Information for Part Time Learning Assistant Position
Mount Evelyn Christian School

Mount Evelyn Christian School (MECS) has a vision to “Seek the Kingdom of God in Education”. MECS is one of the eighty-seven Christian Education National (CEN) schools throughout Australia, and has been operating in its current bush setting in the outer suburbs 40km east of the Melbourne CBD since 1973.

MECS has over 600 students from Kindergarten to Year 12. The school is governed by a Board of Directors whose members are elected by parents who are members of the School Association. The school community endeavours to have all areas of life within the school actively respond to the revelation of God in the Bible. The school helps young people develop their gifts and find their purpose in life, as well as to prepare them for service in whatever pathway God is calling them to. The school assists parents to raise self-disciplined, responsible and adaptable citizens who are aware of the strengths and weaknesses of the society in which they live. The school seeks not to be exclusive but to provide places for the children of every family, particularly Christian families, who seek a Christian education for their children.

Over the years MECS has developed its own approach to the educational task. The curriculum to Year 9 is integral rather than subject-based. The school keeps to a minimum the practice of grouping children in single-age classes, preferring learning groups that span two or three years. The school has a heavy emphasis on learning beyond the classroom, which includes excursions, camps and the work place. Research skills, confidence and the use of the 30,000 item resource centre is more important at MECS than textbooks. The staff seeks to exercise discipline that is formative of the responsible individual rather than merely conforming to a set of rules. The school has a dress code rather than a uniform. The school is structured to deter teachers from working in isolation and encourages teamwork.

MECS seeks in its curriculum and teaching methods to take seriously what is revealed in the Bible about God, his creation, the nature and purpose of mankind, community, the effects of the fall, and the life, death, resurrection and Kingdom of our Lord Jesus Christ. As a Christian teaching community we approach the popular principles and practices of humanist and rationalist educators very cautiously, seeking to evaluate them in the light of the Biblical revelation. This means that members of our teaching team need to be committed Christians and active in their respective churches. They need to share the same basic evangelical Christian beliefs as the school, as stated in the school’s Educational Creed.

It also means that the teaching team needs to possess skills and insights to equip it for this work. To this end, all members of our teaching staff agree on appointment to undertake specialist studies through the National Institute for Christian Education. Usually teachers take up these studies after a year of settling into the school. The school provides financial support and generous study release time to encourage teachers in fulfilling this obligation. Teachers who have fulfilled the obligation receive an additional increment to their salaries.

The school is divided into four sections, each with its own Coordinator. These sections are: Kindergarten 60 students, Primary School (P to 6) 240 students with eleven class teachers plus specialists in Phys Ed and Music, Middle School (Yrs 7 to 9) 170 students with various full time and part time class teachers plus additional specialists in Phys Ed, Art/Craft, Maths, Music, English and Science and Senior School (Yrs 10 to 12) 140 students with a number of full time and part time teachers.
The school is not bound to the VELS, although these are used as a general reference. Instead we have a school-based curriculum. We call it “integral” as it attempts to reflect the reality that all things created by God have reference in all the so-called subject areas.

We believe that when the child explores the creation, it is better not to artificially divide that study into separate categories, which are more appropriate for adults. We try to relate the skills work done to the topic the class is exploring in its core studies, at any given time. Such an approach to curriculum allows great freedom but demands creative and cooperative work from our teachers.

Senior School, (Yrs 10 to 12), functions within the larger school as a sub-team led by the Assistant Principal - Secondary. It comprises the three year levels, with Year 10 being introduced to Senior Secondary education and undertaking some early VCE units. Year 11 generally undertakes Units 1 & 2 VCE units and Year 12 Units 3 & 4. VCAL is also offered to Year 10 to Year 12 students, and all senior school students can undertake VET units through the local VET cluster. Teachers in the Senior School work within a team of approximately 12 teachers (mostly full time) who teach within the Senior School. Teachers not only are expected to professionally and competently teach their allocated subject load, but are also expected to serve in a pastoral and devotional leader role. All teachers new to Mount Evelyn Christian School are involved in an Orientation and Induction process early in the school year.

The SS curriculum whilst teaching within the prescription of the VCE also seeks to developed and guide the biblically informed mind. Teachers are expected to develop biblically informed ‘perspectival’ insights into their subject areas and ensure that impacts their teaching. Such insights are not developed alone, but within the school staff team context. Further to teachers guiding ‘perspectival insight’, students are compelled to undertake ‘Christian perspectives’ based subjects in each of the three year levels. All sections are supported by a library staff of 1.5 teacher/librarians, library technician and library assistants. A full time equivalent of approximately eight literacy, numeracy, integration and laboratory aides also support the teaching team. Further to this, we encourage teachers to partake of the school’s computer network facilities, which are supported by our ICT Department.

**Learning Assistant/Teacher’s Aide Part Time (Maternity Leave) Position**
Mount Evelyn Christian School has a position available for part time (0.60 FTE) Primary Learning Assistant (Aide), commencing 6 June 2016 until 23 June 2017.

This is a fixed term (12 months), part time 0.60 FTE, 5 days a week position.

The applicant should be suitably qualified, have previous experience in a similar role and be highly motivated.

Learning Assistants have a broad role. They undertake a variety of duties which mostly comprise assisting teachers and supporting students in the classroom and other educational activities, and providing attendant care and assistance to students, as required. The position may also include some administrative or clerical tasks, and assistance with resources in a variety of school settings, such as the classroom, library and laboratories.

We would like the successful applicant to wholeheartedly join a team implementing a distinctively biblical approach to education.

Applications close: Wednesday, 13 April, 3.00pm.
Application Procedure

1. Make yourself familiar with the school’s Educational Creed and the outline of the school as described through the questions and answers on the website at About MECS – FAQ.

