

Status:	Temporary 12 month position (Term Time Only) With a view to extend subject to student availability and associated funding
Commencement date:	Term 1 2023
Area of appointment:	Inclusive Education Department
Position Reporting to:	Inclusive Education Coordinators
Committee Membership	Nil
Pre-requisites: (Please provide a copy with your application)	<p>These qualifications/certificates are required prior to commencing employment at HILLS and must be updated for the duration of employments at HILLS:-</p> <ul style="list-style-type: none"> • Current Working with Children’s Check • Current Responding to Risks of Harm, Abuse & Neglect Certificate (RRHAN-EC) • Current First Aid Certificate • Current Driver’s Licence <p><i>HILLS requires disclosure of COVID-19 vaccination status for the purpose of Health & Safety requirements.</i></p>

Introduction

Hills is seeking a suitably experienced and enthusiastic applicant to undertake the role of Inclusive Education SSO. As the successful applicant, you will bring a collaborative, proactive and enthusiastic approach to working with students and educators.

The successful candidate will support students with complex learning profiles to access the curriculum through the effective, appropriate, and rigorous curriculum programs implemented by our classroom educators. They will provide **specialist support and assistance** for a range of neurodiverse students with complex learning profiles.

Support Educators are required to work closely with teachers, parents and leadership as a part of a team to achieve individual outcomes for each student.

We are looking for candidates:

- who will support the Vision of the School as stated in the Constitution
- whose personal Christian faith, is reflected in his/her daily living
- who can enhance our existing strong culture of community
- to work within a highly enthusiastic and supportive team
- who is able to be flexible and capable of fulfilling a variety of student-centred roles

Role Description

Student Support Officers will support individual students and/or small groups of students, both inside and outside the classroom, with a range of needs, under the direction of the Inclusive Education team, classroom educators and the leadership team.

The successful candidate will, or may be required to:

- Work with individual, and small groups of, students
- Provide specific support to students with complex learning profiles and their classroom educators, under the guidance of the Inclusive Education Coordinators
- Work 1:1 with students with complex care needs
- Work with other team members in the inclusion, support, and care of children
- Support the inclusion of children with additional needs, including children with disabilities, children with complex health support needs and children from culturally and linguistically diverse backgrounds
- Assist with the physical requirements of students requiring special care
- Promote social inclusion of specific students during student break times
- Promote student personal responsibility through an ability to engage children in their learning
- Demonstrate an ability to work collaboratively
- Deliver tiered intervention programs, as relevant to the role
- Undertake other activities as directed by the Inclusive Education Coordinators, Heads of School or Principal.

Key Selection Criteria:

- A demonstrated faith background and ability to share in the school's commitment to Christian values, particularly recognising the uniqueness of the individual child in the eyes of God
- Demonstrated ability to communicate effectively and establish positive working relationships with all members of the HILLS community
- Experience in implementing strategies to support a broad range of students with social/emotional/developmental issues and needs
- Experience in supporting students with a range of complex learning profiles
- An understanding of Restorative Practices and appropriate implementation for all students
- Experience in using assistive augmentative and alternate communication is desirable.
- Successful completion or working towards a Certificate II or III in Education Support and/or Disability (or equivalent) would be an advantage.