

Position Title	Classroom School Officer
Reports To	The School Officer is responsible to the Principal through the Deputy Principal for the purpose of supporting students and teachers within and outside the classroom. In the performance of their duties the Classroom School Officer will at times report to the Head of Exceptional Learners and students' various teachers.
	<p>Ambrose Treacy College is structured around the concept of three schools within one College. It is the vision of Ambrose Treacy College to be a distinctive Catholic community in the Edmund Rice tradition where all staff members are committed to creating a quality learning environment that challenges us to make a difference.</p> <p>At ATC we view all its employees as "teachers" in as much as it recognises that the service given, even if not in a classroom, supports an environment where boys are witnessing professional and dedicated behaviour. All employees at ATC contribute to those intangibles of tone and ethos which can have a profound impact on a student.</p>
Prime Purpose	The School Officer's primary focus will be to assist the classroom teachers to support students to access the curriculum by supporting them with their learning. In doing this, the School Officer will assist the student to develop strategies and skills necessary to foster learning, independence and confidence that ultimately will lead to the attainment of optimal educational outcomes.
Professional Responsibilities	<ol style="list-style-type: none"> 1. School Officers allocated to a year level/classroom will work closely with the classroom teacher to provide support to identified students. 2. Assist teachers with the preparation of resources for classes. 3. Assist the classroom teacher with the organisation of the classroom learning environment. 4. Be actively involved with excursions, incursions, camps and activities involving the allocated class/year level. 5. Work in and contribute to a team environment within the classroom. 6. Display respect and empathy for students with high level needs. 7. Assist individual students or small groups of students to support their specific needs in both individual and integrated environments with the aim to increase learning opportunities under the direction and supervision of the classroom teacher. 8. Support students with additional learning needs in the classroom by: <ol style="list-style-type: none"> a. Developing and implementing curriculum support strategies e.g. scaffolding of tasks, b. Simplifying language to make content more accessible, c. Identifying and highlighting key concepts and ideas, d. Acting as a reader, writer and supervisor for students in classroom activities including assessment tasks. 9. Assist students with the opportunity to develop personal, social and independent learning skills. 10. Actively support classroom rules and policies set by the classroom teacher. 11. Reinforce appropriate behaviours in the classroom. 12. Participate in meetings about a student, their progress and their individual needs, if required. 13. Assist with the creation of classroom displays. 14. Support a safe and secure environment.



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	<ol style="list-style-type: none"> 15. Contribute to preparation, organisation and cleanliness of the classroom environment. 16. Conduct reading groups, maths groups, research groups or other group learning activities, including the gathering of applicable resources, under the guidance of the classroom teacher. 17. Attend appropriate professional development sessions organised by the College. 18. Other duties may be assigned from time to time by the Year level Coordinator, Head of Exceptional Learners, Deputy Principal or Principal. 19. Develop and maintain positive relationships. 20. Exercise effective communication skills with students, staff, parents and others. 21. Perform playground duties as allocated by the Deputy Principal.
Desirable Skills and Experience	<ol style="list-style-type: none"> 1. A willingness to support the ethos of the College. 2. Certificate III in Education Support or similar qualification. 3. A desire to work in a role to support boys reach their full potential. 4. Demonstrated ability to support boys with a range of abilities and needs. 5. Interpersonal skills that demonstrate an ability to establish and maintain effective working relationships with students, staff, parents and other community members. 6. Sound literacy and numeracy skills. 7. An awareness of the operation of a school. 8. Strong and effective organisational and time management skills. 9. Applicants must hold (or have the ability to attain) a current Blue Card. 10. In accordance with the '<i>COVID-19 Vaccination Requirements for Workers in a high-risk setting Direction</i>', applicants must be able to provide evidence that you are fully vaccinated against COVID19.



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