

Learning Support Assistant

ROLE DESCRIPTION

REPORTS TO:	Principal
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CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K-12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

PURPOSE

Learning Support Assistants (LSA) in a Catholic school have a unique role to play and are assigned with the task of supporting teachers in ensuring each child has the opportunity to grow both academically and spiritually and to live a purposeful life.

- Supported by the Catholic community, of which they are a vital part, LSAs support teachers in inviting students and their families into a faith-filled educational experience
- LSAs support the promotion of the school as a place of learning and excellence where creativity and curiosity are nurtured and students are connected with their world through deep learning and engagement
- Under the direction of teachers, LSAs provide support and assistance in school routines; classroom activities; and the care and support of students with disability.

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/ EXPERIENCE

1. Ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools
2. Experience working with students with disability (K-12)
3. Demonstrated ability to work under the direction of a teacher, and in collaboration with school staff, CSO staff, and external stakeholders
4. Demonstrated ability to effectively administer assessments, and deliver interventions, under the direction of a teacher
5. Demonstrated ability to implement adjustments required for individual students and groups of students
6. Experience in supporting student enrolment and transitions, under the direction of a teacher
7. Knowledge about the relevant Disability legislation and the Nationally Consistent Collection of Data
8. Evidence of excellent organisational, interpersonal, and administrative skills

QUALIFICATIONS/ACCREDITATIONS

- Desirable: Certificate III or IV in School Based Education Support / or experience in schools
- Current paid NSW Working with Children Check (WWCC) number
- Completion of anaphylaxis training

KEY WORKING RELATIONSHIPS		
STAFF REPORTING TO	DIRECTLY TO ROLE	NIL
INTERNAL		Learning Support Coordinator (K-12) Learning Support Teacher (K-12) Classroom Teachers and Executive CSO staff and designated Assistant Director Parishes Shared Services Other agencies of the Diocese (CatholicCare, St Nicholas Early Education and OOSH)
EXTERNAL		School and CSO networks Family and community partners Vocational Education partners Tertiary Education partners

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of good leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



RESPONSIBILITIES

Guided by Gospel Values, the Learning Support Assistant is responsible for the following:

LIVE YOUR FAITH

By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action

RESPONSIBILITIES

- Developing own faith and collaborating with colleagues to support the faith formation of students and colleagues
- Promoting and modelling Catholic teaching and values into curriculum areas, programs and professional conduct in an integrated and authentic way
- Promoting and supporting system and school pastoral care and wellbeing policies and programs
- Demonstrating a commitment to social justice and action in the school community

SUPPORT TEACHING AND LEARNING

By supporting the teaching staff in providing for the physical, cognitive, social, spiritual and emotional development of students

RESPONSIBILITIES

Learning Support Assistants (LSAs) provides support for students with disability in classrooms and other learning environments **under the direction and supervision of a teacher** to support the achievement of educational outcomes. This support includes student welfare, health and wellbeing activities as required.

In addition, Learning Support Assistants may provide specific support for students in discrete classes or specialised settings. Learning Support Assistants working in these settings have specific additional duties, in addition to the general duties for Learning Support Assistants that are required to be performed.

General Duties

- Assist students with school routines and classroom activities
- Assist the classroom teacher in the teaching and learning environment (both on and off school premises), including the implementation of Personalised Plans (PP) and individual transition plans
- Assist and support students to develop independent living and pre-vocational skills including through travel training, transition, excursions and work experience programs
- Implement the health care plans or behaviour support plans of students with disability to support their engagement in learning activities
- Assist the classroom teacher in organising and preparing resources, in both the classroom and playground to support teaching and learning
- Participate in student welfare and wellbeing activities as required
- Perform administrative duties to support and enable effective teaching and learning outcomes for students
- Observe and record student performance data during the implementation of Personalised Plans and behaviour support plans
- Assist with toileting and personal care needs of students at all ages and dependency levels, including washing, bathing, showering, dressing and changing
- Assist students with food preparation, eating and drinking
- Provide first aid related to this role and administer medications including activities related to diabetes management - such as blood glucose measurement, administration of insulin, management of an insulin pump, administration of glucagon; and administration of medication via identified route including oral, nasal, buccal, eye, ear, gastrostomy button or tube or nasogastric tube
- Administer medication rectally or via injection in an emergency or as required under a student's Health Care Plan
- Document any intervention provided to students in the appropriate register maintained at the school
- Undertake other related duties as determined by the principal or supervisor

It should be noted that supervision of students with severe and/or multiple, physical and/or intellectual disabilities or behaviour disorders may involve:

- frequent physical lifting, also involving moving students from one piece of equipment to another;
- serving as part of a multi-disciplinary team in the development and implementation of individual educational programs; and
- communicating with students using the most appropriate assistive technology device to meet the needs of the student.

Equipment and resources to support student learning

Learning Support Assistants may be required to:

- Operate classroom equipment, for example electronic whiteboards, computers etc
- Arrange classroom furniture/equipment where required
- Assemble and distribute learning materials and resources
- Operate equipment to support student mobility e.g. hoists and standing frames, subject to the provision of training

Specific Duties

In addition to the general duties listed above, Learning Support Assistants may be required to undertake the following specific duties and responsibilities depending on the setting in which they are employed

and the individualised needs of students. A Learning Support Assistant who is currently undertaking health care procedures will be paid the relevant allowance.

- Tube feeding - This includes feeding via a gastrostomy or nasogastric tube but does not include tube insertion.
- Suctioning - This includes shallow suctioning including removal of secretions from the mouth, nose or around the tracheotomy tube. This does not include tracheotomy tube changes.
- Assisted toileting - This includes assisting with self-catheterisation or catheter drainage equipment (urethral or suprapubic) and aerating/emptying a colostomy bag.

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY

By building and maintaining respectful relationships with students and colleagues, and considering the impact actions and decisions have on others

RESPONSIBILITIES

Engages professionally with students and colleagues, and the community by:

- Engaging in meaningful partnerships with colleagues to enhance student learning and wellbeing outcomes
- Actively participating in School events as required, e.g. school masses and liturgies, formation.
- Adhering to System and School codes of conduct and policies
- Presenting a professional image in personal presentation and in all communication and interaction

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk and operates scanning or manual issuing equipment
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating, instructing and supervising students