



EDUCATION ASSISTANT (SPECIAL NEEDS) POSITION DESCRIPTION

Introduction to the College

Trinity College has its origins in Christian Brothers College (CBC Perth). Founded in 1894, the 'Terrace School' was located at the corner of St Georges Terrace and Victoria Avenue in the heart of the city. In 1938, the boarders moved to the new Aquinas College, while the day boys remained at CBC. When Perth hosted the 1962 Commonwealth Games, the City Council acquired the Terrace site for a hotel and the College moved to the new Trinity College campus located beside the river in East Perth. In 2007 the Christian Brothers' handed the governance of their schools over to Edmund Rice Education Australia (EREA). Trinity College celebrated its 125 Year Anniversary in 2019.

Trinity College is a Catholic school in the Edmund Rice Tradition. The College receives its educational mandate from the Catholic Archbishop of Perth and operates in accordance with the policies of Edmund Rice Education Australia and the Catholic Education Commission of Western Australia. Trinity College is a member of the Public Schools Association (PSA) of Western Australia.

Trinity College proudly provides an all boys' education for students from Year 4 through to Year 12. A Trinity College education is based on four pillars – Faith, Academic, Cultural and Sport, with our commitment to the development of each student's faith and personal spirituality being of most importance. A particular emphasis is placed on a developmental program that assists in the formation of each student as they journey from boyhood to manhood. The College motto *In Nomine Domini - In the Name of the Lord*; is the foundation for every person in our community to focus their endeavours to the heart of our call to be Christian. The maxim by which our students are encouraged to live by is *Men for Others*. This philosophy is clearly articulated through our Service programs, our Immersion experiences and our Retreat programs. We demonstrate the Church's commitment to the dignity of the individual, particularly by being called to relationship in community.

Our spacious and well-appointed East Perth campus has grown considerably thanks to the efforts of many in the College community. Several specialist facilities have been developed including the Chapel, Design and Technology Centre, Observatory, VR Laboratory and Swimming Pool. In recent years, a new Cultural Centre (Music, Art, Campus Ministry) was added along with extensions to the Library and Science Block. Most recently, the magnificent new Sports Centre was completed. These excellent facilities are complemented by our Outdoor Education Centre, (Camp Kelly, Dwellingup) and our playing fields at nearby Waterford. We enjoy a strong reputation for the excellent pastoral care of our students.

Due to its central location, Trinity College attracts enrolments from all over the metropolitan area and this provides a wonderfully eclectic mix of students. Trinity College aspires to be an inclusive, creative learning community centred in Christ, committed to the education and formation of each individual. To this end, a range of pathways are offered to cater for the diverse needs of all boys. Our Mary Rice Centre provides education for students with particular learning needs, extension programs exist across all curriculum areas and our scholarship and bursary programs for Aboriginal and Refugee students is very highly regarded. Trinity College provides recognised pathways for University entrance (ATAR Courses) and has established a well-earned reputation for excellence in this regard. The College also provides a comprehensive set of highly developed Vocational Education and Training opportunities. These offer nationally accredited qualifications, valuable work experience and enable access to post- school destinations such as TAFE, Traineeships and Apprenticeships. The curriculum programs are current, utilise the latest technology and respond to emerging trends in education and the ever-changing demands of our modern world.

The College enjoys a strong reputation for the excellent pastoral care and formation of our boys. The College Staff are wonderful role models who give enormous hours of their time to both the formal and informal curriculum. They value the dignity and worth of every student and strive to create a positive learning environment in which the personal needs of all students are catered for. The boys are encouraged to seek personal excellence and challenged to discover and develop their talents not only for themselves, but in the service of others.

Education Assistant (Special Needs)

The Role

As a member of Trinity College, it is expected that the Education Assistant will embody the full Catholic philosophy and Edmund Rice charism of the College, as well as demonstrating a high level of personal and professional qualities that would be expected of a staff at the College. Persons occupying this role must have suitable experience and be fully supportive of the College's Mission. The Education Assistant is expected to be a professional role model to all members of the College community and should be seen as playing an integral part in the life of the College, committed to the total development of its students.

The Education Assistant is appointed by the Principal and is accountable to the Principal through the Head of Learning Support. Working with teaching and other support staff, the Education Assistant will support teaching staff to provide for the physical, intellectual, social, emotional and spiritual development of students with specific learning needs. They will also assist with the implementation of special programs for specific curriculum needs. Within the classroom, an Education Assistant may also be utilised to provide additional support for the benefit of the whole class.

The Role Details

- Accountability: Head of Learning Support
- Reporting: Principal

KEY AREAS

The Education Assistant (Special Needs) responsibilities include, but are not limited to, the following key areas:

Curriculum Support

- Actively support all aspects of the Education Program across classes and/or for individual students
- Assist with the development and/or adjustments to teaching programs for students with particular special needs under the direction of Head of Learning Support and Classroom Teacher
- Support in the delivery of teaching programs to individuals and small groups
- Offer specific advice and support in the delivery of intervention programs
- Assist classroom teachers to facilitate student access to education programs
- Support student engagement in learning activities and assist students with an IEP to achieve specified learning outcomes
- Assist students achieve set outcomes and observe and record their progress and level of achievements
- Deliver and maintain 'micro programs' (eg MacqLit) set up by the Head of Learning Support
- Communicate with teachers regarding individual student progress
- Provide educational support that supplements that of the teacher
- Supporting students by listening, encouraging, redirecting, explaining, reinforcing, practicing skills, concepts and instructions
- Adapt and modify the classroom environment, resources and activities for specific individual students as required
- Supervise small group and individual activities under the direction of the Classroom Teacher
- Maintain appropriate communication with the teaching team
- Resource development, visual schedules etc to assist the students in supporting their learning
- Observe student's learning to assist the classroom teacher in their programming and assessments
- Contribute to Individual Education Plan meetings to plan and evaluate the student's learning goals
- Assist in the delivery of special programs such as: social skills, protective behaviours, life skills and behaviour support

