



ROLE DESCRIPTION

TEACHERS AIDE – KNOX PREP SCHOOL

1. ROLE PURPOSE

The purpose of a teacher's aide is to sit with the students and take part in the lesson, being involved and animated. To show an interest in the work and model this interest for the students, making notes of anything relevant that could be used to help the students later, including handouts.

Gently call students to attention using a gesture, a quiet word or a gentle reminder. While you are not there to provide discipline, the teacher will appreciate your assistance in keeping students on task.

2. ROLE RELATIONSHIPS

The Teacher's Aide is responsible to the Head of Learning Enhancement and supported by the learning enhancement special educators they are an active member of the Learning Support Team with input into all departmental meetings. As with all School employees the Teacher's Aide is ultimately responsible to the Headmaster.

This position will engage with Knox Grammar School staff, parents, students and external parties with an inclusive, courteous and service-orientated disposition. This position will deal with matters of a sensitive and confidential nature diplomatically and discreetly.

3. ROLE RESPONSIBILITIES

- Assist students to become independent in their learning
- Give students strategies to access curriculum
- Checking note taking and assisting student when required with work to be completed
- Monitoring and recording progress of students
- Monitor diary entries
- Note patterns of student behaviour that may require further interventions from the Pastoral Care team.
- Assist with any issues the student has (personal care issues, organisation, finding appropriate books in the library or returning books, organising locker)
- Liaise as required with staff and parents regarding homework expectations, personal care / emotional issues
- Attend IEP planning meetings with parents to set learning goals
- Assistance with assessment of new students
- Liaise regularly with teaching staff and Learning Support team about student issues and management ideas relating to students

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- Manage a variety of behaviours using appropriate management strategies (Autism, Asperger's, behavioural, emotional, physical and intellectual disabilities)
 - Assist as required with the group Literacy programme
 - Organise resources and equipment
 - Attend in-service courses
 - Basic administration and assistance with trialling of disability provisions for students in Years 7/8
 - Attend school sports days, excursions as required

Key Skills & Abilities

- Certificate III in Teacher Aide Education Support Services
- The ability to adjust learning activities to suit the needs of individual students.
- Knowledge of a range of strategies to support students with disabilities and critical literacy and numeracy needs in mainstream classes.
- Willingness and commitment to working collaboratively as part of a team.
- Sound organisational and time-management skills.

The following qualifications and experience are desirable but not mandatory for the role:

- Experience in disability provisions for students in stages 4 and 5

4. WORK HEALTH & SAFETY

The incumbent will actively support and contribute to the maintenance and development of a safe working environment by:

- Promoting Workplace Health and Safety standards
- Reporting incidents or accidents to the appropriate staff as soon as possible
- Reporting any near miss incidents to the appropriate staff as soon as possible
- Working within the WHS management systems that have been adopted by the School

5. APPRAISAL AND REVIEW CONDITIONS

As with all members of staff, the Teacher's Aide will be expected to participate in a regular appraisal program as an integral part of their professional development. The appraisal program shall set strategic objectives and performance measures consistent with the responsibilities of the position.

6. TERMS OF EMPLOYMENT & REMUNERATION

This is a permanent part time -time position 3 days a week at a 0.6 FTE and is school term time only. Remuneration for the position will be commensurate with qualifications, skills and experience and in accordance with the terms and conditions of the *Independent Schools NSW (Support and Operational Staff) Multi Enterprise Agreement 2015-2017*. Superannuation Guarantee at the current legislative rate will be paid by the school in addition to salary.

Please note: All staff are subject to mandatory screening procedures in line with Child Protection Legislation

TASKS DESCRIPTION

Keep anecdotal records of the targeted student/s:

- work completed
- work requiring additional teaching and practice
- behavioural issues
- health matters
- attitude issues.

When the students are set work, move around the room helping where you can. As you will have listened to the explanation of the task you will be able to re-explain if necessary and guide a student who is uncertain.

Aim to work with the targeted student/s but also provide support for anyone who asks or anyone who appears to be unsure or off task. Sit near to the student, especially in practical subjects and in Maths. Guide him through the task but allow him to do the work. Be supportive and offer praise in a quiet way.

Ask the teacher how you can help in a lesson. Perhaps you can hand out work or collect papers. Try to be quick with the task and as unobtrusive as possible. Perhaps you can offer a second explanation, do another example of the task, find supporting documentation in a text, help a student with laptop skills etc.

The teacher is always right in the classroom. Support the teacher at all times, even if you have reservations. This is the teacher's class and classroom, we are the visitors. Never correct a teacher in front of the students.

Teacher Assistants are not trained teachers so they will not have content mastery in the subject areas in which they support students.

They monitor students with learning issues and have a list of students whose need they should support. (Sample in folder)

The class teacher is able to ask the teacher assistant to do specific tasks according to the lesson structure e.g. monitor an experiment.

Many students with learning needs have been targeted since Primary School and initially they do not want the stigma attached to being singled out with an adult sitting next to them. It is often the better students who take the initiative to ask for help.

Teacher assistants should sit at the back for the teacher instruction and then move around observing the students working and helping those who are struggling.

They will bring a folder to class with a sheet to record work for the day and a record sheet to monitor student's organisation, homework and diary use. This is a record for the class teacher to access if required.