

POSITION DESCRIPTION

Teacher Aide Diverse Learning (Secondary)

COLLEGE OVERVIEW

The aim of Arndell Anglican College is to be the school of choice in the Hawkesbury. The College is an Anglican Schools Corporation school catering for students Prep to Year 12.

Our mission is to offer innovative, high-quality education and to communicate the Gospel of Jesus Christ to students, staff, parents, and the wider community. The inclusive learning environment promotes optimism, respect, and ownership within and for our culture.

The core values of the College revolve around a vision that we need to provide a place where every child matters and that we challenge our future leaders of tomorrow. We accomplish this through high quality teaching, encouragement of spiritual awareness placing Jesus as central to all we do, positive expectations in respect to academic excellence and behaviour, a safe and caring environment and a strong welfare system that communicates with parents and students.

POSITION INTENT

The Teacher Aide Diverse Learning (Secondary) plays a vital role in assisting students with additional learning needs to engage meaningfully in the curriculum and achieve their individual learning goals. Working under the guidance of the Head of Diverse Learning 7–12 and in close collaboration with classroom teachers, this role supports both academic and behavioural development through in-class assistance, small-group intervention, and exam support. The role contributes to a safe, inclusive, and differentiated learning environment that supports the wellbeing and educational success of all students.

The Teacher Aide Diverse Learning (Secondary) will be required to participate in the wider life of the College, which may include co-curricular, house, sporting events, camps and excursions.

KEY RELATIONSHIPS

The Teacher Aide Diverse Learning (Secondary) reports to the Head of Diverse Learning 7-12.

The Teacher Aide Diverse Learning (Secondary) has no direct reports.

To support the strategic and operational objectives of the College and the parameters within this position description it is expected that the Teacher Aide Diverse Learning (Secondary) will develop and nurture positive and collaborative relationships with all staff, students, parents, and the local community.

To deliver on their responsibilities the Teacher Aide Diverse Learning (Secondary) will also work in close partnership with the:

- Diverse Learning Team – Secondary and Junior;
- Classroom Teachers; and
- External Providers.

STRATEGIC PLAN RESPONSIBILITIES

- As required, assist in the development, implementation, measurement, and feedback on strategic plan objectives as they relate to the assigned area/s of responsibility.
- Ensure the College vision is shared, understood, and incorporated into day-to-day activities and initiatives.
- Provide input and feedback to your direct line manager on future College Strategic Plans.

POSITION RESPONSIBILITIES

- Deliver targeted group withdrawal sessions for students in specified year groups and subjects, implementing interventions as directed by the Head of Diverse Learning 7–12.
- Provide individual or small group support to enhance student understanding of assignments and assessments, either integrated within withdrawal sessions or offered as additional tutorials when needed.
- Maintain effective communication with classroom teachers regarding student progress, achievement of learning outcomes, and ongoing goal setting.
- Assist with the organization and supervision of students requiring support or adjustments during examinations/assessments.
- Provide one-on-one assistance during exams/assessments for designated integration or high-needs students.
- Support the administration and coordination of NAPLAN testing.
- Manage reader and scribe arrangements, responding promptly to teacher requests for assessment accommodations.
- Conduct individual diagnostic assessments as required and ensure accurate data entry.
- Attend classes to support specified students with classwork, following a roster coordinated by the Head of Diverse Learning 7–12.
- Collaborate with classroom teachers to set learning goals and determine appropriate work for integration students.
- Assist in the development of differentiated learning resources, including scaffolding, tailored to individual student needs.
- Regularly communicate student progress, concerns, and achievements to the Head of Diverse Learning 7–12.
- Observe, document, and report data relevant to students' Individual Education Plans (IEPs).
- Supervise students independently, including undertaking playground duties.
- Actively contribute to the implementation and ongoing support of student IEPs in partnership with classroom teachers.
- Employ positive behaviour support strategies to encourage self-management skills in students with challenging behaviours.
- Accompany high-needs students on excursions, incursions, and camps as required.
- Collaborate in promoting student wellbeing, personal development, and enhanced learning opportunities.
- Adhere to College policies on learning, behaviour, disability discrimination, and special educational needs.
- Maintain confidentiality and sensitivity regarding student information, complying with College Child Safe policy and procedures.
- Establish strong collaborative relationships with classroom teachers to provide support that minimises disruption and maximises learning outcomes.
- Adapt to varied classroom procedures to ensure efficient and effective delivery of support.
- Assist with the preparation of presentations, reports, and other documents as needed.
- As required, provide support as needed during the College Carnival or other special events.
- Any other tasks as requested by the Head of Diverse Learning 7-12, Director of Curriculum 7-12 or the Deputy Head.

