



# JOHN CALVIN SCHOOL

FREE REFORMED SCHOOL ASS. (TAS.) INC.

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## Position Description

<b>TITLE:</b>	Teacher Assistant
<b>SCHOOL:</b>	John Calvin School
<b>LOCATION:</b>	Launceston
<b>AWARD AND CLASSIFICATION:</b>	Educational Services (Schools) General Staff Award 2020 Salary according to qualifications and experience
<b>EMPLOYMENT STATUS:</b>	Fixed Term / Full Time / Part Time
<b>EMPLOYER:</b>	Free Reformed School Association (Tas) Incorporated (i.e. FRSA)

### POSITION OBJECTIVE:

To provide support to the teacher(s) by assisting with the supervision and teaching of students consistent with the fundamental values and beliefs of the Free Reformed School Association (Tas) Inc as outlined in the statement of faith attached. Provide support and assistance to students with high and/or additional needs including but not limited to students with physical and/or intellectual disabilities and students with behavioural issues.

### MAJOR DUTIES:

- Assist teachers and students both inside and outside the classroom.
- Assist with the supervision of small groups or individual students on activities, as directed by the teacher both on and off campus.
- Prepare, with teacher direction, biblically based teaching aids and other material to support teaching and learning programmes including supporting the implementation of individual student education and behaviour programmes.
- Assisting students with physical and mobility challenges by lifting, positioning, exercising and/or transferring from or to transportation, as specified in their individual education plan.
- Assist with personal hygiene, toileting and feeding requirements as required by each individual student.
- Undertake specific therapy tasks with individual students under the guidance of the teacher or nominated professional.
- Assist students with intellectual disabilities with the use of biblically based learning aids.

- Provide administrative assistance to students, staff and teachers, including but not limited to, covering books, laminating, photocopying and printing.
- Perform other duties as envisaged by the assigned classification under the industrial award and in accordance with the skills, competence and training of the occupant.

### **RESPONSIBILITY, DECISION MAKING AND DIRECTION RECEIVED:**

This position is responsible for the efficient completion of tasks as directed. The Teacher Assistant may assist in being responsible for the physical and emotional wellbeing of a student or group of students. General supervision of tasks is provided. Closer direction is received on specific or new tasks as well as some guidance on how they should be carried out.

The Teacher Assistant reports to and receives direction from the teacher to whose class he/she has been assigned by the Leadership Team.

### **KNOWLEDGE, SKILLS AND EXPERIENCE (SELECTION CRITERIA):**

(in relation to the Major Duties)

#### **Knowledge**

- An understanding of general educational processes and methods.
- Awareness of Workplace Health and Safety as it relates to a school environment.
- A good standard of numeracy and literacy.
- Basic proficiency in computer keyboarding skills and the use of common software such as Microsoft Word and Outlook, and familiar with use of the Internet.

#### **Skills**

- Has a love for working with children, a cheerful disposition, and compassion.
- Proven communication and interpersonal skills with both adults and students.
- Able to work with, and have sensitivity to, students with high or additional needs.
- Able to follow instructions with accuracy and precision, and work as a team member.
- Efficient in the organisation, planning and delivery of own work.
- Able to handle confidential information in a discreet and professional manner.
- Able to maintain a well-groomed appearance as befits the role, and is punctual.

#### **Experience**

- Experience working with children with a range of abilities.

### **ESSENTIAL QUALIFICATIONS AND REQUIREMENTS:**

- Communicant member in good standing of one of the Free Reformed Churches of Australia or its sister churches with a reference from a minister or elder that their life style reflects a life consistent with the fundamental values and beliefs of the Free Reformed Church.

- All employment documentation is consistent with the fundamental values and beliefs of the church and shows alignment with the attached statement of faith.
- A member of the Free Reformed School Association (Tas) Inc.
- Possession of a valid 'Working With Vulnerable People' card – employment type.

#### **DESIRABLE QUALIFICATIONS AND REQUIREMENTS:**

- College or TAFE studies in health and/or educational support.
- Diploma of disability or similar tertiary qualifications.
- Recent training in Workplace Health and Safety.

#### **ASSOCIATION'S ROLE:**

The Free Reformed School Association (Tasmania) Incorporated (FRSA) has as its constitutional objectives to establish, conduct and maintain schools in which education is provided in accordance with the doctrine contained in the Old and New Testaments as it is confessed in the Three Forms of Unity of the Free Reformed Churches of Australia. The FRSA also aims to do all such lawful things as are incidental or conducive to the attainment of the above.

The FRSA elects a Board whose beliefs are aligned with the biblical principles of the Free Reformed Church so they can carry out their duties ensuring sound governance of the school operated by the Association, as set out in the Association constitution.

The Teacher Assistant is an employee of the Association.

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#### **WORKING ENVIRONMENT:**

The Launceston John Calvin School has a culture where the honour and glory of God is promoted through Bible-based learning, the use of God-given gifts, the fostering of a supportive Christian environment, and ethical dealings.

The Association is committed to fostering working conditions in the school that are optimum for teaching and learning with a commitment to staff learning in the interests of students and individual staff goals.

The position is Launceston based.

**Date adopted by the FRSA Board:** 9/04/2014

**Reviewed:** 1/06/2021



# APPENDIX 1

## Further notes on the role of the Teacher Assistant (TA)

### CONTRIBUTION TO THE SCHOOL CULTURE

- Encourage and support the development of the Christian culture of the school.
- Give personal witness to these values in carrying out daily duties.
- Encourage a spirit of collegiality and teamwork amongst the John Calvin School staff, and support the leadership team.
- Promote an atmosphere of trust where the dignity and worth of each person is continually affirmed, particularly that of students.

