MELBOURNE GIRLS GRAMMAR
AN ANGLICAN SCHOOL

# POSITION DESCRIPTION

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification by the Principal, in response to the strategic direction of the School, and the development of the skills and knowledge of the position.

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| **JOB TITLE** | **Learning Assistant** |
| **HOURS OF WORK** | Full Time<br>Working 8.00am to 4.00pm in term time only. Breaks during the day will be during school time and the times will be negotiated in conjunction with the Executive Director, Junior Years and Early Learning |
| **SCHOOL** | **Melbourne Girls Grammar**<br>Junior School (Morris Hall Campus)<br>100 Caroline Street, South Yarra, 3141 |
| **FACULTY /DEPT** | Morris Hall |
| **REMUNERATION CLASSIFICATION** | Melbourne Girls Grammar School Enterprise Agreement 2023 |
| **REPORTS TO** | Executive Director, Junior Years and Early Learning and ultimately the Principal. |
| **SUPERVISES** | Students Prep – Year 5 |
| **POSITION OBJECTIVE** | The **Learning Assistant** will be directly responsible to the learning studio teachers and Deputy Director, Junior Years, Operations and Wellbeing on a day-to-day basis.<br>The role of the Learning Assistant is to support the learning and well-being of the students at Morris Hall by assisting the learning studio teachers and other specialist teachers through the provision of planned and coordinated programs.<br>The Learning Assistant will support teaching staff to help maintain and promote a safe and secure learning environment for all girls in both indoor and outdoor learning environments. |
| **KEY ACCOUNTABILITIES** | **KEY TASKS** |
| **Teacher Support** | • Daily timetable is set by the learning studio teacher and Deputy Director on a day-to-day basis.<br>• Lead groups during English and Mathematics lessons. |

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| | • Work collaboratively with academic teaching staff and parents to promote personalised learning goals and student support strategies.<br>• Provide feedback to classroom teachers regarding the progress of students.<br>• Check home reading/learning and other tasks.<br>• Distribute learning studio-related materials.<br>• Set up of learning studio/manage resources.<br>• Supervision of small groups of students and individuals.<br>• Support excursion-based activities.<br>• Assistance/support during special events.<br>• Required to attend allocated lessons, assemblies School productions, sports days, and celebrations where necessary.<br>• Manage an area of the outdoor program across recess and lunchtime.<br>• Develop an understanding of the specific needs and special programs operating for students |
| **Administration Support** | • Administration support and resource preparation.<br>• Reception and general administration relief when required. |
| **Communication** | • Refer all teacher or parent queries to the Executive Director, Junior Years and Early Learning.<br>• Comply with MGGS Confidentiality expectations. Details of a student's special needs or program may only be discussed with relevant staff.<br>• Comply with preferred communication methods used to disseminate information to MGGS staff, parents and students including eVI and email.<br>• Communicate professionally and effectively with stakeholders including students, parents, MGGS Staff and external groups. |
| **Child Safety Requirements/ Obligations** | • Must have experience working with children.<br>• Demonstrated ability to follow child safety protocols when supervising children and young people in relation to child safety.<br>• Must be able to demonstrate an understanding of appropriate behaviours when engaging with children.<br>• Abide by all MGGS Child Safety Policies and Codes of Conduct and demonstrate active commitment to the MGGS Statement of Commitment to Child Safety. |

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| | • Supervise and manage staff appropriately including regular reviews to check whether staff are following Codes of Conduct and other child safe policies.<br>• Demonstrated commitment to promote Aboriginal cultural safety and awareness and the safety of Aboriginal children and/or communities.<br>• Demonstrated ability to promote the safety, wellbeing and inclusion of all children including those with a disability or those from culturally and/or linguistically diverse backgrounds. |
| **Policy** | • Ensure all School policies are adhered to without exception, particularly in regard to Child Safety and Occupational Health and Safety and Child Safety Code Conduct.<br>• Notify and report any and all incidents as soon as possible to the Executive Director, Junior Years and Early Learning.<br>• Adherence to the MGGS Child Safety Code of Conduct. |
| **Staff** | • Attend planning meetings with the department, when required. |
| **Professional Development** | • To attend Professional Development as required by the School that may assist in successfully meeting the objectives of this role. |
| **QUALIFICATIONS** | • A related tertiary qualification is desirable:<br>For example, a qualification in the area of children's services, early learning, education, literacy support and health and wellbeing of children and young people.<br>And/or: For example, a qualified and registered teacher<br>• HTLAID011 Provide First Aid and HLTAID009 CPR Qualifications.<br>• Current Victorian (Employee) Working With Children Check or VIT Registration. |
| **KNOWLEDGE AND SKILLS** | • Demonstrated experience in supporting the academic development and social and emotional wellbeing of students.<br>• Passion for learning<br>• High level literacy and numeracy skills<br>• Understand the planning structure and can show initiative.<br>• An intuitive and proactive approach to the facilitation of learning within a dynamic educational environment.<br>• Highly competent in the use and application of ICT (Microsoft Suite). |

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| | • Previous experience using Schoolbox, Seesaw Synergetic is highly favourable.<br>• Excellent organisational, planning and time management skills ability to prioritise workloads, work to timelines/tight deadlines, and manage a variety of activities at once.<br>• Excellent interpersonal skills including a demonstrated ability to consult and interact with students, parents, and staff.<br>• Ability to build and maintain effective and positive working relationships with key stakeholders.<br>• Highly proficient interpersonal and written communication skills.<br>• Ability to gain cooperation and support from others.<br>• Ability to work autonomously and as part of a team; a supportive and collaborative team player.<br>• Ability to give and receive constructive feedback. |
| **OTHER REQUIREMENTS** | • Demonstrable support of the Christian tradition.<br>• High level of trust, integrity and work ethic.<br>• Friendly, warm and caring demeanour.<br>• Professional and diplomatic approach to work.<br>• Any other duties as requested by the Executive Director, Junior Years and Early Learning or the Principal. |
| **CHILD SAFETY** | All staff at Melbourne Girls Grammar are expected to take an active role and are well informed of their obligations in relation to Child Safety. The Melbourne Girls Grammar Child Safety Statement is incorporated in the MGGS staff employment cycle from recruitment and reference checking to induction, 3- and 6-month review processes and regular staff training and professional development.<br><br>Employment with Melbourne Girls Grammar is subject to adherence to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Safety Statement as listed below.<br><br>**MGGS Statement of Commitment to Child Safety**<br>• As MGGS staff, volunteers, contractors, and any other members of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children.<br>• We are committed to the safety, participation and empowerment and protecting of all children / students in our care and adhering to our Child Safety Policy.<br>• We are committed to providing a child-safe and child-friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives. |

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| | • We have zero tolerance of child abuse and are committed to the protection of children from all forms of child abuse and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. Our policies and procedures will provide the name and contact details of staff who have specific responsibilities in relation to child safety and who may receive reports of suspicion of child abuse. Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence.<br>• We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.<br>• We are committed to preventing child abuse, identifying risks early and removing and reducing these risks.<br>• We have robust human resources and recruitment practices for all staff and volunteers.<br>• We are committed to regularly training and educating our staff and volunteers on child abuse risks. We support and respect all children, as well as our staff and volunteers.<br>• We are committed to the emotional, physical and cultural safety of all children and to providing a safe environment for their learning.<br>• We are committed to promoting the cultural safety and participation of Indigenous children, young people and their families.<br>• We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments. |

To learn more about the history, vision, mission, and values of Melbourne Girls Grammar, please visit https://www.mggs.vic.edu.au/