

ES1-3 Sub School & Disability Inclusion Officer

POSITION DETAILS

Region	Barwon South-West	Area	Warrnambool
School	Warrnambool College	Classification	Education Support Level 1 – Range 3
Employment Status	Ongoing	FTE	0.86
Hours	32.70 hrs per week	Salary Range	\$73,467 – 89,335 (Full-time equivalent salary)
School Website	http://wblcoll.vic.edu.au/		

ROLE

The Education Support – Sub school and Disability Inclusion (DI) Officer provides flexible operational support across the Junior and Middle Sub schools and delivers structured Tier 2 small-group interventions through the Disability Inclusion Team.

The position contributes to the College's Multi-Tiered System of Supports (MTSS) by assisting with student attendance, engagement, behaviour and wellbeing, while building students' interpersonal, social-emotional and self-regulation skills through targeted interventions.

The position is allocated one day per week to the Junior Sub school, one day per week to the Middle Sub school and the remaining time to Disability Inclusion small-group interventions.

The position is also the designated replacement for the substantive Junior and Middle Sub school Assistants during periods of planned and unplanned leave.

CLASSIFICATION CONTEXT AND TASK LEVEL

The classification of this role aligns with the Victorian Government Schools Agreement (VGSA) based on the advertised level. Key responsibilities include supporting student learning and wellbeing, communicating regularly with teachers and other staff and demonstrating inclusive practices that enable all students to access the curriculum and participate in learning.

The position works collaboratively with the:

- Junior and Middle Sub school Year Level Leaders and Managers.
- Disability Inclusion Leader and DI Team.
- Student Wellbeing Team.
- Classroom teachers and Education Support staff.
- Students, parents/carers and external support services.

REPORTS TO

The position reports to the designated Assistant Principal or delegate.

During Sub school allocations, day-to-day duties are directed by the relevant Year Level Leaders. During Disability Inclusion allocations, intervention planning and delivery are coordinated by the Disability Inclusion Leader.

RESPONSIBILITIES

A. Junior and Middle Sub School Support – Two Days Weekly

Student Attendance and Engagement

- Monitor and maintain student attendance records and homegroup attendance data.
- Follow up student absences and communicate with families and relevant staff.
- Assist Year Level Leaders to identify attendance concerns and emerging patterns of disengagement.
- Generate attendance and engagement reports to support Tier 2 meetings and interventions.
- Assist with attendance referrals and documentation as directed.
- Support students with transitions, routines and engagement in school.

Student Behaviour and Wellbeing

- Provide initial student wellbeing triage and refer concerns to appropriate staff.
- Support students accessing designated regulation or engagement spaces.
- Reinforce expected behaviours consistent with the College's Positive Classroom Management Strategies and school-wide behaviour expectations.
- Assist with behaviour incident documentation and follow-up processes.
- Support restorative processes and student re-engagement activities under the direction of relevant staff.
- Communicate with students, families and staff regarding routine student matters.

Sub school Administration

- Provide professional and responsive support to students, staff and families.
- Maintain accurate student records and administrative documentation.
- Assist with year-level events, assemblies, communication and recognition programs.
- Support Year Level Leaders with student engagement data and administrative processes.
- Maintain confidentiality and professional communication.

B. Disability Inclusion – Tier 2 Small-Group Interventions

Program Delivery

- Facilitate structured small-group interventions for identified students using approved program resources and session plans.
- Deliver programs that develop social communication, interpersonal skills, emotional literacy, self-regulation, executive functioning and positive relationships.
- Adapt activities to meet students' communication, learning and developmental needs within approved program guidelines.
- Establish safe, predictable and supportive group routines.
- Model and reinforce appropriate social interactions and self-management strategies.
- Encourage students to practise and transfer skills into classrooms, peer interactions and wider school settings.

Intervention Coordination and Monitoring

- Work with the Disability Inclusion Leader and relevant staff to identify intervention goals for referred students.
- Prepare resources and organise group sessions.
- Maintain student participation, attendance and progress records.
- Collect observations and evidence of student progress against identified goals.

- Communicate student progress and emerging concerns to the DI Leader and relevant Year Level Leaders.
- Contribute to intervention reviews and recommendations for continued, adjusted or concluded support.
- Support the implementation of relevant IEP goals and documented adjustments.

Tier 2 Intervention Programs

Programs are selected according to identified student needs, available resources, staff training and the College's Tier 2 intervention priorities and may include:

- Zones of Regulation.
- Social Stencil.
- Talkabout for Teens.
- Social Thinking.
- Brain Hacks.
- Respectful Relationships activities.

C. Designated Sub School Assistant Replacement

This position is the designated replacement for either the Junior or Middle Sub school Assistant during planned or unplanned leave. Sub school replacement responsibilities take priority over the normal DI weekly allocation and the relevant Assistant Principal or delegate coordinates deployment.