WORK HEALTH AND SAFETY RESPONSIBILITIES

- Act in accordance with the College's Work Health and Safety ("WHS") Program.
- More specifically:
 - Take reasonable care for own health and safety, ensuring personal actions do not place self or others at risk of harm.
 - Understand the nature of College operations and associated hazards / risks and risk mitigation strategies.
 - Report WHS issues via the incident / hazard notification processes, drawing attention to urgent matters to reduce risk of harm to others.

- Address WHS issues in consultation with those involved or affected and the Facilities & WHS Manager.
- Undertake risk assessments for any variations to routine for activities you lead / are responsible for.
- Participate in incident investigations and WHS inspections, as required.

CHILD SAFE RESPONSIBILITIES

- Act in accordance with the College's Child Safe Program.
- More specifically:
 - Demonstrate a strong commitment to the safety and welfare of children and young people in line with the College's Child Safe Policy.
 - Report child safety incidents or concerns to one of the College's nominated Child Safety Officers.
 - Ensure personal professional boundaries are maintained and provide guidance to others to do the same.
 - Adhere to the expectations of the Child Safe Code of Conduct and provide guidance to others to do the same.

COLLEGE FRAMEWORKS & MODELS – THE EXPECTATIONS

Christian Framework

- Advocate and act in accordance with the College's Christian Framework.
- More specifically:
 - The tenets of the College's Christian Belief Statement are embedded in all works, words, and actions so that the Christian narrative is central.
 - Actions are other-person centred, seeking the good for both the individual and the entire College Community.

Pastoral Care Framework

- Act in accordance with the College's Pastoral Care Framework.
- More specifically:
 - Contribute to an *Environment* that allows others to feel safe, supported, engaged and where purpose is known in order to encourage growth and ability to flourish in their position and/or studies.
 - Support others to look after their own *Wellbeing* through growing themselves to live life with purpose, developing healthy habits, maintaining a balance on ones perspective and priorities, and building resilience to press on despite adversity.
 - Look after your *Wellbeing* through growing yourself to live life with purpose, developing healthy habits, maintaining a balanced perspective and priorities, and building resilience to press on despite adversity.
 - Support others in the development of their *Character*, encouraging them to explore who they are, seeking pathways to contribute to community, and understanding their impact on the growth of others.
 - Develop your *Character* through exploration of who you are and pathways to contribute to community.

Teaching and Learning Framework

- Have awareness of the College's Teaching and Learning Framework.
- More specifically:
 - Understand the instructional model and common language conventions used in delivering curriculum and learning experiences.
 - Model the *Individual*, *Interpersonal*, and *Intellectual* characteristics in own work.

Leadership Model

- Act in accordance with the College's Leadership Model.
- More specifically:
 - Demonstrate *Servant Heartedness* through humility in approach, being sacrificial in putting others interests first, empathetic in seeking to understand those you work with, and support others in their growth.
 - Demonstrate *Credible Service* through being transparent in approach, competent in the position, trustworthy to those around you, and having integrity at all times.

- Demonstrate *Relational Leadership* through being an effective communicator, emotionally intelligent in engaging with others, equitable in approach, and an effective listener in order to better understand the perspectives of others.
- Demonstrate *Purposeful Service* through being goal-focused, positively approaching change, and aligned to moving forward together.
- Demonstrate *Reflective Leadership* through being evidence-focused in approach, utilising feedback in own growth process, being self-aware, and continuously improving on all aspects of position and self.

