



Lourdes Hill College

A School of Good Samaritan Education

LEARNING SUPPORT OFFICER (FDL) POSITION DESCRIPTION

Team/Department	Faculty of Differentiated Learning
Status	Permanent
Employment type	Term Time
Hours	Full Time - 38 hours per week or Part Time (refer Letter of Offer)
Classification	School Officer Level 3
Context of Role:	<p>Lourdes Hill College educates young women to embrace life and a passionate love of learning in a nurturing, inclusive and innovative Catholic learning community. We equip each person to reach their potential and boldly embody Benedictine values, listening actively with the 'ear of the heart'. Our overarching vision is to be universally recognised for empowering generations of young women to be a transforming Benedictine presence in our world.</p> <p>The Faculty of Differentiated Learning provides a cohesive approach to the provision of support to students' literacy and numeracy development, as well as the quality mentoring of high achieving students. The Faculty also provides support to students in the College's Mirragin program.</p> <p>The Learning Support Officer is a committed professional, role modelling enthusiasm and collaboration with the College teachers in the implementation of learning programs within the context of the Good Samaritan Benedictine tradition.</p>
Reporting Relationships	Reports to the Principal and Dean of Curriculum, through the Head of Faculty – Differentiated Learning.
Min. Qualifications or Experience	<p>Qualifications relevant to the position, e.g. a Certificate III or IV in Education support or Administration or in the process of securing.</p> <p>Previous experience as a School Officer, ideally in the support of students or administration in the secondary setting.</p> <p>Previous experience working with students from culturally diverse backgrounds, particularly Indigenous communities, with an understanding of their unique cultural needs and a commitment to fostering an inclusive and supportive learning environment.</p>
Core Requirements	A Current Positive Notice Blue Card for Child Related Employment, or the ability to obtain one

ROLE CRITERIA & CHARACTERISTICS

Knowledge Application	<ul style="list-style-type: none"> • Knowledge of a range of work practices and procedures with an element of complexity and the operation of associated equipment, tools and materials. • Basic knowledge of theoretical or practical tasks that are applied to one function or area of activity. • An understanding of relevant statutory, regulatory and policy frameworks.
Accountability	<ul style="list-style-type: none"> • Accountable for the setting of own priorities on a day-to-day and weekly basis (within set timetables), managing competing priorities, the achievement of personal results within required timeframes and compliance with set procedures. • Responsible for the basic administration of the work area and identifying and managing risks that affect day-to-day tasks. • Accountable for the achievement of own results which contribute to team/group goals.
Scope & Complexity	<ul style="list-style-type: none"> • Work is straightforward in which tasks involve related steps, processes or methods. • Problems faced may have some complexity yet are broadly similar to past problems. • Solutions generally can be found in documented precedents, or in organisational guidelines, procedures and/or instructions, though these may require some interpretation and application of judgement.
Guidance	<ul style="list-style-type: none"> • Works under general supervision and works within established procedures and guidance. • Objectives, priorities and deadlines are defined with some scope in selecting the most appropriate method to complete tasks and how precedents, procedures and guidelines are interpreted and applied. • The work may involve working independently on specific tasks with issues that do not have clear precedents resolved under appropriate guidance. • Work quality and content is subject to monitoring to ensure that satisfactory progress is being made against stated objectives.
Decision Making	<ul style="list-style-type: none"> • Administrative and operational decisions chosen from a range of established alternatives within defined parameters and following established procedures and protocols. • Decisions are based on defined outcomes, priorities and performance standards and generally have a minor impact on the work area. • Actions of the position are limited to within the immediate work area and impact is short term.
Problem Solving	<ul style="list-style-type: none"> • Work generally involves straightforward, well defined tasks. • Problems are similar and are generally solved by reference to clear procedures and past experience, or by referral to others. • Some initiative is required in completing still largely procedural tasks, for example in responding to varying circumstances • Judgements typically involve straightforward position related facts or situations.
Contacts & Relationships	<ul style="list-style-type: none"> • Liaise with students and teachers, deliver specific services and assist to resolve straightforward matters. • Apply standard procedures to meet requirements and offer assistance to solve problems. • Deliver an effective customer service and provide quality, accurate and consistent advice. • Represent the work area at internal meetings.
Negotiation & Cooperation	<ul style="list-style-type: none"> • There is no requirement to negotiate as the position is largely related to the exchange of information on straightforward matters. • Information is generally not contentious and therefore does not involve debate but may require an element of interpretation or persuasion.

Management Responsibility / Resource Accountability	<ul style="list-style-type: none"> • No supervisory responsibility and is generally responsible for own work. • Accountable for effective use of own resources. • May assist with work familiarisation, initial training and support to new or less experienced colleagues.
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SPECIFIC DUTIES & RESPONSIBILITIES

The role incorporates a number of responsibilities, which will include but not be limited to:

Under the guidance of the Head of Faculty - Differentiated Learning:

- Assisting and supporting teachers with the implementation and enhancement of learning materials and associated activities.
- Supporting students in accessing curriculum by addressing the special learning difficulties and/or cultural sensitivities of individual students within the classroom setting.
- Supporting students in whole class and breakout spaces, under the direction of the classroom teacher.
- Motivating students who require educational support to participate constructively in class discussions and activities.
- Helping students to develop positive self-concepts within their subjects.
- Establishing positive, supportive relationships with students to empower them to access educational support.
- Conferencing with individual students and in small groups about their progress.
- Motivating through constructive feedback and praise for students receiving support.
- Being responsive to the differing learning styles of students who require educational support.
- Supporting teachers with students in their classes who receive support, collecting and communicating data about these students in order to assist with their progress.
- Displaying respect and empathy for students with learning needs.
- Displaying confidentiality, tact, reliability and sensitivity to students and their families.
- Maintaining records on students for use in reviewing students' development.
- Communicating effectively and displaying high level of interpersonal skills to function as an effective team member.
- Contributing to staff processes and practices to nurture teamwork and effective communication within the Faculty of Differentiated Learning.
- Carrying out duties associated with differentiated learning as directed by Head of Faculty.
- to adhere to procedures which implement duty of care responsibilities in the Home Group, the classroom, on all of out of classroom activities, playground duty and bus supervision

Additional Expectations:

- Undertake playground duty supervision as required.

Support and implement the vision, mission and values of the College

- Gain a thorough knowledge of and alignment to the ethos of the College as expressed in the Strategic Plan 2024 – 2028

Support and implement the vision and ethos of the Faculty of Differentiated Learning by contributing to

- Staff processes and practices to nurture teamwork and effective communication within the Faculty
- Staff processes and practices to ensure learning spaces in the Faculty are dynamic and inclusive for all students receiving support

Written By	In Consultation with and Approved by	Date
Kym Neech	Andrew Hines / Jo Maddock	03/02/2025