



Role Description

Title:	School Officer: Assisting Student Learning – Educational Interpreter Auslan	School Location:	Highfields
Reports to:	Principal	Classification:	School Officer Level 4
School Name:	Mary Mackillop Catholic College	Tenure:	Fixed term, Term time

1.0 Purpose

The School Officer: Assisting Student Learning – Educational Interpreter Auslan (SO: ASL-EIA) provides support to classroom teachers with student learning, either individually or in groups. Under teacher direction, the SO: ASL-EIA will contribute to the provision of high-level support for teaching and learning using specialised knowledge and the application of judgement.

2.0 Experience and qualifications

Essential

- Applicants for this position must demonstrate proficiency in the production of Australian Sign Language (Auslan) as determined by Toowoomba Catholic Schools Office (TCSO) or hold current National Accreditation Authority for Translators and Interpreters Ltd (NAATI) Certification.
- A current blue card for working with children issued by Blue Card Services, or a willingness and ability to obtain one.
- Tertiary qualifications at Certificate level or equivalent knowledge, qualifications, and experience relevant to the position.
- Understanding and empathy for students with special needs.
- Ability to work effectively as a team member, and closely with learning support and classroom teachers.
- Excellent organisational skills and the ability to use initiative in planning tasks.
- Well-developed interpersonal and written communication skills.
- Demonstrated experience working with the Microsoft suite of products.
- A current First Aid Certificate.
- Empathy with the values and ethos of the Catholic faith.

3.0 Key result areas

- 3.1 High level skills in modelling the use of Auslan and an ability to effectively interact with students and teachers in a classroom setting
- 3.2 High level signed communication skills
- 3.3 Effective interpersonal, organisational, and problem-solving skills including the ability to contribute as a member of a professional team

3.4 Ability to plan, meet deadlines and prioritise workloads, and be flexible in a changing work environment

3.5 Supports productive working relationships

3.6 Completes other duties that are directed as needs change or grow if the duties are consistent with the purpose of this position and any relevant legal and/or industrial obligations

4.0 Statement of responsibility

4.1 The incumbent performs the role cognisant of and in harmony with the vision and mission of Toowoomba Catholic Schools (TCS).

4.2 The incumbent will work cooperatively with other key stakeholders both within TCS and external agencies to ensure that services are delivered in a planned, coordinated, and strategic manner.

4.3 The role holder will engage in performance reviews in accordance with TCS policy and procedure.

4.4 While at work the role holder must

- take reasonable care for his or her own health and safety
- take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons
- comply, so far as the role holder is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with the Work Health and Safety Act
- cooperate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.

5.0 Authority limits

Full authority is delegated from the Principal to produce the desired outcomes. Authority to commit funds is restricted to approved budget items and can only be authorised by the Principal.

6.0 Reporting and other relationships

The SO: ASL-EIA reports directly to the Principal, who may delegate the day-to-day supervision of the SO: ASL-EIA to other school leaders or teachers. Other significant relationships exist with members of TCSO, the Executive Director: Catholic Schools, members of the Executive Leadership Team, Education Officer: Sensory Impairment and Education Officer: School Inclusion Coach.

7.0 Statement of duties

The information detailed above is an accurate reflection of this role. Attached to this role description is a **duties statement** that covers a selection of activities in which the incumbent might engage. The list is neither prescriptive nor exhaustive.

Duties Statement

School Officer: Assisting Student Learning - Educational Interpreter Auslan

Please note: this statement links to the key result areas in the Role Description.

3.1 High level skills in modelling the use of Australian Sign Language (Auslan) and an ability to effectively interact with students and teachers in a classroom setting

- 3.1.1 interpret everything that is said in and outside the classroom environment and assist with the communicative needs of deaf or hard of hearing students using Auslan according to the specific needs of the deaf or hard of hearing student.
- 3.1.2 orally interpret when deaf or hard of hearing students use sign language to address the class, when working in a small group and when communicating with another individual student or the teacher
- 3.1.3 assist in deaf or hard of hearing students' understanding of the education program through teacher-directed tutoring to ensure that the education program is understood (this may include checking for understanding, working on difficult vocabulary, and clarifying homework directions)
- 3.1.4 prepare for interpreting by pre-reading appropriate materials such as lesson notes
- 3.1.5 provide classroom and school-level support to enable the learning environment to be inclusive and relevant, with the health and safety of students a high priority
- 3.1.6 provide support to class teachers during classroom activities through the preparation of teacher-designed materials for deaf or hard of hearing students
- 3.1.7 assist deaf or hard of hearing students to develop confidence, independence, and a sense of wellbeing, through a variety of approaches across educational and social settings
- 3.1.8 maintain effective communication between students and teachers at all times
- 3.1.9 meet with the Learning Support Teacher on a regular basis regarding routines, practices, program evaluation, planning, and other related work issues
- 3.1.10 work collaboratively with teachers and visiting specialists to facilitate outcomes for students with special needs
- 3.1.11 maintain anecdotal records and report student progress to teachers for use in reviewing students' development; ongoing monitoring of student's progress
- 3.1.12 support student participation in extra-curricular activities including field trips and excursions
- 3.1.13 provide verbal and/or written reports to the classroom teacher and/or Learning Support Teacher when applicable
- 3.1.14 assist the teacher in identifying new strategies for student learning if required

3.2 High level signed communication skills

- 3.2.1 interact, using Auslan, with deaf or hard of hearing students
- 3.2.2 liaise with teachers and other members of the school community
- 3.2.3 provide oral interpretation when deaf or hard of hearing students use sign language
- 3.2.4 provide quality feedback relating to the communication needs of students who are deaf or hard of hearing
- 3.2.5 maintain up-to-date professional skills and knowledge

- 3.3 Demonstrate effective interpersonal, organisational, and problem-solving skills, including the ability to contribute as a member of a professional team**
 - 3.3.1 to assist in planning, preparation, and implementation of education programs/resources to enhance student support
 - 3.3.2 demonstrate an understanding of Planning for Personalised Learning and its application in the education of deaf and hard of hearing students; ie inclusion, reasonable adjustments, specialist support services, and technology
 - 3.3.3 ability to advocate (and an understanding of when it is appropriate to advocate) on behalf of deaf or hard of hearing students or the community
- 3.4 Effectively plans, meets deadlines and prioritises workloads, and is flexible in a changing work environment**
 - 3.4.1 ability to organise, self-manage, and be punctual
- 3.5 Supports productive working relationships**
 - 3.5.1 comprehensive knowledge and understanding of the deaf community and its culture, including the ability to communicate sensitively and effectively with deaf/hard of hearing people on matters relevant to the delivery of education services to deaf or hard of hearing students
- 3.6 Completes other duties that are directed as needs change or grow if the duties are consistent with the purpose of this position and any relevant legal and/or industrial obligations**