Pastoral Support

- Implement strategies that will promote independent work habits for students in their care
- Participate in school and school community activities such as Liturgies, sports days and swimming carnivals, assemblies, retreats and excursions
- Assist with the care, monitoring and supervision of students in outdoor activities, such as excursions, retreats and sport

- Assist with the observation and recording of student activities and skills or specific behaviours
- Assist students in using digital technologies for the benefit of their learning
- Liaise with the Classroom Teachers Head of Learning Support to discuss any concerns or issues pertaining to a student
- Supervise students' personal care requirements where appropriate
- Foster student participation in all school activities
- Assist with supervisory duties of students as required
- Offer specific advice and support in the delivery of intervention programs
- Working in accordance with the College's Pastoral Care programs
- Actively support students within the classroom setting
- Act as a strong role model for students
- Proactively communicate with parents/guardians in a timely manner; and maintain the confidentiality of delicate or sensitive information at all times
- Assist students in developing independent skills in self organisation eg dressing, toileting, eating
- Assist with student mobility as required
- Participate in College and community activities, eg class and whole school liturgies, assemblies, sports and other community activities
- Support the implementation of Individual Education Plans (IEP) for all students as required
- Proactively liaise with key staff with regards to the ongoing pastoral needs and pastoral care of students
- Assist in recognising and celebrate student experiences and achievements in the College Newsletter and at Assemblies

Administrative Support

- Assist with general administrative duties associated with, or arising from, the role
- Preparation, organisation, distribution, collection, maintenance and storage of resources, equipment, materials and activities
- Assist with administrative duties such as filing, word processing, ordering, data entry etc.
- Working in accordance with the College's Pastoral Care programs
- Assist with general administrative tasks associated with, or arising from, the role
- Have a sound knowledge of a range of disabilities and be fully aware of the implications of the Disability Standards for Education 2005
- Comply with all relevant legislative, regulatory obligations, College policies and procedures
- Complete administrative and operational activities in alignment with College requirements; and
- Seek to be a steward of the environment in reducing the use of consumables across the Education Program

Additional Role Components

All staff within the College are required to:

- Actively contribute to the maintenance of the Catholic Ethos; through a manner of life and stated beliefs that are in keeping with the teachings of the Catholic Church
- Ensure the underlying values of the College Mission are embedded within practice in the classroom

- Support the improvement initiatives outlined in the College's Strategic Plan and School Improvement Plan
- Take an active part in the co-curricular aspects of College life
- Fully participate in the Liturgical life of the College and be a positive role model for staff and students
- Be willing to undertake formation programs with Edmund Rice Education Australia (EREA) as required by the College
- Complete the necessary professional learning associated with this role and the associated requirements for Accreditation to Work in a Catholic School
- Ensuring attendance at relevant staff meetings, Parent Evenings and other College Functions as the Principal may require
- Undertaking any other duties or responsibilities that may be assigned by the Principal

Team Contribution

- Ensure a friendly, helpful and professional demeanour at all times
- Demonstrate a high level of interpersonal skills
- Create positive and open communications to deliver the best possible outcomes
- Ensure systems and processes are optimised for efficiency and effectiveness whilst seeking ways to continually improve such systems and processes
- Demonstrate a flexible approach to the role by undertaking other tasks to support all of the above
- Support others and facilitate a team-orientated professional environment
- Demonstrate the ability to work independently and also within a team environment
- Demonstrate excellent time management and organisational skills, including the ability to meet deadlines
- Demonstrate the ability to work with a wide range of staff and have a demonstrated ability to build meaningful and professional relationships with students and families
- Utilise effective interpersonal skills and initiative when dealing with challenging situations
- Contribute to a positive and vibrant workplace

SKILLS AND ATTRIBUTES

Essential Criteria

- A strong commitment to the ethos of Catholic Education and a willingness to promote and support Catholic values as a member of the Trinity College Community
- Demonstrated experience and performance in a similar or related role within a school environment or similar
- Hold or be working towards an Education (Teachers') Assistant – Special Needs Certificate qualification from a recognised educational institution

On appointment, the successful applicant will be required to:

- Obtain a current Department of Education Criminal Record Clearance prior to commencement of employment

- Have a current Working with Children Check (WWC)
- Undergo Mandatory Reporting Training
- Undergo Staff Code of Conduct Training
- Acquire and/or maintain relevant Accreditation requirements as an Education Assistant in a Catholic School

Desirable Criteria

- Have completed and have current Accreditation to Work in a Catholic School
- Have a proven ability to work in a collaborative environment as a member of a team
- Be able to demonstrate a high level of competence in utilising interpersonal skills
- Be able to assist with the development of community amongst staff, students and parents
- Have a proven ability to work in a highly organised manner, including adherence to deadlines and a knowledge of College policies and procedures
- Have demonstrated an ongoing commitment to enhancing student development
- Have demonstrated co-curricular involvement and a capacity to relate easily and professionally with students
- Have demonstrated the ability to demonstrate initiative, drive and a strong sense of professionalism
- Be self-directed and highly motivated

Special Conditions

- Some flexibility of hours may be required to facilitate effective input and involvement in the full scope of this position. This may require the incumbent to attend a range of meetings and particular College events.