



**Position title:** Learning Support Officer (LSO)  
**Reporting to:** Head of Learning Enhancement  
**Hire Type:** Fixed-term, part-time  
**Prepared:** January 2025

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### Overview

Mentone Grammar is a K-12 co-educational School. The School is an open-entry school, drawing student from local Bayside and surrounding suburbs. The School became co-educational in 2006 and adopted a unique Together-Apart-Together model of education, which has resulted in continual growth. The School has a strong philosophy of ensuring that students are happy, healthy, and high achieving.

### Values

**Respect** – We value other people and their thoughts and feelings. We listen to them, are truthful towards them and accept them as individuals.

**Caring** – We look after ourselves, our friends and our families. We support and encourage each other. We can care for everyone in some way.

**Resilience** – Whatever bad times we go through we can bounce back again. We can seek help to “let go” of what is stopping us from being “ourselves”.

**Service** – We work voluntarily to help others without expecting anything in return.

**Discipline** – We form good habits to help us achieve high standards. We have high standards of social behaviour, dress, time management and work ethic.

**Endeavour** – We strive to do well even if it’s hard work. We have the courage to stand up for what we believe in.

**Integrity** – We know what is right and wrong and act accordingly. People can rely on us to do what is right.

### Primary Purpose of the Role

In this role, you will provide vital support to both staff and students across Year 7 to Year 8 classes, assisting in small group settings as well as within the classroom.

The position requires a person flexible in approach, who can work with a range of students and support their individual needs. The LSO will be able to implement strategies to suit each student under the guidance and direction of the Learning Enhancement Teacher(s) and in consultation with the classroom teachers. This may include implementing small withdrawal group interventions, such as InitialLit, MiniLit or MacqLit, as well as working with classroom teachers supporting students within the classrooms.

### Main Responsibilities

The following responsibilities are not exhaustive, nor necessarily in order of priority, but are indicative of the range and nature of the role.

- Work closely with learning enhancement and classroom teachers to identify and respond to students who may require additional assistance.
- Provide individual or small group support to students under the guidance of the learning enhancement teacher.
- Implement small group intervention programs under the instruction of the Learning Enhancement teacher(s).



- Collaborate with classroom teachers and assist students with their classwork, assignments, and activities, ensuring they can actively participate and understand the material.
- Maintaining confidential student notes to monitor their progress and assist in the collation of evidence of adjustments for the NCCD.
- Assist with classroom management and behaviour management strategies, as directed by the learning enhancement and classroom teacher.
- Provide feedback to teachers on students' progress and challenges.
- Working with students, under the direction of the Learning Enhancement Teacher, to support the implementation of specific learning goals as identified in the individual learning plans.
- Facilitating social interaction, promoting independence, and assisting students with their personal growth when required, for example by supervising organised lunchtime activities

### Other Duties

- Perform various other duties as requested by your manager and / or the School

### Key Relationships

Head of Learning Enhancement	Director of Learning & Teaching
Head of Campus	Year Level Coordinator
Learning Enhancement Teachers	Classroom Teachers

### Experience, Knowledge & Skills

- Experience supporting students in lower secondary is preferred
- Demonstrated ability to identify and respond to different learning needs and strengths of all students in classrooms.
- Empathetic nature with an agile approach to engaging with students overall
- Demonstrated ability to form a positive rapport with staff and students and build collaborative relationships.
- Experience implementing small group intervention programs is preferred.
- Strong IT skills using software such as Microsoft Office.
- Highly developed verbal, written and inter-personal communication skills.
- Excellent organisational skills including managing time and meeting deadlines
- Polished communication skills with a high attention to detail
- Good sense of humour and a team player who is willing to contribute to the broader life of the school

### Qualifications

#### Required

- Certificate III in Education Support / Integration Aide (or equivalent) is required.
- Current Employee Working with Children Check
- National Crime Check

### Competencies, Behaviours & Attributes

- An innovative approach and experience with engaging students across many different learning capabilities and a keen interest in this aspect
- Possess a positive outlook, exceptional interpersonal skills and high emotional intelligence with demonstrated ability to build authentic, collaborative and productive relationships
- Accountable for their work and their actions and have a high concern for the quality of their own work, reflected in a sense of urgency and a high attention to accuracy and detail
- Effective conflict resolution and negotiation skills
- Ability to take initiative within prescribed limits



- Ability to deal with people with tact and diplomacy
- Ability to establish and maintain positive working relationships both internally and externally
- Ability to perform under pressure
- Ensure adherence to all School policies, procedures and the organisational goals, values and principles
- Ensure the appropriate care and use of School assets and equipment at all times
- Positively and actively demonstrate the School's workplace values

### **Mentone Grammar Policies: Risk Management, Occupational Health and Safety and Child Safety**

Staff are expected to:

- Adhere to and implement all working practices and procedures in accordance with Mentone Grammar School's Risk Management and Occupational Health and Safety Policies
- Monitor and take full care of health and safety of self and others within area of responsibility
- Participate, where required, in the resolution of safety issues
- Ensure familiarity and compliance with the School's Child Safe Policy, Code of Conduct and Procedures.

### **Child Safe Standards**

**Mentone Grammar has a zero-tolerance policy for child abuse and is committed to promoting child safety, children's wellbeing and protecting children from abuse.**

- Mentone Grammar (the School) is committed to protecting its students from all aspects of harm, and has established strategies, practices, policies, and procedures to uphold this public commitment.
- The School takes a zero-tolerance approach to any behaviours that jeopardise student safety and wellbeing (including child abuse and reportable conduct). The School regards its student safety responsibilities with the utmost importance and strives to deliver an educational curriculum that promotes the School's ethos, vision, and values of Caring, Respect, Integrity, Endeavour, Service, Discipline and Resilience.
- All members of our Community must comply with Mentone Grammar's Student Safety and Protection Policy and Procedures and its associated policies. The policies were developed in accordance with Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and Boarding Premises.

**Mentone Grammar Policies can be found at: [www.mentonegrammar.net/policies](http://www.mentonegrammar.net/policies)**

### **Disclaimer**

The Principal reserves the right to modify the recruitment process based on the needs of Mentone Grammar. The purpose of this description is to serve as a general summary and overview of the major duties and responsibilities of the position. It is not intended to represent the entirety of the position nor is it intended to be all-inclusive. Therefore, the position may be required or requested to perform other work duties not specifically listed herein. Mentone Grammar School reserves the right to modify this job description in consultation with the incumbent from time to time depending on the operational needs and requirements of the School.