During replacement periods, the employee will:

- Assume the routine operational and administrative duties of the absent Sub school Assistant.
- Maintain continuity of attendance monitoring, student engagement support and Sub school administration.
- Respond to student and family enquiries.
- Support Year Level Leaders with behaviour, wellbeing and attendance follow-up.
- Maintain student records and complete required administrative tasks.
- Coordinate with the relevant Sub school leadership team regarding daily priorities.
- Communicate changes to DI intervention availability and scheduled small-group sessions.
- The DI Leader adjusts intervention schedules and student support arrangements.
- When the substantive Sub school Assistant returns, the employee resumes their normal allocation.

D. Professional and Administrative Responsibilities

- Maintain accurate, timely and confidential student records.
- Use Compass and other approved College systems effectively.
- Participate in relevant Sub school, DI and MTSS meetings as required.
- Follow Department and College policies relating to student wellbeing, inclusion, attendance, child safety and information sharing.
- Undertake professional learning relevant to student engagement and Tier 2 intervention delivery.
- Work collaboratively across Sub school, Disability Inclusion and Wellbeing teams.
- Demonstrate the College values of Respect, Responsibility and Resilience.

The employee is expected to:

- Undertake other duties consistent with the position classification as directed by the Principal or delegate.
- Demonstrate effective communication, organisation and teamwork.
- Maintain confidentiality and accurate student records.
- Follow relevant Department and College policies and procedures.
- Demonstrate Warrnambool College values of Respect, Responsibility and Resilience.

CONDITIONS OF EMPLOYMENT

Qualifications:

- Current First Aid and Anaphylaxis training qualification is desirable.
- Ability to meet Department child safety and employment requirements.
- Demonstrated experience supporting students with additional learning needs is desirable.
- Willingness to undertake ongoing professional learning in student inclusion, first aid and wellbeing.

SELECTION CRITERIA

SC1 – Student Engagement, Attendance and Behaviour

Demonstrated ability to support student attendance, engagement, behaviour and wellbeing through the application of established school procedures, effective communication and student-centred approaches.

SC2 – Small-Group Intervention and Student Development

Demonstrated knowledge, experience or capacity to facilitate structured small-group interventions that develop students' interpersonal skills, emotional regulation, social communication and independence, including the ability to monitor student progress.

SC3 – Organisation, Administration and Data Management

Demonstrated organisational and administrative skills, including the ability to maintain accurate student records, manage competing priorities, use school information systems and provide effective operational support to school leaders.

SC4 – Communication and Relationship Building

Demonstrated interpersonal and communication skills, including the ability to establish positive relationships with young people, families and staff, manage challenging interactions and maintain confidentiality.

SC5 – Flexibility, Initiative and Problem-Solving

Demonstrated capacity to work flexibly across different teams, respond to changing operational priorities, exercise sound judgement and maintain continuity of service when replacing absent staff.

SC6 – Teamwork, Inclusion and Professional Practice

Demonstrated ability to work collaboratively with school leaders, teachers, Disability Inclusion and Wellbeing staff to support students with diverse needs, implement agreed strategies and contribute to an inclusive school culture.

EEO AND OHS COMMITMENT

The Department values diversity and is committed to workforce diversity and equal opportunity in schools and all education workplaces. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces.

CHILD SAFE STANDARDS

Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department's exemplar available at: [Child Safe Standards: Policy | education.vic.gov.au](http://www.education.vic.gov.au/childsafe/Policy/Pages/Child-Safe-Standards.aspx)

DE VAULES

The Department's employees commit to upholding DE's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DE's Values complement each school's own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools. Information on the DE values is available at: <http://www.education.vic.gov.au/hrweb/workm/Pages/Public-Sector-Values.aspx>

OTHER INFORMATION

Applications must include:

- A cover letter providing contact information including home address, email, and phone number.
- A CV with a summary of experience, qualifications and your Working with Children Check (WWCC) number.
- Specific Key Selection Criteria response.
- The names, email addresses and contact details (email and phone) for two referees.

For ease of handling by the school, all documents (cover letter, CV, and key selection criteria responses) can be saved as one pdf and uploaded to Recruitment Online. Please also ensure that your name is included in the header of each document.

Applicants seeking further information about the school or this position, are encouraged to contact the Jenny Waterhouse – Business Manager prior to the closing date of applications on 03 5564 4444 or email warrnambool.co@education.vic.gov.au

All staff employed by the department and schools have access to a broad range of employment conditions and working arrangements.

Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check.

A probationary period may apply during the first year of employment and induction and support programs provided.

Detailed information on all terms and conditions of employment is available on the Department's Human Resources website at <http://www.education.vic.gov.au/hrweb/Pages/default.aspx>

This position description describes in general terms the normal duties which the Education Support is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility associated with the position.

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<http://education.vic.gov.au/about/programs/health/protect/Pages/childsafestandards.aspx>