

STEM INCLUSIVE LEARNING SUPPORT OFFICER

Position Description

Function

The STEM Learning Support Officer (LSO) provides targeted support to secondary students, predominantly within Mathematics and STEM learning areas. Working as part of the Inclusive Learning Team, the role supports students with diverse learning needs through classroom, small-group and individual interventions, while assisting teachers to implement reasonable adjustments, Inclusive Learning Plans and evidence-based support strategies.

The position also contributes to administrative processes, including maintaining student records, documenting adjustments in SEQTA and supporting NCCD data collection, to promote successful participation and achievement for all learners.

Classification:

As determined by the College within the current *Lutheran Schools SA Enterprise Agreement*.

Tenure

Fixed-term, part-time.

Conditions

18 hours per week, 39 term weeks per year.

Location

The position will be located at Concordia College, Concordia Campus, 24 Winchester Street, Highgate.

Line Management

This position directly reports to the Concordia Campus Inclusive Learning Coordinator.

Essential Characteristics

Education & Qualification

- Completed secondary school
- Qualification and experience applicable to the role
- Working With Children Check & RRHAN-EC certification
- First Aid accreditation

Knowledge & Experience

- Experience working in a team environment
- Knowledge and experience appropriate to the role
- Familiarity with relevant school policies, guidelines and procedures
- Appropriate knowledge of digital technologies applicable to the role
- Experience in a similar role previously

Personal Qualities

- Demonstrates alignment with the College values:
 - **Integrity** (Our actions align with our words, even when it is difficult.)
 - **Courage** (We embrace challenge and take healthy risks.)
 - **Aspiration** (We strive for continuous growth and improvement.)
 - **Care** (We show respect and kindness to ourselves and others.)
 - **Connection** (We welcome, include and appreciate others)
 - **Grace** (We show humility, gratitude and forgiveness)
- Motivates and influences through exceptional communication and collaboration
- Demonstrates excellent professional judgement, composure and resilience when faced with challenge
- Openness to change and improvement
- Projects positivity and displays genuine enthusiasm and optimism.

Lutheran Identity

1. The Inclusive Learning Support Officer

- 1.1 strengthens the College's ethos through ensuring that human relationships and activities are modelled on its Lutheran identity. In this way, the **Inclusive Learning Support Officer** unites with the community in continually creating Concordia College as a place of service and transformation, within the Lutheran tradition

Positional Responsibilities

2. Reporting Relationships

- 2.1 Is accountable to the Principal Concordia Campus through the Concordia Campus Inclusive Learning Coordinator for meeting role responsibilities
- 2.2 Will work in close collaboration with the Faculty Leader
- 2.3 Meets all accountability requirements as set down by the College's policies and directives.

3. Decision Making

- 3.1 Consults with all relevant stakeholders in decision-making matters, as appropriate, ensuring that the best interests of all are maintained
- 3.2 Takes direction from the Head of College, Principal Concordia Campus and Faculty Leader

4. General

- 4.1 Assists the Head of College in fulfilling the aims and purposes of Concordia College and supports and maintains the philosophy and ethos of the College as summarised in the Mission Statement
- 4.2 Assists the Head of College in keeping with the ethos, values and traditions of the College
- 4.3 Has an understanding of, and demonstrates a strong commitment to, the ethos and practice of Lutheran schooling and Christian living
- 4.4 Accepts the delegated responsibility and authority vested by the Head of College
- 4.5 Consistently shows support for, and leadership within, school-wide policy initiatives and strategic plans, both within and outside the College
- 4.6 Understands, leads, promotes and works within the parameters of the College's security, privacy and copyright policies and practices
- 4.7 Attends meetings and other appropriate committee meetings as directed by the Head of College
- 4.8 Complies with Legislative requirements and the Lutheran Schools SA Enterprise Agreement
- 4.9 Is familiar with, leads in, supports and ensures the implementation of WHS policies and practices as appropriate
- 4.10 Complies with all College policies, including policies introduced or varied after the employment commences
- 4.11 Performs duties according to the College Workplace Conduct Policy for staff
- 4.12 Is required to install and use a company approved Two Factor Authentication application on their personal phones to enable access to the College schools ICT systems
- 4.13 Understands and applies the College's child safe policies and procedures, including identifying and reporting risks, identifying child abuse indicators, disclosures and internal and external reporting obligations
- 4.14 Leads in and performs tasks and out-of-hours duties to fulfil the responsibilities of the role, and as required
- 4.15 Leads, promotes and maintains a positive and productive workplace environment

- 4.16 Understands and applies the College's child safe policies and procedures including identifying and reporting risks, identifying child abuse indicators, management of disclosures and internal and external reporting obligations
- 4.17 Undertakes other duties as required by the Head of College.

