

LEARNING SUPPORT OFFICER ROLE DESCRIPTION

EMPLOYER

Canonical Administrator of Wodonga Catholic Parish

INTRODUCTION

The role of the Learning Support Officer (LSO) can be varied and complex. An LSO may provide support under the direction of a teacher to one child or more than one child with disabilities, specific individuals or to groups of students with similar needs across various teaching spaces in a school.

An LSO may provide support for a student's academic learning, behaviour program, physical care or social progress throughout the entirety of a school day, including class and recess times. (Refer to Table 1 and 2 for description of duties.)

LSOs may play many different roles and they require the ability to adapt their skills over time.

CONTRACTUAL RESPONSIBILITIES

All Learning Support Officers are contractually required to follow the:-

- Child Safe Legislation
- Disability Standards
- Code of Conduct and expectations outlined in the Staff Handbook
- St. Francis Primary School Education Philosophy
- Roles and responsibilities of the Learning Support Officer. *Refer to Table 1*
- Specific agreed roles of individual LSOs. *Refer to Table 2*

LSO CLASSIFICATION

LSOs, will in most cases, be classified as either a Level 1 or Level 2 Education Support Employee. This will be determined by the level of qualifications, experience, knowledge, skill, responsibility and autonomy expected in the specified role. (See clauses 1.1, 1.2, 2.2 and 3.2 of Appendix 6 of the *Victorian Catholic Education Multi Enterprise Agreement 2013 VCEMEA*)

TABLE 1 Roles and Responsibilities of the Learning Support Officer

Practices and Structures	Core Curriculum Universal	Targeted Teaching Focused Small Group Learning	Intensive Personalised Learning Plan
Learning and Teaching	<p>Work in partnership with teachers to support student learning. Duties may include:</p> <ul style="list-style-type: none"> ● General support to a group of students while the teacher is engaged in focused teaching ● Provision of personalised support. Eg. Mobility or communication support where required ● Assisting students to complete tasks designed by the teacher ● Supervision of core program, work completion ● Preparation of support materials 	<p>Work in partnership with teachers to implement aspects of learning plans, as identified by the teacher for groups of students.</p> <ul style="list-style-type: none"> ● Lead small group instruction designed by the teacher ● Adapt lessons for individual students, under the guidance of a teacher 	<p>Work with the student, under the direction of a teacher, to support the implementation of particular learning goals as identified in the Personalised Learning Plan (PLP)</p>
Data Collection	<p>Collect data for analysis by the teacher – work samples; anecdotal notes on performance of task, work habits, behaviour etc., provided to the teacher.</p>	<p>Collect data for analysis by the teacher and/or school-based leadership – work samples, running records, anecdotal notes on performance of task, work habits, behaviour etc., provided to the teacher / PSG team, if applicable.</p>	<p>Collect data for analysis by the teacher and school-based leadership team/PSG.</p> <ul style="list-style-type: none"> ● Attendance records ● Review session data Eg. Spelfabet ● Work samples ● Assessment data, as directed by a teacher PSG
Communication	<p>Communicate with teacher on student's performance of task, work habits, behaviour etc.</p>	<p>Communicate with teacher on student's performance of task, work habits, behaviour etc.</p> <p>Provide general formative feedback to student on performance during the teaching session.</p>	<p>Liase regularly with teacher to discuss specific strategies to be implemented by the LSO as identified in the PLP.</p> <p>Communicate with teacher about student performance on tasks, implemented by the LSO, as identified in the PLP.</p> <p>Communicate with teacher, parent/s and school-based leadership team through the PSG relating to student performance on tasks, as identified in the PLP.</p>
Skills – Professional	<p>Skills, knowledge and traits, as defined by the teacher, required</p>	<p>Skills, knowledge and traits required for successful</p>	<p>Skills, knowledge and traits required for</p>

Learning	for assisting the student to complete tasks designed by the teacher. Access to relevant professional learning.	implementation of small group instruction, under the direction of a teacher. Access to relevant professional learning.	personalised instruction, identified in the PLP, including the implementation of Intervention Programs, under the direction of a teacher and the PSG. Access to relevant professional learning.
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TABLE 2

Some LSOs perform additional roles to those outlined in Table 1. These must be discussed and agreed upon by both the LSO and Leadership team and listed in Table 2.

TABLE 2 Specific agreed roles not listed in Table 1 that are performed by <i>Insert LSOs name</i>	
Description of Role	Frequency/Duration

ATTACHMENT 1

Key Roles of Learning Support Leader and Supervising Teachers

The teachers who work alongside an LSO in the classroom, play a key role in facilitating the effectiveness of LSOs and their capacity to enhance student learning outcomes. Due to the diversity in the students' needs and the corresponding diversity in the role of the LSO, flexibility, communication and clear direction is required from the teacher.

The Learning Support Leader has the overall responsibility of co-ordinating and administering the 'Students With Disabilities Program' and liaising with LSOs, teachers, parents, and relevant professionals in supporting students to achieve their goals and learning potential in an inclusive, educational setting.

TABLE 3

Role of Teacher	Description of Role and Responsibility
Communication with LSOs	Share student-related information. Communicate regularly with the Learning Support Officer and develop positive, supportive interactions. Include LSO in planning discussions, de-brief sessions and problem solving where relevant.
Planning and scheduling	Coordinate schedules, establish goals, set plans, establish time for planning and consider strengths and interests of LSOs when aligning tasks.
Instructional support	Support LSOs in providing instruction to students and provide support and direction to LSOs who work in independent capacities. Provide regular feedback regarding the LSOs work performance.
Modelling for LSOs	Model a caring and respectful manner when interacting with students. Model correct implementation of small group interventions.
Role of Learning Support Leader	Description of Role and Responsibility
Public relations	Inform administrators, teachers and parents of the responsibilities and roles that LSOs have in the educational program. Advocate for the LSOs regarding training, modifications in responsibility and involvement in decision making groups (PSGs)
Training and Professional Development	Provide on-the-job training for skill development and identify future skill improvement needs.
Management of LSOs	Maintain regular positive and supportive interaction with LSOs; contribute to the evaluation of LSOs performance, support skill improvement
Coordinate and administer all aspects of the 'Students With Disabilities' Program.	Prepare and submit ongoing, new and review applications for students on the 'Students With Disabilities' Program. Support teaching staff to prepare Personalised Learning Plans, Student Profiles, Safety and Management Plans for all students on the SWD program. Coordinate and chair or support teachers to chair PSG meetings, case conferences and meetings with Allied Health and medical professionals. Prepare paperwork for NDIS, assessment and further support for students and their families.
Administer the National Consistent Collection of Data	Store all meeting notes, PLPs, records and consent forms for annual reporting of NCCD
Ensure all staff have access to the latest empirical research and best practice initiatives .and understandings.	Professional readings and research Attendance and participation in relevant PD provided by CECV and highly regarded experts in their respective fields. Sharing information at staff meetings, unit meetings and Professional Development.
Support LSO and teaching staff to work effectively together and competently perform roles.	Coordinate Learning Inclusion Team meetings. Be available to all Learning Inclusion Team members and teachers for support, mentoring, training and liason.