Your application must include the following documentation:
- Application Form for advertised position.
- Resume (Curriculum Vitae) should include the following information:
  a) Personal details (name, address, telephone numbers).
  b) A summary of the work you have completed, beginning with the most recent. Include dates and give details of the type of tasks that were required in each job.
  c) Details of your involvement in Church activities.
  d) Your education and training achievements. Include any education you are currently undertaking.
  e) Any activities you have undertaken outside of work which are relevant to the application.

2. Covering Letter
   The covering letter is an introduction to your application. State the position and your desire to be granted an interview, together with any relevant information on your availability for an interview. Your letter should address the job specifications and telling us of your understanding of the role of Learning Assistant in a Christian school. You may wish to summarise your application and emphasise your strongest points and achievements. Also outline how your Christian faith affects your work.

3. Referees
   Referees should be contacted for approval before listing them in your application.
   Provide names, work addresses and contact telephone numbers of referees.
   Information on referees may be included in the Resume or in the application form.
   Referees who are able to comment on your work experience and church involvement should be included.

4. Once the above materials are received, they will be processed by the application panel.
   a. A short list of applicants will be determined for interviewing for each position.
   b. The short-listed applicants will be contacted to make a suitable time to meet for interview.
      Those applicants who did not make the short list will be notified as soon as possible.
   c. Advice of success or otherwise will follow sometime after the interview.
      Successful applicants will receive a formal, written offer of employment, detailing salary and conditions of employment. The successful candidate will be allowed a short period of time to consider the offer before signing and returning a copy to the school. Unsuccessful applicants who have not already been advised are contacted immediately the position has been filled.
   d. Successful applicants (new staff members) will meet with the School Board at the next most appropriate meeting time.

6. Forward your application
   If sending your application by post please address it to Michelle Smith, HR Administrator; or you can email your application and resume to msmith@mecs.vic.edu.au. All applications should arrive by Wednesday, 13 April, 3.00pm.
Learning Assistant Job Description

**General Work Description**
The Learning Assistant has a broad role. They undertake a variety of duties which mostly comprises assisting teachers and supporting students in the classroom and other educational activities, and providing attendant care and assistance to students, as required. The position may also include some administrative or clerical tasks, and assistance with resources in a variety of school settings, such as the classroom, library and laboratories.

The duties are performed under the close direction and supervision from the Education Support teaching staff and/or classroom teachers, depending on the particular job specification. Generally Learning Assistants are required to use established methods and procedures, as they support the implementation of programs. Tasks may involve a wide range of duties of a routine nature, depending on the program requirements. Assistance from either the Education Support teaching staff or the classroom teacher is readily available when problems arise.

Some knowledge of particular conditions and specific learning difficulties may be required. Some knowledge and application of specific procedures, instructions or other requirements relating to specific school programs or activities may also be required. The supervisory responsibilities attached to this position extend to working with small groups of students, but full legal responsibility for the students remains with the teaching staff.

**Communication and concerns regarding students should be directed to appropriate teaching staff, not parents.**

**Training & Experience**
No prior knowledge of the operations of the school is expected. However, familiarity with basic work routines, procedures and organisation of work is necessary. Suitable qualifications, previous experience in a similar role and high motivation are expected, along with a learned understanding of MECS procedures, guidelines and policies relevant to the position.

A substantial amount of the knowledge and skills required for this position will be gained through on-the-job training. The skill requirements a person would normally bring to this position would be:

- an aptitude for working with primary school aged children
- adequate numeracy and literacy skills
- written and verbal communication skills for expressing information accurately and correctly
- the ability to check work, and identify and rectify errors
# Job Specification for Learning Assistant

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<tr>
<th>Job description</th>
<th>Skills/Experience</th>
<th>Personal Qualities</th>
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<tr>
<td>• Support classroom teacher</td>
<td>• have an understanding of program objective and content</td>
<td>• ability to establish helpful relationships with students and staff</td>
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<td>• Work with small group of students, or provide individual support, in literacy and numeracy</td>
<td>• work with a small group of students effectively</td>
<td>• ability to take instructions &amp; directions</td>
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<td>• Follow oral and written instructions from supervising teaching staff</td>
<td>• appropriate behaviour management</td>
<td>• shows initiative</td>
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<td>• Support classroom organisation and tidiness</td>
<td>• be able to direct students in various tasks, as required by teacher</td>
<td>• friendly, warm</td>
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<td>• Attend planning meetings, as necessary</td>
<td>• Interpret and/or simplify instructions for particular needs</td>
<td>• able to maintain confidentiality</td>
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<td>• Prepare materials as required</td>
<td>• adapt/modify learning tasks</td>
<td>• demonstrates positive values and attitudes about learning</td>
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<td>• Complete administrative tasks, as requested</td>
<td>• understand and use effective questioning techniques</td>
<td>• empathetic</td>
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<td>• Keep records, as instructed</td>
<td>• keen observation skills</td>
<td>• enjoys working in a team</td>
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<td>• Administer student assessments</td>
<td>• competent user of ICT</td>
<td>• active listener</td>
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<td>• know operational procedures for school equipment, such as computers, IWB, data projector, camera etc.</td>
<td>• responsive to changing situations</td>
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<td>• administrative skills, such as preparing materials, photocopying, sorting, filing etc</td>
<td>• flexibility</td>
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<td>• keep records</td>
<td>• effective communicator</td>
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<td>• able to administer basic assessments</td>
<td>• works within guidelines</td>
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<td>• organisational skills</td>
<td>• diligent</td>
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<td>• know and comply with protocols and boundaries</td>
<td>• punctual and reliable</td>
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<td>• consistent</td>
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<td>• sensitive/alert to needs of students &amp; staff</td>
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<td>• care for school resources</td>
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