



Position Description

Inclusion & Support Assistant – Middle School



Welcome to our School

Welcome to Haileybury Rendall School where every student matters every day and where our vision is to be the best school in Northern Australia. Our School is closely affiliated with Haileybury Melbourne which delivers high quality education programs across its four campuses in Melbourne and one in Tianjin, China. Haileybury Rendall School also stands proudly as a leading independent co-educational Tier One School in Darwin, Northern Territory.

Developing and maintaining a strong academic culture is a top priority and this goes hand in hand with an holistic education that supports the wellbeing of all students. Our teaching framework includes the highly successful Explicit Teaching Model in the primary years and the Victorian Certificate of Education (VCE) in the senior years, both of which help drive outstanding results. The strong ties between Haileybury Melbourne and Haileybury Rendall School also provide numerous opportunities for our community to take part in a broad and exciting range of activities.

We also live the mantra that every team member matters every day and firmly believe that our staff are our greatest asset. High expectations are maintained in all that we do.

Discover more about Haileybury Rendall School at www.haileyburyrendall.com.au

Working with us

Haileybury Rendall School is proudly non-selective when it comes to the students who look to join our outstanding school. We believe in the potential of every child to achieve and contribute.

However, we are by contrast, very selective of staff who wish to work with us, whether they will be guiding our young learners or helping to keep the School operating efficiently as a member of our non-academic Professional staff team.

Those who join us are passionate about the delivery of innovative academic, co-curricular and pastoral programs that challenge and inspire our students and make a difference in their lives.

As a school we value the cultural diversity of all our staff and students. Staff are encouraged to contribute experience they may have of working with children from a culturally and/or linguistically diverse background. We are also proudly recognised as a Centre for Excellence in Indigenous Education.

Vision, mission and values

Our vision

To be recognised as a great world school.

Our mission

To deliver an exceptional educational experience that fosters the growth of each student through leading teaching and learning programs, a wide array of opportunities, within a culture of high expectations, empowering students to excel.



Our Magenta principles

Everything that we do is centred around our Magenta principles, striving for and achieving more than expected. Our principles support and shape this in our daily work:

- Every student matters every day
- Every staff member matters every day
- Effective practices support sustainability
- One inclusive community

Position details

Position title	Teacher's Assistant – Inclusion and Support
Reports to	Head of Inclusion and Support
Employment status	Full-time ongoing

Responsibilities

Haileybury Rendall School has an inclusive philosophy regarding the support of students with individual needs. As such, students are mostly supported within the classroom with their same aged peers. The primary role of the Support Assistant is to support the needs of individual students requiring adjustments to access the curriculum by freeing up the teacher so that the teacher can engage directly with the student with individual needs or individual needs or alternatively, on occasions working one to one with the students. Support Assistants may also be required to deliver programs that will address specific learning needs of identified students.

Key Responsibilities

- Work under the guidance of the Head of Inclusion & Support.
- Complete student notes on data management system
- Implement activities that will support the individual needs of the student/s.
- Give feedback to the appropriate teacher/s.
- Support teachers in the delivery of educational programs to students with disabilities and impairments and ensure that the student/s have access to curriculum and participate safely in school activities.
- To be aware of the teacher's expectations of the student/s in the class and to support teachers in the scaffolding and modification of student programs.
- To respond to all students in the classroom in a warm and encouraging manner.
- To work co-operatively with parents, teachers, students and members of the Inclusion & Support Team.
- To actively participate in activities, assisting intervening and encouraging student where appropriate.

