



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

EAL LEARNING SUPPORT OFFICER

Title	English as an Additional Language (EAL) Learning Support Officer
Classification	Full-time
Category	Category B Education Support Level 2-1
Length of Appointment	Ongoing
Reports to	Learning Area Leader EAL Learning Diversity Leader
Conditions	Catholic Education Multi Enterprise Agreement 2022

Purpose of the Position

The EAL Learning Support Officer (LSO) will work closely with the Learning Area Leader EAL & Learning Diversity Leader to provide the best possible options and support to inspire and challenge students with an EAL or refugee background. The EAL LSO must actively support and promote the College values of Live Fully Act Justly. They are to be highly professional in all aspects of the role and display proficiency in areas of organisation, communication, consultation, and decision-making.

It is the role of the EAL LSO to help young people grow as learners given every individual is made in the image and likeness of God. The LSO will also assist students to grow in their knowledge and understanding of how to act as Christian people and to be in the right relationship with one another.

The person appointed to this position is accountable to the Learning Area Leader EAL and the Learning Diversity Leader and is responsible for assisting with integrating EAL and refugee students into the general school community.

When required other general duties at the College may be allocated.

This position will involve working in a co-operative team, with College leaders, with the Learning Area Leader EAL, Learning Diversity Leader and with subject teachers.

It is a position that will involve a variety of functions and will require a flexible approach to all the tasks required.

Key Contacts

- Deputy Principal Learning & Teaching
- Learning Diversity Leader
- Assistant Learning Support Leader
- Learning Area Leader EAL
- Learning Diversity Team



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Responsibilities

- Support the Catholic Identity of Catholic Regional College Caroline Springs and assist young people to participate in the full experience of College life including prayer, liturgy and social justice activities.
- Ability to build capacity in young people with an EAL background.
- Ability to develop an excellent rapport with teenage students with a range of EAL learning needs.
- Ability to observe the personal organisation and social interactions of students and monitor safety and emotional considerations that need to be addressed by the team.
- Ability to work effectively as part of a team sharing observations and expertise, cooperatively implementing programs and providing mutual support.
- Support students' learning under the direction of a teacher with individual and/or small groups of students, both within and outside of the classroom and to assist them with their educational and developmental program.
- Withdraw EAL and refugee students and lead small-group literacy intervention programs.
- When required, accompany students on excursions and other out-of-school activities.
- Support the Primary Links Team in collecting data from feeder primary schools about prospective EAL and/or refugee enrolments.
- Understanding the need for confidentiality when working with EAL and refugee students and their families.
- Ability to work with staff to plan and deliver EAL pathway strategies.
- Contribute to Program Support Group (PSG) meetings for EAL and refugee students.
- Assist with the administrative tasks, including but not restricted to, funding, NCCD data collection, PSG agendas and minutes, Personalised Learning Plans (PLPs) and other administrative tasks associated with EAL and refugee students.
- Support teachers to understand the specific learning needs of students to prepare appropriate PLPs and learning opportunities.
- Attend and participate in Learning Support Team meetings.
- Any other task assigned by the Principal or his/her nominee commensurate with the position to which the person is appointed.

Specialist Skills and Experience

- High-level attention to detail and accuracy.
- Excellent organisation skills.
- Excellent oral and written communication skills, including the ability to communicate with children, parents and the school community.
- Strong overall computer literacy skills.
- High level of initiative.

Interpersonal Skills

- Professional communication skills.
- Maintain strong relationships with teaching staff, and colleagues within the Learning Support team.



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- Respectful, friendly, and courteous.
- Organised.
- Sound written and verbal communication skills.
- Professional respect for the privacy of each individual.
- High-level attention to detail and accuracy.

Key Performance Indicators

- High-quality support for students with an EAL and/or refugee background.
- Evidence of growth in identified student-learning measures.
- Quality and accuracy of administrative support for EAL and refugee
- Maintain professional and pastoral rapport with students, parents, and staff.
- Evidence of supporting students and staff in the provision of Personalised Learning Plans (PLP).
- Ongoing commitment to personal professional learning.

Qualifications and Experience

- Experience working with students from EAL, LBOTE or refugee backgrounds (desirable).
- Relevant qualifications or working towards such qualifications (desirable).
- Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum, particularly the Victorian EAL Curriculum (desirable).

Child Safety

- Have a clear understanding of Ministerial Order 870 on Child Safety as it relates to the College's Code of Conduct, policies, procedures, and practice.
- Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety.
- Provide students with a child-safe environment.
- Uphold a zero-tolerance attitude towards child abuse.
- Ensure cultural safety for Aboriginal children and children from culturally and/or linguistically diverse backgrounds.
- Provide a safe and accessible environment for children with a disability.
- Implement strategies that promote a healthy and positive learning environment for all learners.

Criteria

Applicants to the position should be able to demonstrate:

- An understanding and full support of the Catholic Regional College Caroline Springs Vision and Mission Statement and the values that underpin it.
- Appropriate qualifications and experience as a Learning Support Officer and/or Pre-service teacher
- Appropriate skill levels in Literacy and Numeracy.



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- Demonstrated understanding of a variety of academic, social, and emotional challenges affecting students in Years 7 – 10.
- Demonstrated understanding of Pathway C of the Victorian EAL Curriculum.
- An ability to develop productive relationships with students, staff, and parents.
- An ability to lead small-group literacy intervention programs.
- Excellent organisational and administrative skills.
- Highly developed interpersonal and communication skills
- High attention to detail and accuracy in record keeping.
- An understanding of the College context and requirements for ensuring child safety.
- Competence in the use of Information and Communication Technology

Final Statement

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other tasks, not specifically stated, and the College may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the College.