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**DIRECTORATE**

Education Directorate

**DIVISION**

Office for Schools

**POSITION NUMBER**

70901

**SUPERVISOR**

Business Manager

**ENTERPRISE AGREEMENT**

ACT Public Sector Administrative and Related Classifications Enterprise Agreement

**SCHOOL**

Throsby School

**BRANCH**

Tuggeranong School Network

**CLASSIFICATION**

School Assistant 4

**POSITION TITLE (LOCAL DESIGNATION)**

Wellbeing Support Officer

**JOB TYPE**

Permanent/Full-time

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**OUR INTENT**

The Directorate's intent is that:

- Every child, young person will benefit from a high quality and accessible education;
  - Every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives;
  - Our highly educated and skilled community will contribute to the economic and social prosperity of our city and the nation.
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**JOB OVERVIEW**

This position is based at Throsby School supporting students from Preschool to Year 6. The school is a medium-sized setting with a diverse student cohort and a strong focus on inclusive, student-centred learning.

The successful applicant/s will support the Inclusion and leadership teams to drive our core priorities.

The School Assistant 4 works as part of a collaborative team alongside teachers, school leaders and support staff to enhance student learning and wellbeing. While the role involves working under the direction of teaching staff, it also requires the capacity to work independently, using initiative and sound judgement to support students and contribute positively to the school environment.

The successful applicant will, alongside a part-time school assistant workload, undertake the following responsibilities:

- Working with and supporting the Inclusion team to assist in identifying, evaluating, and providing recommendations and guidance to staff to support student connectedness and engagement.
- Working collaboratively to embed restorative practices.
- Coaching and mentoring of staff on our shared beliefs and agreed approaches.

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- Managing small groups of students with a focus on wellbeing.

#### REPORTING RELATIONSHIP



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#### YOUR LEVEL OF RESPONSIBILITY/DIRECTION AND SUPERVISION

The Wellbeing Support Worker will work closely with and receive direction from Executive teachers.

##### Work Level Standards – School Assistant 4

Work at this level is usually performed under general direction from the supervisor/teacher. School Assistant 4s will generally undertake work that is moderately complex to complex in nature.

School Assistants at this level are expected to work independently and are accountable for organising their workflow and making independent decisions relating to a defined area of responsibility.

School Assistants at this level will have the knowledge to interpret and apply legislation, policy, procedures and guidelines in specific and ad hoc circumstances. Work at this level may require the ability to investigate, interpret or evaluate information where legislation, regulations, instructions or procedural guidelines do not give adequate or specific answers.

An applicant should be able to apply techniques, skills and knowledge of relevant principles and practices acquired through previous experience, on the job learning or relevant qualification.

For further information refer to the Education Directorate Work Level Standards – School Assistant 4.

#### FUNCTIONAL STREAM – Student Services/Welfare

##### KEY RESPONSIBILITY

Develop and deliver a range of programs and activities that support the social and emotional wellbeing of students and school communities. They will foster effective relationships with staff, families and community agencies.

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#### YOUR MAJOR ACTIVITIES INCLUDE BUT ARE NOT LIMITED TO THE BELOW AND ARE SUBJECT TO THE SPECIFIC NEEDS OF THE SCHOOL COMMUNITY

In collaboration with other members of the school wellbeing team, develop, implement and manage programs aimed at providing support for student wellbeing and positive behavior to enhance learning outcomes. This may include targeted support for specific students through monitoring students in learning environments; identifying and implementing strategies to connect with and engage students in educational and/or support programs.

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Deliver programs and activities that support students' physical and emotional needs, nurture student engagement, behaviour management and resilience and strengthen social development. This may also

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include provision of support and coordinating referrals with other members of the school wellbeing team following critical incidents.

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Leading the School Assistant team, alongside the Business Manager, aligned to our school priorities, shared beliefs and agreed approaches. This would include regular team meetings, mentoring sessions either in small group or 1:1 and through specific meetings. This may include monitoring performance of Learning Assistants, in consultation with the Business Manager and/or Principal.

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Facilitate mentoring programs and/or small interest groups with and for students to build positive, supportive, and effective relationships with peers, family and adults. This may also involve initiatives to strengthen inclusive environments for students who identify as culturally and linguistically diverse, LGBTIQ+, a student with disability, gifted and talented, and Aboriginal and Torres Strait Islander.

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## **SELECTION CRITERIA**

### **RELEVANT KNOWLEDGE**

Knowledge and understanding of contemporary issues impacting on children and young people.

Experience providing wellbeing support to young people in a school setting.

Experience working with students and their families including assisting them with referral, liaison and advocacy on wellbeing matters.

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### **RELEVANT SKILLS AND ABILITIES**

1. Experience in working with and ability to relate to children and young people and knowledge of current issues affecting young people.
2. Well-developed interpersonal skills including the ability to foster effective relationships with students, families, staff and community organisations.
3. Well-developed ability to communicate sensitively and effectively with a range of stakeholders.
4. Experience working in a collaborative and multidisciplinary team to develop and implement programs that support all students as well as targeted support programs for students requiring specific wellbeing supports.
5. Demonstrated ability to handle confidential and sensitive information in accordance with relevant legislative and policy principles.

