position description should not be seen as limiting and some flexibility is required when using this position description. There will be other tasks, not described above, that may be given to this position from time to time.

All positions evolve and change over time, and the College commits to regularly review and update position descriptions to accurately reflect the contribution of employees.