

Education Officer: Behaviour Support

ROLE DESCRIPTION

REPORTS TO	Leader Student Learning and Wellbeing
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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, two K–12 schools, and one flexible learning centre 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

The role, Education Officer: Behaviour Support aims to:

- Support school communities in the delivery of quality Learning and Wellbeing for students requiring Behaviour Support.
- Support schools in creating a positive, connected, and safe and supportive learning environment as outlined in the student wellbeing and pastoral care framework.
- Work with the Leader Student Learning and Wellbeing, Education Officers and Education Access Officers in supporting the needs of individual students and schools in the Diocese.
- Ensure that schools are aware of the content and scope of Primary and Secondary Syllabus documents across all Key Learning Areas, and support schools to personalise learning for students requiring Behaviour Support
- Ensure that schools are aware of, and work within, disability legislative requirements and obligations for schools
- Deliver professional learning for schools as required to support students with additional needs.
- Conduct observations and formal/ informal assessments and provide feedback to schools, learning support staff and families through formal reports.

The Education Officer: Behaviour Support is responsible to the Head of Schools through the Assistant Head of Learning and Wellbeing and the Leader Student Learning and Wellbeing

All **Education Officers** will be supported with ongoing professional learning and networking opportunities to improve their knowledge and professional capacity.

Professional Practice and Development processes for the role of Education Officer: Behaviour Support will be established in consultation with the Assistant Head of Learning and Wellbeing. These will include feedback mechanisms from the Head of Service and relevant CSO staff.

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. Possess a comprehensive understanding of current research and relevant educational issues and pedagogy to students requiring behaviour support.
3. Extensive experience working with individual children requiring Behaviour Support, K-12, administering Functional Behaviour Assessments and preparing professional reports for schools, parents and families.
4. Ability to support a school-wide approach in responding to students with complex needs and challenging behaviour through the implementation of whole school frameworks such as Positive Behaviour for Learning (PB4L).
5. Extensive knowledge of identification and assessment processes, planning adjustments for students requiring behaviour support and support at key transition times.
6. Experience working within the school environment and demonstrated ability to effectively communicate with a wide range of people within the school community, other agencies and service providers, with experience in case management.
7. Working knowledge of relevant legislation, including the Disability Discrimination Act (DDA) and the Standards for Education (DSE) and their implications for schools.
8. High level skills and extensive experience in delivering staff training and professional learning.
9. Experience programming for students with additional needs especially students with behaviour support needs.
10. Maintain professional knowledge of current best practice and be able to communicate this to schools.
11. High level skills and extensive experience in delivering staff training and professional learning with the capacity to provide initiative and leadership in Learning Support.
12. Working knowledge of the legislation, including the Nationally Consistent Collection of Data (NCCD) and its implications for schools
13. Demonstrated high level interpersonal, organisational, communication and information technology skills.

QUALIFICATIONS/ACCREDITATIONS

- ▶ Four-year teaching qualifications with Special Education specialisation OR equivalent teaching experience OR qualifications in a related specialisation/ field
- ▶ Active NESA Accreditation
- ▶ Current paid NSW Working with Children Check (WWCC) number

DESIREABLE QUALIFICATIONS

- ▶ Post graduate qualifications in Special Education/ Inclusive Education

KEY WORKING RELATIONSHIPS

STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • Nil
INTERNAL	<ul style="list-style-type: none"> • Education Officers: Student Support Unit • CSO staff • Principal • Learning Support Teacher • Learning Support Coordinator • Learning Support Assistants
EXTERNAL	<ul style="list-style-type: none"> • School and CSO networks • Family and community partners • Contractors

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.



Guided by Gospel Values, the Education Officer - Behaviour Support is responsible for the following:

LIVE YOUR FAITH <i>By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action</i>	
RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Provide leadership of Catholic life and culture through the integration of Catholic values and beliefs within role accountabilities • Promoting and emphasising the values and principles that are integral to the Catholic Church and Catholic education 	<ul style="list-style-type: none"> • Provide leadership of Catholic life and culture through the integration of Catholic values and beliefs within role accountabilities • Promoting and emphasising the values and principles that are integral to the Catholic Church and Catholic education.

