

Integration Aide (Ed Support Level 1-Range 2)

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Company: Schools (Government)

Location: Northeastern United States

Category: other-general

Role

With Parents/Guardian

Attend Student Support Meetings and Case Conferences where appropriate to support ILP and IEP development and implementation.

6. Excursions and Camps

Attendance of the Inclusion Aide is based on individual availability with time in lieu to be negotiated with the Principal, prior to attending the camp/excursion.

Responsibilities

The responsibilities of this position will be to undertake routine tasks that are usually carried out under close supervision and direction. The level of supervision will vary depending on whether there is a high variety of tasks and where priorities may change (administrative support, assisting teachers in the classroom and other educational activities, such as providing assistance to students, general support roles, assisting in “out of school care” programs).

Positions that work on a more independent basis will generally perform a limited number of tasks on a regular basis where priorities are clear, procedures are well established and direction is readily available.

Work undertaken has little scope for deviation. Tasks may involve a wide range of duties of a routine nature. Problems can usually be solved by reference to well documented procedures and instructions and clearly established practices. Assistance is readily available when problems arise. An experienced officer at this level will exercise limited judgement within clearly defined

guidelines and well established practices that relate specifically to the tasks performed.

This position does not carry responsibility for the work of others. More experienced employees will provide guidance and advice to others relative to the required tasks within the work area.

An Education Support positions supports the educational services being provided to students, but most not include duties of teaching, as defined in clause if the Education and Training Reform Act 2006 (Vic) or its successor.

Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.

KRA 1 Provision of personal support to high risk students with internalising and externalising behaviours.

KRA 2 Provision of support to teachers during class time, as directed by teachers.

KRA 3 Provision of educational support to students during class time, on an individual or group basis in specific learning areas.

KRA 4 Positive role modelling to students.

KRA 5 Liaising with teachers and Well-being staff.

KRA 6 Assist with the communication between students and teachers, particularly the interpretation of instructions.

KRA 7 Provide basic physical and emotional care for students.

KRA 8 Assist with the supervision of students in playgrounds, at camps, on excursions, in sporting activities, therapy activities and life skills.

KRA 9 Assist in the preparation of student resources and equipment, when necessary.

KRA 10: Prepare basic curriculum support resources.

KRA 11: Updating College student database records, as required

KRA 12: Maintain confidentiality with private and sensitive student/parent information.

The above responsibilities set out the major duties and tasks associated within the stated job description. Other duties of a similar nature and/or level undertaken within the school are not excluded, simply because they are not itemised. These duties could vary from time to time resulting from new legislation, changes to technology or policy and procedure, and in the context of any changes, appropriate training may be given, if required, to undertake the new/varied role.

Who May Apply

Individuals with the aptitude, experience and/or qualifications to fulfill the specific requirements of the position.

EEO AND OHS Commitment

The Department of Education is committed to the principles of equal opportunity, and diversity and inclusion for all. We value diversity and inclusion in all forms – gender, religion, ethnicity, LGBTIQ+, disability and neurodiversity. Aboriginal and Torres Strait Islander candidates are strongly encouraged to apply for roles within the Department. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces. It is our policy to provide reasonable adjustments for persons with a disability (see).

Aboriginal and/or Torres Strait Islander applicants can contact Brett West, Yamatji man, in the Koorie Outcomes Division to talk about the recruitment process, the Department and supports for Aboriginal and/or Torres Strait Islander people in the Department. Mobile: 0477 726 801 or email on:

Child Safe Standards

Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department's exemplar available at

DE Values

The Department's employees commit to upholding DET's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DET's Values complement each school's own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools. Information on the DET values is available at

Other Information

All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements.

- Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check.

- A probationary period may apply during the first year of employment and induction and support programs provided.

- Detailed information on all terms and conditions of employment is available on the Department's Human Resources website at

APPLICATION PROCEDURES:

WMYC does not bind itself to make any appointment whatsoever from applications received.

Applications must include the following:

- * a covering letter;
- * brief statements addressing each of the selection criteria;
- * your resume/CV detailing employment history;
- * names and contact numbers of two professional referees (include current employer/supervisor) who can provide comment on the selection criteria

Applications can be lodged on the DET Recruitment Online Website and follow the link to Job Vacancy/Recruitment Online OR a email a copy of your application to

Conditions of Employment

This vacancy is specifically linked to Student Support Funding and is ongoing. If the funding reduces or ceases during the first seven years of employment, employment may cease subject to the provision of at least 12 weeks' notice.

Location Profile

Wodonga Middle Years College is a supportive teaching and learning environment where student needs and backgrounds are reflected in the learning and design of the school. The clear strategic intention is to maximize opportunities for all students by developing their talents and challenging them to have high aspirations so they achieve their potential and become logical, self aware, collaborative and inquisitive. Importantly, Wodonga Middle Years College seeks to develop skills and competencies so students are well prepared for future study in the next stage of their education.

Wodonga Middle Years College (MY College) caters for 1,000 students in Years 7 to 9 on three campuses.

The development of one Middle Years College with two campuses is providing the

flexibility associated with larger schools while still maintaining opportunities for the development of strong relationships and knowledge of student needs that is enhanced in smaller schools. The College also provides unique opportunities for teachers to develop extensive teaching expertise in this important stage of schooling - the middle years.

The College has created opportunities for teachers who wish to accept the exciting challenge of teaching in a uniquely authentic middle school program that develops high expectations and levels of engagement and which can make real differences to the lives and aspirations of the districts' young people.

Our Mission - To be a student focused learning community from which our graduates will:

- Be confident, capable and self-motivated.
- Be comfortable living in a world of diverse people, cultures, and beliefs.
- Be able to establish and maintain effective relationships.
- Be tolerant and act with empathy.
- Be respectful of self and others.
- Make meaningful contributions to society – the local and global community.
- Demonstrates intellectual tenacity and persistence in problem solving
- Be skilled analytic, critical, aesthetic and creative thinkers as the situation demands.
- Respond positively and appropriately to change and challenges.
- Set high expectations for themselves and act to meet those expectations.
- Flourish in a digital world and be a skilled user of evolving technologies.
- Be aware of post school options and successfully access them.

In the Middle Years College:

- * Teachers specialise in meeting needs and improving outcomes for middle years students.
- * Teachers generally work in a house across year levels.
- * There are improved leadership options for Year 9 students.
- * The Middle Years campuses have the scope to develop a variety of programs emphasising:

Aus VELS

AVID (Advancement Via Individual Determination)

AAP (Academic Advancement Program)

Sporting Excellence

Civics and Citizenship

* There is a concentrated focus on transition issues with stronger links and co-operation with neighbourhood feeder primary schools and the Wodonga Senior Secondary College.

* Common report writing, timetabling, roll marking and student management software is used at each campus.

* There are expanded curriculum offerings for middle years including: Strong academic studies in all areas of the Victorian Curriculum including classroom and instrumental music.

The two campuses offer languages - Indonesian, Japanese

Strong intensive literacy learning programs run at each Campus in Year 7, Year 8 and Year 9.

* Middle Years programs are not restricted by timetable constraints of senior campus requirements.

* Authentic purpose - student outcomes will include the completion or production of tasks relevant to the young people demonstrated through presentations, performance, creation and event management.

* Celebrate and share the opportunities that exist with the work of the Flying Fruit Fly Circus School.

* There are strong partnerships to the wider community including tertiary institutions, community agencies, and business.

Wodonga Middle Years College has three campuses: Felltimber, Huon and the Flying Fruit Fly Circus School.

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