ATTRIBUTES

The incumbent will...

- Be an active member of a reformed, evangelical Christian church.
- Actively support the Christian ethos and teaching of the College, integrating faith into all aspects of professional practice.
- Contribute positively as a collaborative and effective team member, fostering a spirit of unity and shared purpose with staff and parents through personal commitment, enthusiasm, and energy.
- Demonstrate exceptional interpersonal and communication skills, with the ability to engage respectfully and relationally with staff, students, parents, and external stakeholders.
- Exhibit strong organisational and time-management skills, with the capacity to manage multiple tasks and priorities effectively.
- Possess excellent verbal and written communication skills.
- Demonstrated ability to appropriately manage sensitive or confidential correspondence.
- Represent and uphold the College's values and reputation within the wider community.
- Work confidently and respectfully within an openly Christian environment.
- Collaborate as part of the Anglican Schools Corporation (ASC) network of colleges and schools.

QUALIFICATIONS & EXPERIENCE

The incumbent will hold the following qualifications and experience:

- Certificate III or IV in Education Support or similar.
- Minimum two years' experience in a similar role, preferably within an educational environment (Secondary).
- Understanding of diverse learning (inclusive education) practices and relevant disability standards is an advantage

OTHER INFORMATION

All staff are supplied with laptops and are expected to be competent in computer skills, the Teacher Aide Diverse Learning (Secondary) must demonstrate intermediate levels of competence with the MS Office suite.

The Teacher Aide Diverse Learning (Secondary) will have other duties such as meetings, sporting activities, camps, taking part in College Community activities, and the College's program for spiritual and pastoral care. Some of these duties may need to be performed at times outside normal hours.

Employment conditions and remuneration are set per the Independent Schools NSW (Professional and Operational Staff) Cooperative Multi-Enterprise Agreement 2025. This position has been classified as a Classroom Support Services Employee Level 3/4.

The Position Description is to be read in conjunction with the Arndell Anglican College Strategic Plan and will be reviewed every 12-24 months. Next review due January 2027.

AGREEMENT

By signing below, I confirm my acceptance and commitment to execute to the best of my ability the position responsibilities as outlined in this document, understanding that it may be varied from time to time and that any variation will be in consultation with myself and changes subject to applicable legislation as it may apply.

Signed

Date

Print Name

APPLICATIONS – Internal Candidates Only

Application Parameters:

Carefully consider the position description and provide a letter of application outlining your experience in the area/s of the position and what you would bring to the role (no more than two pages), include with this your current CV.

Closing Date for Applications:

Friday, 6 June 2025

Applications to be sent to:

Headmaster

E: employment@arndell.nsw.edu.au

APPLICATIONS – External Candidates Only

Please provide a letter of application outlining your experience in the area/s of the position and what you would bring to the role (no more than two pages), along with your CV ensuring the following is included:

- Copies of qualifications and teaching certificate/s including a copy of your NESA Teacher Summary Report and PD Progress Report.
- Summary of academic record.
- Work experience, including current and previous teaching experience.
- The names, positions, telephone numbers and addresses (including email if applicable) of three referees, one of whom will be your current Church minister.
- Working With Children Check clearance number and date of birth (for validation purposes only).
- Involvement and abilities in sport, the arts, or other fields of interest.
- Any other information in response to the position's professional criteria as provided or any other information that may assist us in assessing your suitability for an interview and appointment.

Closing Date for Applications:

Friday, 6 June 2025

Applications to be sent to:

Headmaster, Arndell Anglican College
PO Box 4063
PITT TOWN NSW 2756

T: (02) 4572 3633

F: (02) 4572 3294

E: employment@arndell.nsw.edu.au

Employment screening of successful applicants will apply including verification of the Working With Children Check and NESA accreditation, which may occur prior to interview. Arndell Anglican College is a child safe organisation, all members of staff are required to comply with applicable child protection legislation and are responsible for ensuring that the College's Child Safe Program is at the forefront of all they do. Arndell Anglican College is an equal opportunity employer and an Anglican Schools Corporation school.