<ul style="list-style-type: none"> • Respond to student referrals through observation in the school setting, assessment/s, and provide a written report and recommendations for relevant staff and parents. • Analyse and interpret results of assessments and assist schools in providing effective and appropriate intervention for students with additional needs generally, and specifically for students with Behaviour Support. • Provide support to school communities including parents through attendance at pre-enrolment meetings, Personalised Planning meetings, transition meetings, and the provision of workshops as required. • Deliver Professional Learning for school staff. • Provide support to Learning Support Coordinators, Learning Support teachers and Learning Support Assistants. • As a member of the team, support schools in the implementation of processes related to the Nationally Consistent Collection of Data (NCCD). • Contribute articles to Catholic Schools Office newsletters. • Participate in and contribute to school Learning Support Team meetings and Professional Learning Days as requested. • Working collaboratively with relevant school personnel, parents, CSO personnel, and external providers. • Consult with the Leader Student Learning and Wellbeing other Education Officers and Education Access Officers, as required, to meet the best possible outcomes for students. 	
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LEAD IMPROVEMENT INNOVATION AND CHANGE

By working purposefully to support a shared system and school vision and the delivery of improvement initiatives

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Work closely with the CSO Learning and Wellbeing Team to support Principals, school leadership teams, Learning and Support Teachers/ Coordinators, Leaders of Wellbeing and Engagement, Leaders of Learning, Pedagogical Mentors and teachers in:</p> <ul style="list-style-type: none"> • Engaging and inspiring staff to commit to evidence-based improvement, change and innovation that has a positive impact on student learning. 	<ul style="list-style-type: none"> • Provision of professional learning in relation to evidence-based practice for personalised learning • Support of the development and implementation of School Improvement Plans • Provision of professional learning in analysing reports and individual student data • Participates in Case Management meetings and review meetings to discuss student progress

<ul style="list-style-type: none"> Ensuring strategic and data informed school improvement planning Monitoring and evaluating the implementation of adjustments within the school to improve students' progress and achievement 	
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MAINTAIN FOCUS ON EVIDENCE AND IMPACT
By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Contributing to delivery of System Improvement priorities relevant to own area of responsibility Engage in professional learning opportunities to increase understanding of current research and evidence-based strategies Deliver professional learning that is evidence-based and focused on improved student outcomes Ensure that records are maintained, evidencing the adjustment needs of students with a behaviour need and/ or learning disability or difficulty. 	<ul style="list-style-type: none"> Contributing to delivery of System Improvement priorities relevant to own area of responsibility Participate in professional learning that is evidence-based Data indicates improved student outcomes as a result of professional learning delivered to staff

DEVELOP SELF AND OTHERS
By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>As a CSO Learning and Wellbeing Team Member:</p> <ul style="list-style-type: none"> Engage in ongoing professional learning and networking opportunities to improve knowledge and professional capacity Engage in annual Professional Practice and Development processes including feedback from the Senior Education Officer: Student Support and relevant CSO staff Collaboratively plan and deliver regular professional learning for Learning Support teaching staff, Learning Support Assistants, and other school staff as required Plan and provide professional learning responsive to school improvement initiatives, Australian Standards for Teachers, syllabus requirements and data trends 	<ul style="list-style-type: none"> Engage in Professional Learning as identified in Professional Practice & Development plan and as relevant to role Participate in PP&D process annually Student progress reflects the implementation of professional learning Regular monitoring of professional learning evaluations Provision of standards in professional learning opportunities

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY
By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>As a CSO Learning and Wellbeing Team Member:</p> <ul style="list-style-type: none"> • Demonstrate support and respect for individual team members • Take opportunities to celebrate individual and team achievements • Liaise and work with colleagues within the Student Support Unit, and members of other CSO teams to deliver the best possible service to schools • Contribute to professional and diocesan networks and associations to build productive links to improve Learning and Wellbeing 	<ul style="list-style-type: none"> • Evidence of participation in professional learning activities to knowledge and pedagogy are regularly reviewed and reflect best practice • Active participation in and contribution to all CSO meetings • Active participation in networking opportunities internal and external to the Diocese

MANAGE RESOURCES EFFECTIVELY

By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES	EVIDENCE OF IMPACT
<ul style="list-style-type: none"> • Effectively managing resources to contribute to improved outcomes • Complying with system policies and procedures to ensure compliance; minimise risk; and build a strong safety culture 	<ul style="list-style-type: none"> • Ensuring deadlines and administrative tasks are dealt with in a timely and effective manner

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Travel (driving) between schools and regions (Manning and Upper Hunter) and the CSO across the Diocese of Maitland- Newcastle, including some overnight stays as required.
- Frequently sits or stands at an issued desk and operates digital devices, using Microsoft suite.
- Stands and walks frequently around the learning spaces.
- 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 and facilitating professional learning.