

LEARNING INTERVENTION TEACHER ASSISTANT POSITION DESCRIPTION

Community Description

Brisbane Christian College is a K-12 college with 1100 students operating three campuses in the Salisbury area of Brisbane.

College Vision

Brisbane Christian College, as a Ministry of Life Church Brisbane, is the preferred place of learning. Our community empowers students to live Christ-focused lives. We aspire for excellence and equip our members to achieve their maximum potential.

College Mission

Brisbane Christian College provides quality, holistic education that is both Christ-centred and innovative; encouraging confident, creative, life-long learners.

Our community equips its members to become resourceful servant leaders who live with dignity and care for others to the glory of God.

College Values

At Brisbane Christian College we:

- Honour Jesus Christ
- Empower others
- Aspire to excellence
- Respect others and self
- Develop dynamic relationships.

College Motto

Wisdom and Knowledge through Christ

College Logo

The logo's centre is a dual representation of the risen, victorious Christ and the enthusiastic, energetic and elated student.

The logo depicts three elements that symbolise three different aspects of meaning – academic, personal (physical and emotional) and spiritual.

Title:	Learning Intervention Teacher Assistant
Location:	Brisbane Christian College Primary School Campus
Position purpose:	<ul style="list-style-type: none"> • To work with individuals and small groups of children to assist them in their learning • To assist teachers by adding an extra layer of in-class support to children who may need extra assistance • To assist in promoting the Christ-like values of the College and to maintain excellence in all aspects of education.
Responsible to:	Learning Intervention Teacher Assistants are responsible to and report to the Head of Campus (Primary) through the Primary Leadership Team.
Key Relationships:	In the day-to-day operations, interaction will occur with class teachers, administration, students and parents.
Tenure:	31.75 hours per week, term time (5 days/week, 40 weeks per year)
Probation period:	6 months

Core Responsibilities

The following is a list of activities in which the role holder may engage. This list is neither prescriptive nor exhaustive.

1. To work with teachers to identify children who need specific learning interventions.
2. To provide in-class support to identified children by:
 - a. Accessing planning documents and the adjustments being made for the identified students
 - b. Modifying Success Criteria related to the area of learning; or
 - c. Supplementing the child(ren)'s learning by supporting them with an additional or alternate program. This should be discussed and agreed with the class teacher.
3. Class teachers will share planning with the Learning Intervention TAs. Class teachers will be responsible for identifying which children need additional learning interventions and in what areas they need the additional support.
4. In most cases, the Learning Intervention TA will provide in-class support to the children. On a limited number of occasions, pull-out support may be offered.
5. For the Learning Intervention TA's additional support to be most worthwhile, it is imagined that the maximum group size would be four students.

Additional expectations

- To carry out playground duties under the guidance of teaching and leadership staff and within an agreed system of supervision.
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.
- To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning.
- To maintain good order and discipline among the students, safeguarding their health and safety.
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with specific procedures/rules that apply to this role.

Reporting Relationships

Learning Intervention Teacher Assistants are responsible to and report to the Head of Campus (Primary) through the Primary Leadership Team. In the day-to-day operations, interaction will also occur with class teachers, administration, students and parents.

Statement of Responsibility

It is the mission of Brisbane Christian College that we 'provide quality, holistic education that is both Christ-centred and innovative; encouraging confident, creative, life-long learners. Our community equips its members to become resourceful servant leaders who live with dignity and care for others to the glory of God.' In achievement of this mission, the College recognises the need to have excellent support staff, who can work in partnership with other staff members and management. As such, a team approach is expected.

The focus of the role requires personal and professional attributes consistent with the College's Mission and Statement of Faith. With this in mind, Learning Intervention Teacher Assistants are required to possess flexibility and a helpfulness of spirit. There is a need to be clear about one's own responsibilities and use initiative within the expectations of the position, keeping in mind other people's roles and responsibilities. Confidentiality and loyalty to the College and staff must be observed in all matters handled.

Selection Criteria

This section specifies the education, qualification, experience, skills, knowledge and abilities for appointment to the position.

1. Education, Qualifications and Experience

- a. **Essential:** A predetermined education level is not a prerequisite for this position. However, the successful candidate will require high levels of interpersonal skills, an understanding of working with children and be the holder of a (Suitability to Work with Children Check) Blue Card. A current First Aid Certificate, or a willingness to obtain the same is essential.
- b. **Highly desirable:** Due to the nature of the role, it is highly desirable that the successful candidate have a Degree in Education and experience in a Primary School setting.

2. Skills, Knowledge and Abilities

a. Essential:

The successful candidate will require high level of communications and interpersonal skills to interact with management, teachers and children. Experience in accessing school databases such as TASS would be an advantage.

b. Highly desirable:

The successful candidate will have a high level of emotional intelligence and a proven ability to work as a team member. A growth mindset and the ability to learn and apply new skills would be highly desirable.