

POSITION DESCRIPTION

POSITION: Learning Support Officer (Senior School)

Reports to: Head of Learning Support

Overview

Mentone Girls' Grammar has nurtured the minds and hearts of young women with a single-minded discipline since 1899. Our motto is 'Vero Nihil Verius' - Nothing Truer Than Truth - is the most precious value Mentone girls take into the world as women.

At Mentone Girls' Grammar, we believe in the potential of every child and their capacity to flourish when they are known, seen and heard. Our holistic education enables students to become confident, compassionate, and capable young women, boldly steering their futures in the direction that is right for them.

Our Senior School students are empowered to become compassionate, ethical, and intellectual leaders of tomorrow. With the guidance of our exemplary educators and the advantage of small class sizes, they develop confidence, capability, and self-worth - assets that serve them well beyond their senior years.

Key Purpose

The Learning Support Officer (LSO) works across the Senior School (Years 7–12) to provide tailored, practical support that enables students to access the curriculum, engage meaningfully in their learning, and develop confidence and independence.

As a key member of the Learning Support team, the LSO builds positive, trusting relationships with students and collaborates closely with the Head of Learning Support and classroom teachers to ensure adjustments and strategies are effectively implemented.

The LSO supports learning by assisting with differentiation, scaffolding tasks, encouraging student engagement, and helping maintain an inclusive and supportive environment. The role also involves preparing resources, supporting assessment and supervision, and assisting with organisational tasks that contribute to the smooth running of classrooms.

While working under the general supervision of the Head of Learning Support, the LSO exercises initiative, empathy and professional judgement to best support the needs of students and staff.

Responsibilities and Duties

The responsibilities of a Learning Support Officer include, but are not limited to:

Student Support

- Assist with differentiation and scaffolding of tasks across subject areas.
- Provide encouragement, guidance and practical support to students.
- Reinforce teacher instructions and help keep students on task.
- Support the implementation of Individual Learning Plans (ILPs) and special provisions.
- Assist students with tests and examinations as required.



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- Contribute to the development of students' social skills, self-esteem and independence.
- Provide feedback to teachers and the Head of Learning Support about student progress, learning behaviours and curriculum access.

Classroom and Teacher Support

- Work collaboratively with teachers to implement targeted learning strategies.
- Prepare and maintain learning materials and resources.
- Assist with supervision in classrooms, playgrounds, excursions and activities as needed.
- Support the integration of students with additional needs into mainstream class settings.
- Provide teachers with timely feedback on classroom observations and student engagement.

Team and Community Contribution

- Attend and contribute to Learning Support meetings, ESGs and regular reviews of student programs.
- Work in partnership with Heads of Year, teachers and parents, referring all parent queries to the Head of Learning Support.
- Participate in staff briefings, professional learning, and whole-school activities as required.
- Contribute to fostering a positive, inclusive and safe school culture.

Additional Information (about role)

- The class teacher is legally responsible for all students in class
- The class teacher and the Head of Learning Support and/or Learning Support Teachers are responsible for developing programs deemed necessary for the student; the LSO facilitates the implementation of these
- Final responsibility for the student's behaviour and progress rests with the class teacher, not the Learning Support Officer
- Refer all teacher or parent queries to the Head of Learning Support and Head of School (or delegate); do not engage in conversation about a child's progress with a parent
- Confidentiality is crucial. Details of a child's individual needs or program may only be discussed with relevant staff.

Qualifications and Relevant Experience

Essential

- Certificate III in Education Support or tertiary qualifications in a related field (e.g. Education, Psychology, English, Humanities, Mathematics, Science).
- Current Working with Children Check (Employee).
- Minimum of two years' experience in an educational setting.
- Strong literacy and numeracy skills to support students across Years 7–12.
- Understanding of child and adolescent development.
- First Aid certification, including Anaphylaxis, Asthma and CPR.

Characteristics, Qualities and Skills

- Understanding of the social and developmental needs of students in a K–12 setting.
- Strong interpersonal and communication skills, with the ability to build rapport with students and staff.
- Empathetic, resilient and student-focused, with high emotional intelligence.
- Organised and flexible, able to manage competing priorities and adapt to changing circumstances.



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- Effective team member with a collaborative approach.
- Demonstrated discretion, professionalism and commitment to confidentiality.
- Proactive, reliable and able to exercise initiative.

Child Safe

Mentone Girls' Grammar School is committed to and promotes the safety, wellbeing, inclusion and participation of all children, including Aboriginal children, children with a disability and children from culturally and/or linguistically diverse backgrounds. This pledge is embedded in our policies and procedures which ensure a commitment to zero tolerance of child abuse.

To create and maintain a Child Safe school, Mentone Girls' Grammar applies Child Safe Standards which include but are not limited to:

- Strategies that embed a School culture of child safety, including through effective leadership arrangements
- A child safe policy which states a commitment to child safety
- A code of conduct that establishes clear expectations for appropriate behaviour with children
- Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Processes for responding to and reporting suspected child abuse
- Strategies to identify and reduce or remove risks of child abuse
- Strategies to promote the participation and empowerment of children

You will be required to adhere to all school policies and procedures which outlines our commitment to providing a Child Safe environment. This includes a rigorous background check to verify your identity, suitability and qualifications related to your role at the School.

Risk Management and Work, Health and Safety

General Responsibilities

- Proactively identify and manage any risks
- Ensure compliance with all relevant Acts, Regulations and Codes of Practice
- Carrying out duties in a manner which does not adversely affect own health and safety or that of others
- Cooperate with measures introduced in the interests of workplace health and safety
- Ensure compliance with school standards and policies
- Participate in the School's Health and Safety activities and undertake any training provided in relation to WH&S
- Correctly using any information, training, personal protective equipment and safety devices provided
- Work harmoniously with other employees with due regard to their rights, and School requirements
- Immediately report all matters which may affect workplace health and safety to your Direct Manager.

All employees are responsible for their own safety, behaviour and adherence to safe work practices is a condition of employment. Employees are required to observe all safety regulations and procedures.

Employment Conditions

Classification	Conditions of employment as per the Mentone Girls' Grammar School EBA
EBA Classification	Schedule 2A – School Assistants
FTE	<p>This position is full-time FTE 1.00 (<i>Ongoing</i>), term time only.</p> <p><i>Term weeks: means the weeks in the School year that students are required to attend school. Attendance of this role at the School is not required for periods of time when students are not present (when student instruction does not occur.)</i></p> <p>Flexibility to work outside normal business hours is essential. Any additional hours worked will be paid at applicable hourly rate.</p>
Non-Term Weeks	Annualised salary
Physical Capabilities	Able to work for extended periods in a seated position, view a computer screen for extend periods without visual distress, standing, walking, talking, listening, steps/stairs, carrying.
Date Prepared:	September 2025