Business Group
Y Schools Queensland

Classification
Y Schools Queensland Enterprise Agreement 2024, Classification (enter here)

Employment Type
PPT, PFT, Fixed term, Cas

Child Facing Role
Yes ☒
No ☐

Screening Requirements
All Y Queensland employees must have a:

- *Blue Card*
- *National Police Check*

Role specific requirements:

- *First Aid and CPR*
- *Certificate IV*

Reports to:
Head of Inclusion (for functional leadership in inclusion, literacy, and numeracy intervention) and Head of School/Campus (for operational requirements)

Supervises:
N/A

Position Description

Teacher Aide

Role Purpose

The Teacher Aide – Literacy and Numeracy Support work within the Inclusion and Teaching and Learning Teams to assist teachers in delivering targeted literacy and numeracy interventions, differentiated learning programs, and inclusive education strategies. The Teacher Aide position works under the professional direction of the Head of Inclusion in line with the inclusion-focused teacher aide capability framework and practice expectations. The role supports students both in class and in small group settings, prepares and organizes resources for the intervention program under the direction of the Head of Inclusion, assists with data collection, and contributes to student progress monitoring.

Your Key Responsibilities

Typical role responsibilities include, but are not limited to:

1. Student Support

1.1 Supervise small groups of students undertaking specific learning activities designed by a teacher, when the teacher is not in the room but is available to be called on if needed.
1.2 Display respect and empathy for students with high-level needs, maintaining confidentiality, tact, reliability, and sensitivity towards students and their families.
1.3 Support students through inclusive curriculum differentiation strategies, including Access Arrangements and Reasonable Adjustments (AARA).
1.4 Supervise students during onsite activities and school excursions as required, in partnership with appropriate campus staff members or approved volunteers.

2. Learning Support & Intervention

2.1 Support delivery of intervention programs within the Multi-Tiered System of Support (MTSS), including assisting in the implementation of Individual Curriculum Plans (ICPs) and personalised adjustments as directed.
2.2 Conduct reading groups, math groups, and other targeted activities, including gathering applicable resources, in cooperation with teachers and in line with curriculum and educational policies.
2.3 Facilitate the delivery of literacy and numeracy interventions and support differentiated teaching, learning, and assessment plans as required

3. Data, Resources & Program Delivery

3.1 Prepare resources aligned with the Literacy and Numeracy Intervention program under the direction of the Head of Inclusion
3.2 Assist with data collection and collation to assess student progress in literacy and numeracy.
3.3 Support staff and students in implementing literacy and numeracy improvement strategies, including program delivery, assessment tasks, and data tracking under the direction of the Head of Inclusion.

4. Operational Support & Collaboration

4.1 Support operational requirements as directed by the Head of School/Campus.
4.2 Support the delivery of operational and strategic initiatives within the Inclusion and Teaching and Learning Teams.
4.3 Mentor other teacher aides and/or volunteers if requested
4.4 Support implementation of the THRIVE Framework by embedding trauma-aware, restorative, and inclusive practices into daily work with students.
4.5 Work effectively in a small team and within the school's philosophy and ethos to establish productive partnerships and achieve educational outcomes.
4.6 Collaborate with and support broader YMCA and school-wide programs.

5. Professional Development and Compliance

5.1 Participate in role-specific professional development, occasionally required to be at different campuses &/or locations

5.2 Attend scheduled meetings, including case conferencing, reflective practice, and campus-directed activities.

5.3 Participate in curriculum planning activities as directed to contribute to collaborative student support provisions.

5.4 Adhere to all YMCA policies and procedures relating to safeguarding children and young people and the Safeguarding Code of Conduct.

Safeguarding Children Requirements

The status for your position as either child-facing or non-child-facing is outlined on page one of your position description. The YMCA has requirements for both child-facing and non-child-facing roles which are indicated below.

