



**Bacchus Marsh  
Grammar**

## **Position Description**

**Educational Advisor,  
Learning Support.**



**Bacchus Marsh Grammar**  
South Maddingley Road, Victoria  
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## **POSITION DESCRIPTION**

**POSITION:** Educational Advisor, Learning Support

**ORGANISATIONAL UNIT:** Student Support

**POSITION STATUS:** Ongoing

**CLASSIFICATION:** Teacher Level

### **POSITION OVERVIEW:**

- The Student Support team is committed to supporting students who may require extra support as a consequence of a disability, cognitive issue, learning difficulty or any other reason which impacts on accessing the curriculum.
- The Educational Advisor demonstrates the ethos that we all work together toward supporting the students and prioritising student learning outcomes.

## **KEY DUTIES & TASKS**

### **1. Overview**

- Ensuring that individual student learning outcomes are maximised.
- Supporting teaching staff in the identification and support of students with specific individual needs and/or disabilities, including support and professional learning related to the development of Individual Support Plans.
- Ensuring effective teaching and assessment processes are in place to cater for the needs of students with individual needs and/or disabilities across the School/Campus.
- Inspiring and motivating students and staff through positive role modelling and being responsible for continuous improvement of the team within the context of the School.
- Modelling best practice in the implementation of personalised learning, educational programs or curriculum initiatives, monitoring student achievement and teacher effectiveness.
- Administrative duties such as operational, budgeting and record keeping requirements.
- Implementation and monitoring of policies and programs for students with additional learning support needs.
- Contribute to ensuring that BMG is compliant with the Nationally Consistent Collection of Data on School Students with disability (NCCD) as per annual NCCD guidelines in consultation with Heads of School and Head of Learning Support and Deputy Principal- Student Support.
- Contribute to grant applications and special funding for students with disabilities as per Independent Schools Victoria (ISV) guidelines in consultation with Speech Pathologist, Head of School and Head of Learning Support.
- Working with Heads of School and Head of Learning Support to support new students with additional learning needs who transition into the school.
- Working with parents in the provision of personalised learning services to students, including participating in scheduled Student Support Group meetings.
- Engage in Child Safe Practices in accordance with School's Child Safe policies and procedures.
- Maintain up to date knowledge of evidence-based intervention programs to support the learning of students with additional needs.
- Work with the Head of Learning Support and Heads of School in the collation, formatting and proofing of information for student Individual Support Plans across the school.

### **2. Professional Development Leadership**

- Provide appropriate Professional Development to all members of the staff, including Senior Management.
- Promote professional development to staff in Learning Support staff including but not limited to Education Support Officers, speech pathologists, allied health assistants and educational psychologists; and
- Promote and support the development of learning and support teams within schools.

### **3. Student Wellbeing**

- Where appropriate, liaise with and provide support to the Head of Learning and the Student Wellbeing Team.
- Provide professional advice to the Welfare and Management Team within the school as required;
- Attend and advise Senior Staff where appropriate at meetings such as Reading of the Roll/WAM, Year Level meetings for the management and support of students with additional needs.

### **4. Finance and Resource Coordination**

- Apply for and have thorough knowledge of the Funding Process for Students with additional needs.
- Provide costings of assessments, outside health professionals and programs which may be required to meet the needs of students with additional needs; and
- Contribute to submissions and funding applications for students who meet such criteria.

### **5. Reporting**

- Develop professional reports for external stakeholders such as Paediatricians, Allied Health and other medical providers as required.
- Provide summary reports in a manner which is accessible and appropriate for the audience.
- Provide recommendation reports for students requiring accommodations and adjustments to Heads of School, Head of Learning Support based on assessments conducted by allied health and medical professionals.
- Provide professional reports and feedback to parents of future enrolled students with additional needs; and.
- Provide reports to the Principal and the Deputy Principal Teaching & Learning regarding the academic achievement and progress of students engaged with Learning Support.

### **6. Child Safety**

- Be familiar with and comply with the School's Child Safe Code of Conduct, PROTECT Four Critical Actions for Schools: Responding to incidents, disclosures, and suspicions of child abuse, and any other policies or procedures relating to child safety.
- Assist in the provision of a child-safe environment for all students.
- Demonstrate duty of care to all students in relation to their physical, emotional, and mental wellbeing.
- Complete all School assigned learning by the required due date.

### **7. Managing Self and Professional Skills**

- Manage own behaviour in accordance with the Staff Code of Conduct.
- Adhere to and comply with all BMG policies and procedures and relevant legislation.
- Comply with legal, regulatory, ethical, environmental and social responsibilities and requirements; and
- Manage own development and professional learning relative to this position.

### **8. Working with People**

- Demonstrate a highly collaborative style when working with staff at all levels of the School.
- Contribute as a proactive and effective member of a vibrant professional services team, whose activities integrate and promote the organisation's values; and
- Participate in meetings in an active and constructive manner.

### **9. Other duties**

- The incumbent can expect to be allocated duties, not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification.

## **ORGANISATIONAL RELATIONSHIPS**

- **Reporting directly to:** Head of Learning Support. This position has secondary report to the Heads of School/ Heads of Campus.



- **Internal Relationships:** Principal, Senior Deputy Principals, Deputy Principals, Assistant Principals, Heads of School, Heads of Year, teaching staff and all other employees within the organisation.
- **External Relationships:** Students, parents and other external stakeholders.

## ACCOUNTABILITY AND EXTENT OF AUTHORITY

This position has a broad range of authority relative to the position, to achieve the position objectives. The incumbent is expected to:

- Seek approval from the Head of Learning to undertake tasks which are outside of the position description.
- Guidance is provided in the form of broad policy direction or legislative requirements established through the vision and direction of the School Board and the Head of Learning Support.
- The incumbent has authority to perform tasks within the limits of documented operational policies and procedures.
- The incumbent has authority to make independent and appropriate decisions as they relate to this position description in alignment with principles underpinning School values and strategic objectives; and
- The incumbent has authority to use judgement to determine which issues should be referred to other senior staff, including the Principal.

## KEY SELECTION CRITERIA

### Qualifications/Licences

- VIT Registration;
- Master of Specialist Education or Master of Inclusive Education (desirable) and
- Relevant tertiary qualifications within management or administration (desirable).

### Demonstrated Experience and Skills

- Extensive teaching experience within a range of different levels.
- Proven experience in a leadership or senior management position within a school environment.
- Proven organisational skills, with the ability to work independently and effectively as part of a team.
- Excellent communication and interpersonal skills to build relationships with key stakeholders.
- Proven experience in student achievement, engagement and wellbeing management and leading teaching staff in accommodating students with diverse learning needs; and
- Proven experience in a similar position within a school environment preferred.

## AUTHORISATION

Approved: \_\_\_\_\_

Date: \_\_\_\_\_

**Andrew Neal**  
**Principal**

I, \_\_\_\_\_ have read and agree to abide by the requirements of this position description.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_