5. Knowledge & Understanding

- 5.1 Competent level of proficiency in the use of ICT, especially with Synergetic, Microsoft O365, Complispace, SEQTA, Teams
- 5.2 Willingness to become conversant with new ICT applications as required
- 5.3 Maintaining a high level of competency in all areas including new or updated ICT applications
- 5.4 Maintains accurate records and manages administrative tasks efficiently

Use of Skills and Problem Solving

- 5.5 Has initiative, drive and ability to problem solve
- 5.6 Provides accurate information in response to routine matters
- 5.7 Responds flexibly and proactively to changing student needs
- 5.8 Communicates effectively with students, staff, families and external professionals
- 5.9 Communicates effectively and in a timely manner
- 5.10 Identifies urgent matters for attention
- 5.11 Collates and provides accurate information as requested
- 5.12 Has clarity of thought, alertness, and confidence

Control, Authority and Decision Making

- 5.13 Collaboratively establishes and monitors task deadlines
- 5.14 Collaborates with the Faculty Leader in the planning and completion of specific tasks
- 5.15 Has the authority to work within the scope of the job description

Judgment

- 5.16 Has the ability to prioritise within the requirements of the role
- 5.17 Locates and provides accurate information, based on a variety of sources, in relation to enquiries
- 5.18 Provides relevant information as requested

6. Responsibilities and Accountabilities

Role Specific – Student and Teacher Support

- 6.1 Provide personalised learning support to secondary students across classroom, small-group and 1:1 settings.
- 6.2 Read, interpret and implement strategies outlined in Inclusive Learning Plans (ILPs) and relevant specialist reports.
- 6.3 Work collaboratively with teachers, Learning Leaders and the Inclusive Learning team to support students with diverse learning needs.
- 6.4 Support student learning and development through the MYP, Australian Curriculum and SACE.
- 6.5 Develop positive and professional relationships with students and families.

- 6.6 Support staff in developing, documenting and implementing effective individual learning programs and reasonable adjustments.
- 6.7 Implement strategies recommended by relevant specialists under the guidance of the Inclusive Learning Coordinator and Learning Leaders.
- 6.8 Monitor student participation, engagement and progress, and communicate observations to relevant staff.
- 6.9 Maintain accurate records and documentation in SEQTA, including reasonable adjustments, interventions and student support information.
- 6.10 Assist with administrative tasks associated with Inclusive Learning, including data collection, scheduling, filing, record keeping and preparation of documentation.
- 6.11 Support the collection and organisation of evidence for the Nationally Consistent Collection of Data (NCCD) process.
- 6.12 Demonstrate knowledge of disability, inclusive education practices, reasonable adjustments and accommodations.
- 6.13 Ensure compliance with Disability Standards for Education, NCCD requirements and relevant College policies and procedures.
- 6.14 Maintain awareness of current evidence-based inclusive education practices.
- 6.15 Participate in extra-curricular activities and College programs as required
- 6.16 Carrying out other duties as required

7. People & Culture

- 7.1 Build a positive environment that promotes the College's values framework.
- 7.2 Promote positive conversation about the College and consistently show support for College initiatives and strategic plans, both within and outside the College.
- 7.3 At all times fosters appropriate and positive relationships with students and staff
- 7.4 Contributes to maintaining appropriate expectations for team and student behaviour with the Faculty Leader
- 6.1 Ensures our Christian values are visible
- 6.2 Demonstrates, expects and communicates behaviours that reflect the values and culture of the College
- 6.3 Establishes and maintains high expectations of staff and students
- 6.4 Acknowledges successes and encourages collegiate support.

8. Managing Resources

- 8.1 Support compliance with WHS regulations and inform the Faculty Leader of any concerns regarding equipment or facilities
- 8.2 Contribute to administrative processes, ensuring requirements and deadlines are met.

Performance Appraisal & Review

- 1. The STEM Inclusive Learning Support Officer is accountable for and appraised annually on the basis of executing the responsibilities outlined in this duty statement.
- 2. All roles evolve over time, and the school is regularly committed to reviewing and updating duty statements to ensure they accurately reflect each employee's contribution and the College needs. The STEM Inclusive Learning Support Officer role will be reviewed on a yearly cycle, or more frequently as appropriate.

3. A formal appraisal process will be conducted at end-of-tenure to determine the future of the role and the suitability of the incumbent.

October 2026