## **JOB REQUIREMENTS**

### **MANDATORY**

Must have current ACT Working with Vulnerable People (WWVP) Registration

### **DESIRABLE**

First Aid Certificate or a willingness to undertake appropriate training.

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## **ADDITIONAL INFORMATION**

### **EMPLOYMENT CONDITIONS**

A full-time school assistant 4's ordinary hours of work are 135 hours over a four-week period (i.e. An average of 67 hours 30 minutes per fortnight or 33 hours 45 minutes per week). School assistant 4s usually work 6 hours 45 minutes per day with an additional 45 minutes for a lunch break.

A full-time school assistant is required to participate in a minimum of four days (or 27 hours) of appropriate approved professional learning and/or planning per calendar year, during the stand down period or outside of ordinary working hours.

School Assistant 4s are required to work six days during stand down periods (school holidays) between school terms. This is in addition to the four days professional learning requirements.

### **DUTY OF CARE**

The legal duty of care requires that all staff should take all reasonable measures to ensure the safety of any student. Whilst School Assistants do not have the same level of duty of care as teachers all staff are required to take reasonable steps to protect students against risk of injury which could have reasonably been foreseen. The level of duty of care for School Assistants will depend on the individual role and the arrangements put in place by the principal.

### **STUDENT SUPERVISION**

All student supervision arrangements are determined by the principal in the context of meeting duty of care responsibilities across the school. School Assistants are not given sole responsibility for supervising students. However, there may be circumstances where a School Assistant will interact and work with students without direct teacher supervision e.g. playground activities and during arrival and departure of students. In this situation School Assistants are given clear procedures and protocols by the teacher.

### **EXTRACURRICULAR ACTIVITIES**

School Assistants may be required to assist teachers with the care and supervision of students in out-of-class activities including on school excursions, overnight camps and when transporting students to other campuses or facilities. These school activities may be in addition to their ordinary hours of work. In these circumstances, participation is voluntary and following agreement with the principal, School Assistants may be granted time off in lieu or overtime in accordance with the enterprise agreement.

### **CARING FOR STUDENTS**

All School Assistants are responsible for providing basic physical and emotional care for students. This may include activities such as personal hygiene care, assisting with feeding and lifting of students and/or the provision of support to students in accordance with approved student health care/treatment plans. The degree of responsibility for these activities will vary dependent on the School Assistant, student needs and environment.

### **MANDATORY REPORTING REQUIREMENTS**

School Assistants also have an additional responsibility for the care and protection of students. The *Children's and Young People Act 2008* (the Act) identifies certain persons, including teachers and school assistants, as mandatory reporters. A mandatory reporter must notify Care and Protection Services when they believe, on reasonable grounds, that a child or young person has experienced, or is experiencing, sexual abuse and/or non-accidental physical injury.

## WORK ENVIRONMENT DESCRIPTION

The following work environment description outlines the inherent requirements of the role of School Assistant 4 - Wellbeing Support Worker and indicates how frequently each of these requirements would be performed. Please note that the Education Directorate is committed to providing reasonable adjustment and ensuring all individuals have equal opportunities in the workplace.

ADMINISTRATIVE	FREQUENCY
Telephone use	Occasionally
General computer use	Occasionally
Extensive keying/data entry	Never
Graphical/analytical based	Never
Sitting at a desk	Occasionally
Standing for long periods	Occasionally
Designated workstation	Occasionally

STANDARD HOURS	FREQUENCY
Flexible working hours (access to flex time)	Never
Fixed or specified start/finish times	Frequently
Expected to work extensive hours over a significant period due to the nature of the duties	Never
Access to Accrued Days Off (ADO's)	Never
Peaks and troughs	Occasionally
Frequent overtime	Occasionally
Rostered shift work	Never

SOCIAL DEMANDS	FREQUENCY
Work with others towards shared goals in a team environment	Frequently
Work in isolation from other staff (remote supervision)	Occasionally
Working in a call centre environment	Never
Working directly with the public	Frequently

PHYSICAL DEMANDS	FREQUENCY
Distance walking (large buildings or inter-building transit)	Occasionally
Working outdoors	Occasionally

MANUAL HANDLING	FREQUENCY
Lifting 0 – 5kg	Frequently
Lifting 5 – 10kg	Occasionally
Lifting 10kg+	Never
Climbing	Never
Reaching	Occasionally
Bending/squatting	Occasionally
Push/pull	Occasionally
Sequential repetitive movements in a short amount of time	Never

<b>TRAVEL</b>	<b>FREQUENCY</b>
Frequent travel – multiple work sites	Occasionally
Frequent travel – driving	Occasionally
Frequent travel – interstate	Never

<b>SPECIFIC HAZARDS</b>	<b>FREQUENCY</b>
Working at heights	Never
Exposure to extreme temperatures	Never
Operation of heavy machinery e.g. forklift	Never
Confined spaces	Never
Excessive noise	Occasionally
Low lighting	Never
Handling of dangerous goods/equipment	Never
Working with asbestos	Never
Potential to encounter agitated customers	Frequently
Exposure to potentially distressing case material	Frequently

<b>OTHER</b>	<b>FREQUENCY</b>
Uniform required	Never
Personal Protective Equipment (PPE) required	Never