



POSITION DESCRIPTION

Directorate: Education

Position Number: P44736

Branch: School Improvement

Classification: AS03

Business Unit: Belconnen Network

Location: Maribyrnong Primary School

Position Title: Learning Support Coaching & Mentor Officer

Last Reviewed: 5 February 2026

Position Requirements: A current Working with Vulnerable People (WWVP) registration

The Australian Capital Territory Public Service (ACTPS) is a values based organisation where all employees are expected to embody the prescribed core values of respect, integrity, collaboration and innovation, as well demonstrate the related signature behaviours [Values and Signature Behaviour - ACTPS Employment Portal](#)

DIRECTORATE OVERVIEW

The [ACT Education Directorate](#) (Directorate) delivers high quality education services through government schools, registers non-government schools and administers vocational education and training in the ACT. The Directorate aims to develop and deliver educational services to empower each child and young person in the ACT to learn for life.

The Education Directorate is one of seven ACT Government Directorates established with a collaborative purpose to achieve the ACT Government's priorities and to serve the community. The Education Directorate services include the provision of public-school education, regulation of education and care services, registration of non-government schools and home education.

What is important to us: We are an education system that empowers our young people to thrive in ways that foster a democratic, equitable, diverse and prosperous society.

Our Mission: We develop and deliver educational services to empower each young person in the ACT to learn for life.

Our Vision: Our Directorate values of respect, integrity, collaboration, and innovation reflect the employee values of the ACT Public Service. These core values underpin our service delivery and are the cornerstone of our workplace environments. Translating these values into daily practice is an expectation of all ACT public servants.

The ACT public education system continues to expand with over 50,000 students attending 90 public schools, comprising:

- 52 preschool to year 6 schools (including four Koori preschools);
- nine year 7 to 10 high schools;
- eight year 11 and 12 secondary colleges;
- six early childhood schools (preschool to year 2);
- four specialist schools;
- eight preschool to year 10 schools (including one Koori preschool);
- one kindergarten to year 10 school; and
- one year 7 to 12 school.

The Directorate also has responsibility for the planning and coordination of early childhood education and care services for the ACT.

The Directorate is structured around four divisions: School Improvement Division; System Policy and Reform; Business Services Division and Service Delivery and Design. The Directorate employs approximately 7,050 staff including 4,211 school teachers and leaders.

Further information about working in the ACT Public Service and the Education Directorate can be found at <https://www.jobs.act.gov.au/about-the-actps> and <https://www.education.act.gov.au/>.

BRANCH OVERVIEW

The School Improvement Branch works closely with schools supporting them to develop sustainable processes that ensure a culture of school improvement and accountability related to their individual context.

SCHOOL OVERVIEW

ACT Public Schools deliver quality education to shape every child's future and lay the foundation for lifelong development and learning. Maribyrnong Primary School in Kaleen. Our enrolment area includes Kaleen, Lawson, Bruce and we have 547 enrolled across 28 classes, 45 teaching staff and 21 support staff.

Maribyrnong Primary School is a vibrant and inclusive learning community dedicated to nurturing curious, confident, and capable young learners. Located in Kaleen in the ACT, the school is known for its strong sense of community, supportive teaching environment, and commitment to student wellbeing. With a focus on both academic excellence and personal growth, Maribyrnong Primary offers engaging, contemporary programs that encourage creativity, critical thinking, and collaboration. Its diverse student population and welcoming atmosphere help foster respect, resilience, and a lifelong love of learning.

POSITION OVERVIEW

The Learning Support Development Officer is a key member of the school's support team, providing leadership, mentoring, and professional guidance to Learning Support Assistants while maintaining an active role in student support. This position plays a critical role in strengthening inclusive and trauma-informed practices across the school, particularly for students with diverse and complex needs.

This is a collaborative and practice-focused role that works closely with LSAs, teachers, and school leadership. The LSA Mentor supports capability building within the team through coaching, modelling effective practice, and facilitating professional learning, while also acting as a link between LSAs and the broader school community.