### PRIMARY TASKS WITHIN THIS ROLE:

- Provide an assisting role to the teacher(s), as deployed by the Principal.
- Provide physical assistance to special needs when required.
- Provide academic assistance to special needs across a range of subjects.
- Work with small groups or individuals as directed by the supervising teacher.
- Implement programs devised by the supervising teacher.
- Prepare materials for students with special learning needs as required.
- Carry out general office administration duties such as word processing, photocopying and filing as required.
- Be prepared for each lesson to ensure you can help the students to the best of your knowledge (the teacher will provide notes, copies of visual aids and/or written homework assignments to you as necessary).

### ADDITIONAL TASKS (IF QUALIFIED TO DO SO)

- Can take a lesson plan designed by the teacher and adapt it for the focus student by either altering the task, or providing a different task that will help the student reach the same goal.
- Can, upon receiving a student-specified goal, plan a lesson for that student.
- At any time, the student is stressed, for example during unplanned deviations to the routine, a teacher assistant may take the student to a quiet place to engage them in a favourite activity (or any other strategy that is in place for that student).

## APPENDIX 2

### Note for teachers on how to work with the Teacher Assistant (TA)

#### Before the lesson, Teachers should:

- Ensure TA always work under the direction of the teacher
- Ensure teachers have provided TA's with clear direction at the beginning of each lesson, week and/or topic of study.
- Ensure TA's have tasks to complete during all parts of the lesson.
- Ensure TA's have clear instructions as to the job/s you require them to do by the end of the lesson.

NB: In addition, it is beneficial if planning given to TA's includes any worksheets going to be needed and identification of your intended TA role within lessons.

#### Before the lesson, the Teacher Assistant should:

- Read any plans and take up any queries/needs with staff.
- Arrive on time to aid the teacher to begin the lesson punctually.
- Ensure they have knowledge of Individual Education Plans (IEP) and individual learning needs for the special needs students they are responsible for.
- Ensure they understand the level of support/tasks required by the teacher for the lesson.
- Prepare resources that are needed for particular lessons with special needs students.
- Ensure the identified Special Education Needs (SEN) children are able to access the curriculum through further differentiation/planning/preparation through modification of programmes/activities for designated individuals/groups of identified children.

#### During teacher introductions at the start of the lesson, Teacher Assistant could be asked to:

- Make notes on special needs children supported during the previous lesson.
- Carry out planned starter activities for mathematics lessons.
- Carry out speaking and listening observations of the whole class or targeted children.
- Read/introduce the lesson starter.
- Be a partner to a child.
- Set up reading records/journals
- Ensure resources that are needed for the lesson are available in order to support targeted children.
- Further differentiate materials/resources to enable special needs children to achieve lesson objective.
- Support children to aid their understanding/answering of oral questions.

- Guide/support children through the reading/explanation of a text/worksheet.
- Record children's assessments.
- Collect, record and mark homework and mark tests
- Prepare review information for parental meetings.

**In the main part of the lesson, Teacher Assistant should, under teacher direction:**

- Take a proactive role and use initiative within the classroom.
- Support/aid/track the learning of identified special needs children.
- Implement action written in IEP's and support staff through discussion of children's individuals needs with regard to their IEP's
- Further adapt/differentiate/extend/modify specific tasks/activities for special needs children in order for them to achieve success and meet their needs.
- Test identified children in order to provide evidence of progress: reading, spelling, phonic, memory test etc...
- Support a group of special needs children to achieve the task/objective set.
- Support/adapt the curriculum to meet the needs of a special needs student.
- Teach/support children to achieve their IEP objectives or Speech/Language Therapy targets.
- Lead/deliver specific teacher directed activities/programmes of work with special needs children.

**In the main part of the lesson, Teacher Assistant could be asked to:**

- Team-teach alongside the teacher.
- Support group/individual-reading tasks.
- Use practical activities with small groups of children with a particular need outside of the classroom.
- Work with other children who do not understand the lesson concepts/objectives/task or need further revisiting of skills, areas of work.
- Support small groups of children to achieve the differentiated task/objective set.
- Support a group of children with behavioural difficulties to remain on task.
- Support a group of children with low levels of concentration.
- Aid children with organisational problems to become more organised and begin the task more quickly.
- Teach specific learning programmes of work: Speech and Language therapy programmes, Touch typing, phonic spelling programmes etc.
- Re-explain tasks/objectives to individuals/groups of children.
- Keep children outside of the target group remain on task.
- Reinforce teacher's instructions or carry out assessments missed by children due to absence.

**At the end of the lesson, Teacher Assistant should:**

- Support children in order to help them pack away, reinforce homework, record homework.
- Provide regular feedback to the teacher, written or verbally, with regard to the success of the target group/individuals within it and discuss with the class teacher/principal if further testing/resources are required.
- Prepare activities/resources needed for subsequent lessons.
- Read up or become familiar with activities/tasks/skills needed to enable support during subsequent lessons.
- Discuss/report any difficulties, written or verbally, that have arisen during lesson for specific children
- Discuss/report any areas of achievement, written or verbally, for specific children.

**After the lesson, Teacher Assistant should:**

- Discuss areas of difficulties/achievements for children assigned to work with the TA.
- Ask if there are any additional needs/considerations that could be included into future lessons to help particular children achieve greater success.
- Try to give feedback to teachers with regard to their support and identify the next stage of learning that children will be undertaking, where possible.
- Record evidence/test results of achievement/areas of concern/assessments for reviews & complete “Round Robins” as necessary for children’s reviews.
- Attend reviews in order to aid the evaluation process.