JOB DESCRIPTION

St Stephen's School
SERVE GOD SERVE ONE ANOTHER

Job Title:	**Learning Enrichment Assistant – (LEA)**
Reports To:	**Head of Learning Enrichment (Cross Campus)**
Direct Reports:	**N/A**
Section of School:	**Kindergarten – Year 12**
Liaises with:	**LE Teachers / Classroom teacher**

St Stephen's School Vision:	St Stephen's School is a Uniting Church School that is Christ centred, student focused and community based.
St Stephen's School Values:	The way that we go about our business at St Stephen's is underpinned by five core values. All students, staff and Council members are expected to embrace these values as they undertake their various roles. • Faith • Learning • Care • Service • Community
Position Summary:	A Learning Enrichment Assistant is specifically employed to support the goals outlined in students' documented or adjustment plans. Under the guidance of the Head of Learning Enrichment, the Learning Enrichment Assistant will work with students with diverse needs to develop their ability to access curriculum and assessments, follow classroom routines, increase independence, improve their organisational skills and develop social skills relevant to the School environment.
Key Responsibilities and Tasks:	**CLASSROOM SKILLS** • Works with specific students who have additional learning needs in a variety of ways to support their learning • Assists with observations and other forms of assessment. • Under the direction of the Head of Learning Enrichment, and in collaboration with classroom teachers, develops individual goals and implements strategies to use with specific students and measure progress towards these goals. • Reinforces classroom management protocols. • Makes sound judgments and uses initiative in appropriate ways. • Demonstrates flexibility to adapt to situations which occur within a classroom. • Ensures that total confidentiality is maintained in regards to all matters related to the children, their families and the School. • Willingness to support in Year 11 and 12 General, Certificate or ATAR classes. • Ability to work with, and dapt to, flexible timetabling **RELATIONSHIPS WITH STUDENTS** • Fosters positive relationships with students, with a commitment to their personal growth, education and care. • Models a positive attitude to learning. • Builds confidence and self-esteem in students. • Shows care for students. • Demonstrates sensitivity to students' needs and capabilities.

- Understands, and is able to manage and direct, behaviours by providing boundaries and communicating expectations in a nurturing and supportiveway.
- Understands Risk Management plans and procedures
- Uses clear communication strategies and language to suit the needs of students using age and stage appropriate techniques. For example communication boards, social stories, charts, visual cues, IT and scaffolding frameworks to support differentiation. Is able to evaluate learning experiences and provide written notes to teachers, for monitoring purposes.
- Is able to meet the students' personal care needs (for example help with diabetic management, provide assistance due to physical limitations).
- Is able to supervise students to ensure a safe environment is maintained.

RELATIONSHIPS WITH OTHER STAFF

- Demonstrates positive, constructive relationships with teachers.
- Works collaboratively with other staff and shares ideas.
- Works as a productive team member.
- Attends meetings as required.
- Works under general supervision and guidance, performing tasks that have clearly defined outcomes, as determined by the teacher.

COMMUNICATION WITH PARENTS

- Contributes to constructive relationships between the School and parents.
- Directs parents to the classroom teacher to discuss specific learning needs of students. Respects and understands the need for confidentiality and non-disclosure of any communications to a parent.

COMMITMENT TO PROFESSIONAL DEVELOPMENT

- Critically reflects on their practice and modifies it accordingly.
- Accepts direction and advice from teachers to improve their skills and effectiveness.
- Demonstrates commitment to personal professional development on a planned and continuing basis.
- Has an awareness of current issues in education.

GENERAL

- Models high standards of personal and professional behaviour.
- Provides high quality professional support to teachers to enable effective student learning.
- Attends at least one overnight camp per year.
- Attends athletics and swim carnivals.
- Ensures that the role requirements are carried out to a high standard.
- Demonstrates willingness to positively and actively contribute to the Christian culture of the School.
- Is able to apply techniques, skills and knowledge of relevant principles and practices acquired through previous experience, on the job learning or relevant qualifications.

	• Provides classroom, school and community focused support to ensure the delivery of high quality, student-focused learning programs. • Applies knowledge of appropriate mathematical, reading and language interventions interventions for students with diverse needs. • Provides a child-safe environment in accordance with the child safe standards and adheres to the School's policies and procedures regarding student safety, health and wellbeing. • Undertakes additional duties as required from time to time. • Undertakes and applies Work Health and Safety requirements and adheres to the School's policies and procedures at all times • Serves as a good ambassador of the School.

Key Performance Indicators:	• Ensures students, parents and the wider school community are provided with a quality and appropriate service in a timely, effective and friendly manner. • Ensures that all documentation and communications are prepared and presented in a professional manner and in a way that reflects the School's ethos and values. • Undertakes and applies Work Health and Safety requirements. • Always acts in a manner that seeks to enhance the safety culture of the School. • Ensure safety of staff and students. • Participates in Work Health and Safety induction and training. • Other KPI's will be agreed with your manager through the induction process and ongoing evaluation and goal setting.

Selection Criteria:	**Education / Training** • Relevant qualifications focusing on students with diverse needs, with preference given to those holding a Certificate IV in Education Support • Working with Children Check - The Working with Children (Criminal Record Checking) Act 2004 applies for anyone working in child related employment • National Criminal Record Checking • Experience working with children with learning disabilities/difficulties. • Experience in assisting children with complex/additional learning, in a school context. • Knowledge of appropriate mathematical, reading and language interventions support for students with diverse needs **Personal Attributes and Values** • An understanding of useful strategies to implement when working with children diagnosed with Specific Learning Disabilities, ADHD, ASD, Language Disorders, Anxiety Disorders and other conditions. • An ability to foster positive relationships with students, with a commitment to their personal growth, education and care. • Flexibility to adapt to situations which occur within the classroom. • An ability to make sound judgment and to use initiative in appropriate ways. • Knowledge of appropriate mathematical, reading and language interventions support for students with diverse needs.

	• Good written and oral communication skills, including the ability to interact with students with diverse needs, parents and teaching professionals. • Good interpersonal skills, including the ability to work as a productive team member. • Good organisational skills that will assist in the delivery of effective education programs to students and subsequent feedback to teaching professionals. • Ability to assist with general health and well-being of students. • Experience in, and a preparedness to, contribute to the School's camping and extra-curricular programs. • Willingness to positively and actively contribute to the Christian culture of the School.

I understand and accept the responsibilities as outlined in this Job Description.

This document was approved by HOLE/HOC – Sept 2025

Version	Date	Review Date	Author	Comments	Approval
7	Sept 2025	Sept 2027	Allison Omar	Amendments to selection criteria	HOLE/HOC/P&C
6	July 2025	July 2027	Allison Omar	Amendment to selection criteria	HOLE/HOC
5	Sept 2024	Sept 2026	Steph Snyman	Change to Learning Enrichment Assistant	HOCs
4	Oct 2022	Oct 2024	Steph Snyman	New Special Needs	HOC / DHP
3	Sept 2021	Sept 2023	Steph Snyman	New	HOC/HOLA LE
2	Sept 2018	Aug 2020	Valery Wells	Rebranding	E-Team
1	July 2014	July 2015	Maria Moraitis	New	CFO