Working under general direction, the role supports the Business Manager and leadership team to build consistency, confidence, and role clarity across the LSA workforce. The position involves a balance of mentoring, professional development, team coordination, and direct student support, requiring strong interpersonal skills, initiative, and a commitment to improving student outcomes through high-quality inclusive practice.

WHAT YOU WILL DO

This position is an active member of the Maribyrnong support team, providing leadership, mentoring, and professional guidance to Learning Support Assistants while maintaining an active role in student support. The LSA Mentor will work under general direction, in line with established priorities and school practices, to support the Business Manager and school leadership in building capability and consistency across the LSA team.

This includes mentoring LSAs, facilitating professional development, coordinating team collaboration, and maintaining records of mentoring activities. The position is also responsible for monitoring, evaluating, and reporting on the effectiveness of mentoring programs and professional learning initiatives, providing recommendations to leadership to inform long-term implementation and improve student outcomes, in line with school and ACT Education Directorate priorities.

Student Support and Administration

Under general direction:

- Maintain up-to-date records of LSA mentoring sessions, professional development, and student support activities.
- Monitor and support student engagement and learning outcomes in collaboration with LSAs and teachers.
- Provide guidance to LSAs on managing student behaviour, attendance, and participation in line with school and Directorate policies.
- Support LSAs in applying trauma-informed and inclusive strategies to meet the needs of students with diverse and complex needs.
- Assist LSAs with administrative processes related to student support, including documentation, observation notes, and feedback for teachers.

- Prepare and maintain reports or communications related to LSA-led interventions, mentoring outcomes, and student support initiatives.
- Ensure sensitive student information is handled with confidentiality and in accordance with legislative and policy requirements.
- Work within a small program as an LSA for 2 days of the week.
- Other duties as directed by the Principal, Deputy Principal or Business Manager specific to the needs of the school.

Staffing Administration

Under general direction:

- Support the induction and onboarding of new LSAs, providing guidance on school processes, role expectations, and trauma-informed, inclusive practices.
- Provide LSAs with relevant information about the students and learning contexts in the areas where they are assigned.
- Assist LSAs to apply strategies and best practices in their allocated classrooms or support programs, modelling effective approaches where required.
- Collaborate with the school leadership team and Staffing Officer to review LSA deployment, workload, and professional development needs across the school.
- Maintain accurate records of LSA allocations, mentoring sessions, and professional development activities.
- Coordinate sensitive documentation and ensure confidentiality in line with school policies, Directorate requirements, and legislative obligations.
- Act as a key point of contact for LSAs, providing advice, support, and problem-solving guidance in relation to their work and student support responsibilities.

Office Administration

Under general direction:

- Provide appropriate advice and support to staff on student related matters.
- Liaise and communicate with internal/external stakeholders to resolve enquiries and build productive working relationships.
- Prepare correspondence and reports such as preparing papers, minutes and agendas.
- Maintain a clean and safe work environment for students and staff; undertake relevant workplace health and safety requirements and, where necessary, escalate issues to senior executive.
- Regularly use ICT systems and databases such as Outlook, Microsoft Word, Microsoft Excel, Sentral, and Google products including Google Drive.
- Support the administration of other team members as required, assisting with supporting resources and contracts for services.
- Coordinate sensitive documentation by maintaining confidentiality requirements according to relevant legislative and policy principals.

Teamwork

- Work effectively in a team environment with the ability to work independently organising workloads with the initiative to plan, set priorities and meet deadlines.
- Understand and work within the ACTPS Code of Conduct and ACTPS values of respect, integrity, collaboration and innovation, and model behaviour consistent with the ACTPS Respect, Equity and Diversity framework.

Communication and Stakeholder Management

- Provide excellent customer focused service to students, staff and the school community.
- Develop collaborative relationships with key stakeholders and external agencies.
- Effectively communicate with sensitivity both orally and in writing.
- Prepare documentation and general correspondence as directed by executive.

Business Improvement

- Contribute to the development of procedures in relation to client services and administrative activities to maintain and improve service standards.
- Exercise initiative and judgement to suggest new ways of working to improve service delivery.