Safeguarding Children - Child-Facing Roles

- Declare anything you become aware of through the course of your engagement with the YMCA which a reasonable person would consider could impede your suitability to have contact with children and young people.
- Act as an extended guardian towards children and young people where you have interactions and always take reasonable steps to prevent abuse and neglect.
- Adhere to all policies and procedures relating to safeguarding children and young people and the Safeguarding code of conduct.
- Update your details whenever these changes, with the relevant department administering the working with children check or equivalent in your state/ territory of residence, as required by applicable laws.
- Report any suspicions, concerns, allegations or disclosures of alleged child abuse/ neglect in line with procedures.

General Requirements

- Support the management of a workplace that supports diversity including gender, cultural and generational diversity; provide equal employment opportunity and foster a respectful, inclusive workplace.
- Comply with all Policies and procedures
- Maintain confidentiality of all YMCA information, records and files.
- Complete the YMCA Induction and other required training as required by organisational policy and procedures.
- Uphold, promote and comply with the policies, mission and values of the YMCA.
- Any other duties as determined by the Chief Executive Officer as required.

Health and Safety

WHS Responsibilities for All Employees / Volunteers

- Take reasonable care to ensure their own safety and health and that of others, and to abide by their duty of care provided for in the legislation.
- Be familiar with the YMCA WHS Policy and other health and safety policies, procedures and requirements.
- Accept responsibility and accountability for compliance and cooperation with all WHS policies, procedures and practices established by the YMCA.
- Report all hazards, near-misses, incidents and injuries in accordance with organisation policy and procedures.
- Wear appropriate clothing, footwear and protective equipment for the work performed and work environment.
- Properly use equipment, including any relevant safety equipment or devices.
- Participate in discussions and consultation on the management and resolution of WHS risks.
- Accurately complete all required WHS documentation relevant to position and work activities being undertaken
- Continually monitor the workplace for hazards so as to minimize the risk to both customers and staff.
- Make suggestions for improvements to health and safety practices within the workplace.
- Take reasonable care for your own health and safety and that acts or omissions do not adversely affect the health and safety of others.
- Comply with any reasonable instruction that is given by the YMCA for ensuring health and safety.

Key Physical Requirements

- Walking / standing – Frequent
- Sitting – Constant
- Driving - Occasional
- Squatting/ bending/kneeling – Occasional
- Working outdoors – Occasional
- Fine motor skills (keying, typing) – Constant
- Gross motor skills (e.g. setting up, packing up) – Occasional
- Lifting/carrying up to 10kg – Occasional to Frequent

(Key = Occasional 1-33%, Frequent 34-66%, Constant 67-100%)

Qualifications, Licenses and Professional Registrations:

- Blue Card
- National Police Check
- CPR & First Aid
- Certificate IV in Education Support (or equivalent qualification) or demonstrated equivalent experience in a similar role.

Your Key Capabilities in Relation to Position

- Demonstrated ability to support the delivery of literacy and numeracy interventions in a school setting.
- Experience working with young people with diverse needs, applying inclusive and trauma-aware practices.
- Ability to supervise small groups of students and assist in implementing differentiated teaching and learning strategies under the direction of a teacher.
- Strong interpersonal and communication skills, with the ability to build positive relationships with students, staff, and parents/carers.
- Ability to maintain accurate records and assist with data collection to monitor student progress.
- Demonstrated ability to work collaboratively as part of a multidisciplinary team and contribute to shared goals.
- Proficiency in using digital tools and software (e.g., Microsoft Office Suite) to prepare learning materials and record data.
- Current First Aid and CPR qualifications (or willingness to obtain prior to commencement).
- Current Positive Notice Blue Card (Working with Children Check) and ability to meet ongoing safeguarding requirements, including completion of YMCA's Safeguarding Children Training Certificate and annual refresher training.

Desirable:

- Experience working in a secondary school environment.
- Knowledge of trauma-aware, restorative, and inclusive education practices.