Specific Duties:

Working with individual students

- To answer individual students' questions



- To read scribe, clarify work for the students
- To offer individual support to enable the students to practise and develop specific skills
- To deliver intervention programs that target specific learning needs.
- To supervise student in the school grounds, if deemed necessary, and observe safety and social interaction
- To accompany the student on excursions and camp, if requested

Working with the class teacher

- To collaborate with the classroom teacher in supporting students
- To reinforce the teacher's instructions and keep the students(s) on-task
- To take direction from the classroom teacher regarding support for student
- To scaffold and adjust the student programs under the teacher's direction

Working with Head of Inclusion & Support and broader school community

- To provide feedback to the Head of Inclusion & Support about how the student is coping with the activities, their general learning behaviour and any other observations via meetings and in notes on the data management system.
- To assist the Inclusion & Support team in helping student develop social interaction with their peers and always work to promote the self-esteem of the student
- To attend Teaching Team and parent meetings when required.
- To attend weekly Inclusion & Support meeting to review student programs
- To attend staff briefings and campus staff meetings as required
- To attend compulsory professional development programs (first aid training, anaphylaxis training)
- To attend other professional development programs as requested

Key selection criteria

Mandatory:

- Working with Children Clearance
- Certificate III in Education Support
- Must have experience working with children
- Demonstrated knowledge of working with students with individual needs
- Verbal, written and inter-personal communication skills
- Basic computer skills
- Time-management skills

Desirable:

- Experience of working with children from a culturally and/or linguistically diverse background



Personal qualities

- Highly organised
- Patient and relationship oriented
- Enthusiastic and conscientious
- Ability to be part of a dynamic team
- Flexibility and resilience
- Enjoys working with children
- Experience in delivering intervention programs

Specific qualifications

Recognised Education Support qualification

Current Ochre Card (Working with Children Check, NT)

Proof of required COVID Vaccination status as per current CHO NT mandates

Inherent qualities

Cognitive demands

- Ability to work with groups of students and to handle multiple (sometimes competing) demands from them and from colleagues and parents
- Ability to carry out high-level responsibilities, and effectively interact and communicate with students
- Ability to make high level decisions and/or be involved in high-level decision-making
- Ability to be resilient
- Ability to employ a variety of classroom management strategies and perform role whilst managing students' behavioural demands

Physical demands

- Ability to stand for long periods of time, move freely amongst a class of students for up to seven hours per day and to work at a computer
- Ability to adapt a variety of body postures including prolonged standing, reaching overhead/forward, bending of back, squatting and rotation of neck
- Ability to lift/carry parcels of up to 5 kg for short distances
- Ability to manage students in a sporting situation, accompany students to sporting venues/events and assist with the delivery and demonstration of skills in training sessions
- Ability to coach in both indoor and outdoor environments
- Ability to demonstrate sporting activities with the upper/lower limbs, move upper/lower limbs through a full range of movement and simultaneously coordinate upper limb/lower limb activity
- Ability to demonstrate sporting activities in a variety of environments which may be indoors or outdoors

Environmental demands



- Ability to work in environments of variable noise levels, temperatures and weather conditions
- Ability to assess whether Personal Protective Equipment (PPE) is required for particular activities and wear as appropriate

General information

- The successful candidate will be expected to support the vision and ethos of the School
- Staff must ensure that all decisions pertaining to their role are made in line with current legislations and Haileybury Rendall School Policies and Procedures

Commitment to Child Safety

Haileybury Rendall School is committed to the safety and wellbeing of all children, including those under the care and supervision of the School. The School recognises the importance of, and its responsibility for, ensuring a safe and supportive environment which respects the rights of children and fosters their enrichment and wellbeing.

Haileybury Rendall School's approach to creating and maintaining a child safe environment is guided by the core belief that every student matters every day. The School's mission 'to develop high-achieving students who are connected globally, to each other and to the communities in which they live and serve', can only be achieved if its students are safe, feel safe and are empowered to participate in decisions which affect their lives.

Haileybury Rendall School's robust human resources, recruitment and vetting practices are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out Working With Children, police records and reference checks to ensure that we are recruiting the right people.

Haileybury Rendall School has zero tolerance for child abuse in any form.

Further information

Further information about this position is available from the Ben Bishop, Director of People and Culture (08) 8922 1622.