

## POSITION DESCRIPTION AND DUTY STATEMENT

### MARY WARD SENIOR

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<b>POSITION TITLE:</b>	<b>Teacher Assistant</b>
<b>CLASSIFICATION:</b>	<b>Teacher Assistant – Special Learning Needs</b>
<b>FREQUENCY OF REVIEW:</b>	Annually

#### **ROLE:**

Employees at this level work under general supervision and guidance performing tasks that require the support of clearly defined outcomes determined by the teacher. Employees will be able to apply competencies, skills and knowledge of relevant principles and practices acquired through previous experience, on the job learning or relevant qualification. A relevant Teacher Assistant qualification is a preferred prerequisite.

Teachers Assistant (Special Needs) will:

- Demonstrate the ability to work in and contribute to a dynamic team environment
- Demonstrate the ability to be a team player
- Wholeheartedly embrace the culture and Vision of the Centre Program
- Demonstrate the willingness and ability to adapt to change, and embrace continuous learning
- Promote the inclusion of students with special needs in the school community
- Demonstrate initiative and work independently
- Demonstrate effective and highly refined communication skills with staff and students
- Demonstrate competent use of basic IT (email, Word, Excel, SIMON, Maze, Board maker, digital camera use, *Read, Write, Gold*)
- Demonstrate effective lifting and handling techniques as per Manual Handling Training and instruction
- Respect the professional practices of the role where by communication with parents and mainstream staff, is directed through the teacher
- Be responsible to the Coordinator

#### **Tasks**

Under general guidance, the Teacher Assistant (Special Learning Needs) can be expected to perform tasks within the following range:

1. Assist the teacher in the delivery of planned teaching and learning programs.
2. Assist with the preparation and maintenance of the learning environment as required under teacher direction.
3. Assist the teacher with the preparation for and supervision of students in out-of-class activities, in class activities and on school excursions. E.g. organising support resources for excursions: preparation and supervision (under direction of teacher) of specific program activities (e.g. Star Club).
4. Assist the teacher with the general care and well being of students, including attending to students with minor illnesses e.g. colds, students in needs of minor first aid.
5. Assist the teacher in the general well being, care and supervision of students.
6. Assist with arrival and departure of students travelling on buses.
7. Assist students undressing, bathing, dressing, catheterising, toileting and, where necessary, cleans soiled clothing and areas.
8. Support the teacher to implement the IEP/CAP/RMP/CARE PLAN/BMP/MEAL PLAN.

9. Support the maintenance and use of specialised equipment including mobility devices and supports, specialised seating, computers and digital technologies, augmentative and assistive communication resources etc
10. Monitor and/or supervise hygiene and self care programs, such as feeding (including PEG feeding), dressing, drinking and toileting including the cleaning of students and their clothes.
11. Assist in the care, monitoring, and supervision of outdoor activities, which may include before school, recess and lunch time periods, sport, excursions and camps.
12. Attend Professional Development as mandated by the College and/or Catholic Education and as deemed relevant by the Coordinator
13. Other duties as directed by the Principal or his/her delegate: e.g. Co curricula activities, Youth Group

**\*Note:**

Lunch and Recess: Teacher Assistants are entitled to a 10 minute morning tea break and a 30 minute lunch break. The practice has been a 20 minute recess and 40 minute lunch break. When possible the latter break times will be the practice.

**TEACHER ASSISTANT**

**PRINCIPAL**

**SIGNATURE** \_\_\_\_\_

**SIGNATURE** \_\_\_\_\_

**DATE** \_\_\_\_\_

**DATE** \_\_\_\_\_