SCHOOL BACKGROUND
In 1962 St John’s Lutheran Parish commenced a primary school on the former Geelong Grammar site on the corner of Pakington and Aberdeen Streets, Geelong. St John’s School is now a vibrant and well-respected Kindergarten to Year 6 School.

St John’s Lutheran School has continued as a school that offers a comprehensive education to children in a Christian environment. Although a Lutheran school it has, from its beginning, welcomed and valued the support given by those in the greater Geelong community wishing to educate their children in a Christian environment. The school endeavours to set up and maintain a framework of Christian attitudes and relationships which will permeate and integrate its entire life and work and thereby help it to grow as a caring community.

School Vision Statement
Learn. Imagine. Grow

School Mission Statement
St John’s Lutheran School shares the mission of all Lutheran schools and aims to encourage and support students, informed and sustained by the Word of God, to develop their God-given talents so that they may shape and enrich their world.

POSITION OBJECTIVE
At St John’s Lutheran School it is expected that each staff member will support the Christian ethos of the school. A good example for Christian living is to be given to children and parents by words and actions. The Christian Education environment we offer depends largely on the maturity and professionalism of all staff. Therefore, it is expected that staff members will co-operate fully with the Principal, Head of School, Coordinators and Team Leaders, together with other staff and the College Council in adhering to the policies, teachings and fostering the ethos, culture and traditions of St John’s Lutheran School.

Integration/Literacy Support Aides are assigned to classes and work closely with teachers to support the learning of identified students. This may involve direct support to students or assistance to teachers in the overall integration process. Generally, this assistance will be provided in-class although occasions will occur when individuals and small groups of students will be withdrawn.

STATEMENT OF COMMITMENT TO CHILD SAFETY
St John’s Lutheran School is committed to being a Child Safe organisation. St John’s Lutheran School has a zero tolerance for child abuse and is committed to acting in children’s best interests and in keeping them safe from harm. St John’s Lutheran School regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.

ACCOUNTABILITY AND BOUNDARIES OF THE INTEGRATION/LITERACY SUPPORT AIDE ROLE
Integration/Literacy Support Aides are required to provide support and assistance to students in accordance with School policies and procedures working under the direction of class teachers. Integration/Literacy Support Aides report to the Curriculum Coordinator and the Literacy Coordinator respectively, depending on
whether their tasks are related to integration or to literacy work. The ultimate line of responsibility is to the Principal through the Head of School.

Boundaries of the Integration/Literacy Support Aides role are:
1. preparation of individual learning plans is a teacher responsibility; however, Integration/Literacy Support Aides will be involved in the development of these plans.
2. Situations when Integration Aides/Literacy Support Aides are not required should rarely arise. In these situations, class/subject teachers need to discuss this matter with either the relevant coordinator or Head of School so that Integration/Literacy Support Aides can be redeployed.
3. Integration/Literacy Support Aides are not permitted to supervise entire classes; however, they may work with individual students or small groups of students without direct teacher supervision.
4. Final responsibility for students’ behaviour and progress rests with the class teacher, not the Integration/Literacy Support Aides.
5. Integration/Literacy Support Aides are employed primarily to support the learning of identified students. They are not employed as Teacher Aides. Allocation to non-integration aide tasks may occur periodically, and then under the direction of either the relevant Coordinator, or the Head of School.

KEY TASKS AND EXPECTATIONS

The duties of Integration/Literacy Support Aides include:
1. providing support to our Literacy Coordinator through the supervision of some small group activities,
2. working cooperatively with parents, teachers, students and other aides for the support of students with learning needs,
3. assisting teachers with the development of independent learning programs,
4. encouraging and supporting students to do as much as they can for themselves so they do not become over-reliant on support,
5. assisting students with their personal organisation and helping them manage lesson/lesson and recess/lesson/recess transitions,
6. assisting students by implementing modified learning programs using strategies such as...
   a) showing them organisational skills,
   b) reinforcing new concepts,
   c) using alternative methods more suited to students’ learning strengths,
   d) reading instructions,
   e) re-explaining teacher instructions,
   f) note-taking,
   g) providing explanations,
   h) adapting work to make it accessible,
   i) developing resources suited students’ ability level,
   j) redirecting students’ attention back to the task, etc,
7. monitoring the specific aims and goals of students’ learning plans in association with class teachers,
   providing feedback to teachers on students’ progress,
8. supporting students in ways to ensure that they are not isolated from their peers or made to appear “different”,
9. at all times, working to promote the self-esteem of learning support students,
10. assisting students with their social interactions by teaching them social skills and discussing with them their social behaviours,
11. providing specific medical attention and personal care as required,
12. liaising with class and subject teachers regarding any concerns about a child,
13. attending excursions and camps,
14. attending PSG meetings, staff and aides meetings as required,
15. participating in courses and professional development activities as required,
16. maintaining confidentiality of information and
17. being deployed (by the relevant Coordinator or Head of School) to other classes or duties when there are program changes, absences or when unforeseen situations arise.

SKILLS AND QUALITIES (Key Selection Criteria)

1. A commitment to the aims and philosophies of Lutheran schooling.
2. A commitment to young people and meeting their needs as demonstrated by previous experiences working with children.
3. Qualifications and experience relevant to the key tasks and expectations.
4. Excellent interpersonal skills, and in particular, demonstrated capacity to work well in a team environment, take direction, work toward agreed goals, communicate effectively with fellow staff and students, and form positive relations in the workplace.

QUALIFICATIONS

(a) Relevant post-secondary training related to this role and its responsibilities.
(b) Anaphylaxis and asthma training.
(c) A Police Check and a Working with Children Check.

EMPLOYMENT CONDITIONS

General

As St John’s Lutheran School has a commitment to child safety, teaching staff will be responsible for understanding, applying and promoting the School's child safety commitment, policies and procedures, including:

- complying with the School's Child Protection Code of Conduct and Staff and Student Professional Boundaries Guidelines,
- identifying and proactively addressing risks,
- identifying indicators of possible child abuse,
- reporting concerns to one of the School's Child Safety Officers,
- taking all practicable steps to protect students where a risk to their safety has been identified,
- managing disclosures,
- reporting, including Mandatory Reporting,
- promoting resilience and reporting amongst students and
- being aware of issues relating to Aboriginal and Torres Strait Islander students, students from cultural and linguistic diverse backgrounds, or students with a disability, in addressing child protection teaching and disclosures.

Hours of Duty

Integration/Literacy Support Aides are employed during school term time and the staff days at the start and end of the academic year. Integration/Literacy Support Aides are deployed to other duties when no students are present at school.

Award

Salary and conditions of employment are in accordance with the Lutheran Education South Eastern Region (Victorian Schools) Multi Enterprise Agreement 2014.

Revised November 2016