Records Management

- Maintain a range of record keeping systems and databases including student files.
Under general direction, contribute to the compliance requirements which may include student information, record keeping and processes according to Education Directorate requirements and legislation.

WHAT YOU REQUIRE

The following capabilities form the criteria that are required to perform the duties and responsibilities of the position.

Professional / Technical Skills and Knowledge

1. Demonstrated experience as a Learning Support Assistant across multiple learning contexts (e.g., early childhood, primary, or special education), with the ability to apply inclusive and trauma-informed strategies to support students with diverse and complex needs.
2. Proven ability to mentor, coach, and guide peers in professional learning, practice improvement, and role clarity within a school setting.
3. Demonstrated skills in planning, coordinating, and documenting mentoring sessions, professional development, and team meetings, ensuring alignment with school and Directorate priorities.
4. Experience in the professional use of computer programs, databases, and record-keeping systems to manage student or staff information accurately and confidentially.
5. Commitment to ongoing professional growth, reflective practice, and the application of evidence-based strategies to improve student outcomes.

Behavioural Capabilities

1. Well-developed communication and liaison skills with the ability to communicate sensitively and effectively with LSAs, teachers, school leadership, students, and families.
2. Ability to adapt and be flexible in response to changing priorities, diverse student needs, and evolving school programs, providing responsive support and guidance to the LSA team.
3. Proven organisational skills with the ability to work effectively in a busy school environment, collaboratively or independently, while meeting deadlines and maintaining high-quality outcomes.

Compliance Requirements / Qualifications

- This position requires a Working with Vulnerable People (WWVP) Registration prior to commencing in this role.

Desirables

- Experience in an administration and coaching role.
- First Aid Certificate or a willingness to undertake appropriate training.
- Excellent knowledge of Microsoft Outlook, Word and Excel.
- Completion or near-completion of the Certificate IV in School-Based Education Support (or equivalent).
- Experience leading or facilitating professional learning sessions.
- Familiarity with ACT Directorate procedures, legal frameworks for LSAs, and OVRA planning processes.

Other information

Working in a School Setting 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 Administrative Service Officers (ASO) do not have the same level of duty of care as teachers, because of the student/teacher relationship that exists and teachers' professional standing, all staff are required to take reasonable steps to protect students against risks of injury that could have reasonably been foreseen.

The duty is not to ensure that there is no injury but to take reasonable care to prevent injury that could have reasonably been foreseen. The level of duty of care for ASO staff will depend on the individual role and the arrangements put in place by the principal.

All ASO staff are responsible for providing basic physical and emotional care for students. This may include activities such as toileting, assisting with meals 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 depending on the role, individual student needs and the working environment.

Employment conditions

A full-time Administrative Service Officer's ordinary hours of work are 147 hours over a four week period (ie. an average of 73 hours 30 minutes per fortnight or 36 hours 45 minutes per week).

Administrative Service Officers usually work 7 hours 21 minutes per day with an additional 60 minutes for a lunch break.

Administrative Service Officers in schools are required to work during school stand down periods (school holidays), noting that flexible working conditions may apply on an individual basis.

Extracurricular activities

Administrative Service Officers in schools 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, Administrative Service Officers may be granted flex or overtime in accordance with the enterprise agreement.

The degree of responsibility for these activities will vary dependant on the Administrative Service Officer, student needs and environment.

Mandatory reporting requirements

Administrative Service Officers in schools 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 public servants who in the course of their employment works with or provides services to children and young people, 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.

Reportable conduct

The ACT Reportable Conduct Scheme is an employment based child protection measure designed to ensure that allegations and convictions against employees, related to abuse and misconduct against children, are identified and acted on appropriately. The Scheme was developed in response to the Royal Commission into Institutional Responses into Child Sexual Abuse and mirrors the NSW system, which has proven to be an effective and successful model.

The ACT Education Directorate is considered a 'designated entity' under the scheme and as such is required to report allegations, offences or convictions relating to child abuse or child-related misconduct by an employee, to the ACT Ombudsman. For the purposes of the scheme, a child is classified as a person under 18 years old.