GEELONG LUTHERAN COLLEGE

Position Description
Learning Coach

Position Title	Learning Coach
Reports To	Head of Primary
College Objective	At Geelong Lutheran College it is expected that each staff member will support the Christian ethos of the schools. A good example for Christian living is to be given to children and parents by words and actions. The Christian Education environment we offer depends largely on the maturity and professionalism of all staff. Therefore, it is expected that all staff members co-operate fully with the Head of College, Principal, other staff and the College Board in adhering to the policies, teachings and fostering the ethos, culture and traditions of Geelong Lutheran College. Staff are expected to support the Christian ethos of Geelong Lutheran College and to demonstrate courtesy, co-operation and teamwork with fellow members of staff.
Position Overview	Learning Support Officers (Learning Coaches) work collaboratively with teachers to support the access, participation, engagement and learning of students, with particular attention to students requiring additional adjustments or targeted support. Working under the direction of teachers and relevant College leaders, Learning Coaches assist with the implementation of planned adjustments, inclusive classroom practices and evidence-based interventions. Support is designed to supplement, rather than replace, high-quality teacher instruction and to build students' skills, confidence and independence as learners. Support will primarily occur within the classroom and may include working flexibly with individual students, small groups or the broader class. Learning Coaches may also facilitate or support planned small-group or individual interventions outside the classroom where these form part of an agreed educational program.
Duties and Responsibilities	**Key Responsibilities** **Learning Coaches are expected to:** • support student learning, access and participation; • promote independence and avoiding unnecessary dependence on adult support; • implement teacher-planned adjustments, scaffolds and evidence-based interventions; • support wellbeing, regulation, social participation and inclusion; • observe student response and providing useful feedback to teachers; • collaborate with teachers, the Inclusive Education Leader, other Learning Coaches and relevant professionals; • maintain appropriate communication and documentation; • support personal care and health needs where required and appropriately trained; • participate in meetings, camps, excursions and other College activities as required; • undertake rostered yard duty and other student supervision responsibilities in accordance with College procedures;

- participate in and apply professional learning, training and development relevant to the role;
- comply with College policies and procedures, including requirements relating to child safety, duty of care, workplace health and safety, privacy and confidentiality; and
- undertake other reasonable duties consistent with the scope and classification of the position.

Role Boundaries and professional accountability

The Learning Coach formally reports to the Head of Primary. Day-to-day deployment, priorities and workflows are coordinated by the Inclusive Education Leader, according to student needs and College priorities.

Within classrooms and educational programs, Learning Coaches work collaboratively with and under the instructional direction of the responsible classroom or subject teacher. Teachers retain professional responsibility for curriculum, teaching, assessment and educational decision-making.

Learning Coaches are expected to exercise appropriate initiative and professional judgement within the established scope of their role while recognising the following boundaries:

- Teaching and curriculum: Learning Coaches support and reinforce teacher-led instruction but do not replace the teacher as the primary instructor or independently determine curriculum content, learning intentions or teaching programs.
- Adjustments: Learning Coaches implement agreed reasonable adjustments and may provide observations and practical suggestions regarding their effectiveness. Decisions about educational adjustments are made through the College's appropriate planning and consultation processes.
- Individual Learning Plans: Teachers and relevant College leaders retain responsibility for the development, approval and review of ILPs and other educational plans. Learning Coaches contribute relevant observations, data and practical knowledge and implement agreed strategies and goals.
- Assessment: Learning Coaches may support students to access assessment in accordance with approved adjustments and may collect observational or progress-monitoring information. They do not independently assess achievement or make professional judgements about curriculum achievement.
- Student independence: Learning Coaches should provide the least intrusive level of support required for successful participation and learning, increasing or reducing assistance in response to student need and agreed plans. Adult support should not unnecessarily replace student thinking, problem-solving, peer interaction or access to the teacher.
- Behaviour support: Learning Coaches implement College expectations and agreed preventative, regulation and behaviour-support strategies. Significant behaviour concerns, changes to behaviour plans and decisions requiring disciplinary or leadership authority are referred to the responsible teacher or College leader.
- Supervision: Learning Coaches may supervise students, including individuals and groups, in accordance with College policies, duty-of-care requirements, their allocated duties and the level of responsibility appropriate to their

	position. They do not act as a substitute for a teacher where teacher supervision is required. • Parent and carer communication: Learning Coaches may engage in routine, professional communication with families but should not independently provide formal reports on student achievement, make commitments regarding educational provision or discuss changes to adjustments, interventions or support arrangements without appropriate teacher or leadership involvement. • Confidentiality and information sharing: Learning Coaches maintain the privacy and confidentiality of student, family and College information. Confidentiality does not prevent the appropriate sharing of relevant information with authorised staff where necessary for student learning, safety, wellbeing, child protection or the performance of professional duties. • Escalation of concerns: Concerns relating to student learning, progress, behaviour, wellbeing, safety, health, child protection or the effectiveness of adjustments or interventions must be communicated promptly through the appropriate College processes. Learning Coaches should seek guidance where a situation falls outside their training, authority or role responsibilities. • Professional accountability: Learning Coaches are responsible for following agreed programs and timetables, plans, procedures and reasonable directions; accurately reporting their observations and actions; maintaining professional boundaries; and seeking clarification where responsibilities or expectations are unclear. All applicants should note that this role description is not intended to be a prescriptive document and therefore *may* evolve as the position develops and forms.
Qualifications, Skills and Experience	**Essential** • Certificate III or IV in School Based Education Support, Education Support, or an equivalent relevant qualification. • Relevant experience working with children or young people in an educational or comparable setting. • Effective communication, interpersonal and teamwork skills. • Capacity to support students with diverse learning and support needs. • Appropriate literacy, numeracy, organisational and digital skills. • Current Working with Children Check and National Police Check, • Current First Aid qualifications, or willingness to obtain them within an agreed timeframe. **Desirable** • Previous experience in a Learning Support Officer, Education Support, Teacher Aide or comparable role. • Experience supporting students with disability and additional learning needs. • Experience implementing evidence-based learning, intervention, regulation or behaviour-support programs.
Selection Criteria	*These Selection Criteria will form the basis for assessing applicants for shortlisting and appointment. Applicants should address each criterion in their application.* 1. **Commitment to the ethos of the College** Demonstrated commitment to supporting the Christian ethos, values and educational mission of the College and Lutheran education.

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	2. **Supporting diverse learners** Demonstrated ability to support the learning, participation, wellbeing and independence of students with diverse learning and support needs. 3. **Collaboration and communication** Demonstrated ability to work collaboratively as part of a team, follow professional direction, communicate effectively and build positive, respectful relationships with students, staff and families. 4. **Professional practice, judgement and child safety** Demonstrated commitment to child safety and wellbeing, with the ability to exercise appropriate professional judgement, maintain confidentiality, uphold professional boundaries and fulfil duty-of-care responsibilities. 5. **Organisation and adaptability** Demonstrated organisational and time-management skills, including the ability to manage competing priorities, work flexibly and respond effectively to changing student and College needs.
Classification	**Salary**: Lutheran Education (Victorian Schools) Multi Enterprise Agreement 2023 **Terms**: Part Time **Hours:** Varied depending on semester timetable **Location (Base):** Geelong Lutheran College St John's Newtown/Armstrong Creek

STATEMENT OF COMMITMENT TO CHILD SAFETY

Geelong Lutheran College is committed to being a Child Safe organisation. Geelong Lutheran College has a zero tolerance for child abuse and is committed to acting in children's best interests and in keeping them safe from harm. Geelong Lutheran College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.

Geelong Lutheran College is an Equal Opportunity Employer