



ROSTREVOR COLLEGE
ESO – CLASSROOM SUPPORT (R-12)
Position Information Document

CONTEXT

Rostrevor College is a Catholic College owned and governed by Edmund Rice Education Australia, the local community and Principal are empowered with the responsibility of plotting the future course for the College; a course that best captures the aspirations of local families. In doing so, we use The EREA Charter and the four touchstones of Gospel Spirituality, Justice and Solidarity, Inclusive Community and Liberating Education to shape our planning as a contemporary College that is grounded in the Edmund Rice Tradition.

The importance of guiding and providing learning support to young people throughout their schooling, from Reception to Year 12, cannot be overstated. The ESO - Classroom Support (R-12) will facilitate tutorial and in-class support for students within the Inclusive Education Program. They are responsible for providing learning support to students identified to require this, such as students with disabilities, identified needs, English as an Additional Language (EAL), or considered to be 'at risk'.

POSITION TITLE	Classroom Support (R-12)
ESO GRADE	3
ESO STREAM	Curriculum
EMPLOYMENT TYPE	Permanent
KEY WORKING RELATIONSHIPS	Head of School – Middle & Senior Years Assistant Principal – Junior Years Inclusive Education Coordinator – Junior Years Inclusive Education Coordinator – Senior Years

BROAD PURPOSE

The ESO - Classroom Support (R-12) will play a key role within Inclusive Education at Rostrevor College. They will be responsible, as part of the Inclusive Education Team, for providing support to students who have been identified to require this, based on the individual needs of students and in line with the curriculum and requirements within the classroom. They will actively contribute to a supportive, collaborative, engaging and positive Inclusive Education environment.

The ESO - Classroom Support (R-12) will possess:

- Experience working in a school or College environment, or in a similar organisational role
 - Strong organisational skills and abilities, and be proactive in their time management
 - A high standard of professional verbal and written communication
 - Sound awareness and experience in ensuring workplace safety in school environments
 - Hold, or have the capacity to obtain, the appropriate required clearance to work with children
 - Understanding of, and commitment to, the Catholic and Edmund Rice traditions and ethos
 - A friendly, positive, collaborative, and supportive approach to working with others
 - A commitment to maintaining confidentiality in dealings with sensitive information and records
 - A willingness to support progress and change
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KEY AREAS OF WORK

The ESO - Classroom Support (R-12) will:

- Assist students from Reception to Year 12 who have been identified to require additional support to access the curriculum
- Work with Inclusive Education Coordinators, teaching staff and other members of the Inclusive Education Team to plan and implement evidence-based interventions for students
- Provide support to students in the classroom, and during class time
- Utilise appropriate range of strategies to assist students with their learning
- Assist students to complete assigned tasks, including working one-on-one and in small groups with students in the Inclusive Education space (Brickfield)
- Supervise and work with groups of students during designated lines off
- Assist students with organisation, guided research, drafting, editing and time management
- Provide information to the Inclusive Education Coordinators about student progress, behavioural concerns, and other matters that arise
- Support the Inclusive Education Coordinators by informing of student progress and abilities to support in the adaptation of assessment tasks and differentiation of curriculum
- Assist in preparing or searching for appropriate resources including reading texts, internet-based information, and library-based information
- Liaise with teaching and other staff to implement learning programs for students, and to provide best possible support to students
- Document student progress and share information within the Inclusive Education Team, and other relevant staff, regarding student progress during tutorial sessions
- Attend or provide information for review meetings as required
- Assist multiple students who may all be working on different tasks in different subject areas
- Communicate with other ESO - Classroom Support (R-12) staff about needs or concerns relating to students in a manner which is respectful
- Keep students on task to ensure students complete all designated work
- Assist with intervention programs as directed by the Inclusive Education Coordinators
- Attend Inclusive Education meetings as scheduled
- Support with small group intervention programs as required
- Participate fully, in a collaborative and positive manner, as a member of the Inclusive Education Team
- Perform any other duties in line with your current classification as required from time to time at the discretion of the Principal

SPECIFIC REQUIREMENTS

- Applicable First Aid Certificate relevant to the role requirements
 - Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
 - Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
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WORK HEALTH & SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must:

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

Reference: Division 4, Section 28 – SA WHS Act 2012

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks, and outcomes.