

Education Support Officer

Position Details

Position title:	Education Support Officer
Reports to (position title):	Coordinator – Education Support and SSG
Direct reports:	No
Organisation:	Saints College, Sunshine
Contract tenure:	Fixed term until the end of the 2026 school year
FTE:	Full time (1.0 FTE)
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	Sunshine VIC
Approved:	May 2025

Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply

About Us

Our Organisation

Saints College provides a safe, inclusive, and flexible learning environment for young people who have become disengaged from mainstream education. Our team is committed to supporting young people in re-engaging with learning through a personalised and trauma-informed approach that meets their individual needs.

We prioritise building honest and authentic relationships with young people, their families, and communities, fostering a culture that values, supports, and celebrates the dignity and uniqueness of each person.

Guided by the vision of Edmund Rice and the transformative power of education, we empower young people to achieve personal growth, academic success, and social connection, enabling them to build positive futures.

Our Structure

Saints Education is an initiative of Edmund Rice Education Australia (EREA), and operates as part of EREA Victorian Schools Ltd. It oversees a diverse range of educational services, including Saints College, Saints Knowledge Institute and Saints Early Years. Saints College operates across multiple campuses in metropolitan Melbourne and regional Victoria, including BlendED and Fitzroy North College, providing flexible, inclusive, and trauma-informed education.

As part of the EREA network, Saints Education is committed to fostering a supportive and empowering learning environment that reflects the values and vision of Edmund Rice. We offer a full-time, multi-year secondary education program tailored to meet the needs of young people who have disengaged from mainstream

education, ensuring every individual is supported on their path to personal growth and success. We work closely with families, community organisations, and support services to provide wraparound care that addresses both educational and personal development needs.

Our Young People

The young people we work with come from diverse backgrounds and may face a range of barriers to education, including:

- Experiences of trauma or adversity
- Mental health challenges, disability and/or neurodivergence
- Significant gaps in learning
- Experiences of exclusion or suspension from mainstream education
- Experiences of school can't/ school refusal
- Involvement in out-of-home care or the child protection system
- Experiences of homelessness or housing instability
- Responsibilities as young parents
- Generational cycles of poverty, early school leaving or unemployment
- Interaction with the youth justice system

We recognise that each young person's journey is unique. Our staff are committed to providing a safe, respectful, and empowering learning environment where young people can develop confidence, reconnect with education, and work towards their goals.

Our Values

Saints College operates under four key principles that guide our daily interactions and community culture:

- **Respect** – Valuing each person's dignity, voice, and lived experience
- **Honesty** – Fostering trust and truthfulness through open and authentic communication
- **Participation** – Encouraging young people to actively engage in their learning and personal growth
- **Safe and Legal** – Creating a secure and structured environment where all community members can thrive

This framework, known as Operation by Principles, is a defining feature of our approach. It establishes a common ground foundation for all members of our community—young people, staff, and families—ensuring that relationships, learning experiences, and conflict resolution are built on mutual understanding and shared responsibility. Through the use of Unconditional Positive Regard, strength based neuroaffirming practice with a trauma informed lens, we create an inclusive, safe, and empowering learning environment where young people can thrive academically, socially, and emotionally.

Our Commitment to the EREA Charter and Touchstones

As part of the Edmund Rice network, Saints Education is committed to the principles of the **EREA Charter** and its four Touchstones:

- **Liberating Education** – Providing innovative and inclusive learning opportunities
- **Gospel Spirituality** – Fostering a culture of compassion, hope, and social justice
- **Inclusive Community** – Welcoming and valuing diversity, ensuring all young people feel a sense of belonging
- **Justice and Solidarity** – Advocating for fairness, equity, and the dignity of all

The EREA Charter and Touchstones guide our mission and reflect our commitment to providing a high-quality education that is responsive to the needs of young people. More information can be found on the [EREA website](#).

About the Role

The Education Support Officer is responsible for supporting a young person's engagement in learning, in particular the 7-10 Victorian Curriculum and the VCE Vocational Major, with a focus on literacy and numeracy development. This position works collaboratively with Teachers and Youth Workers, to maximise learning outcomes for young people who require significant adjustments and interventions to individual learning programs. Small group and targeted interventions will be a regular and routine aspect of the role.

Duties and Responsibilities

Typical duties and responsibilities include, but are not limited to:

Operation by Principles	<ul style="list-style-type: none"> Model best practice in Operation by Principles and other key practices as articulated in the practice Framework.
Child Safety and Compliance	<ul style="list-style-type: none"> This position is subject to compliance with all relevant laws, regulations, and policies governing education in Victoria, including but not limited to the Education and Training Reform Act 2006, and the Child Safe Standards All employees must adhere to Saints College and EREA Victorian Schools Limited policies and procedures and where applicable EREA frameworks and policies. <p>Child Safety Obligations All employees must adhere to the following:</p> <ul style="list-style-type: none"> Saints College's Policies and Procedures implemented as part of compliance with Ministerial Order 1359: Implementing the Child Safe Standards – Managing the risk of child abuse in schools EREA's Code of Conduct Ensure legal and mandatory reporting obligations are met, consistent with Saints College's 'Procedure for Responding to and Reporting Allegations of Child Abuse' within the schools 'Child Protection Program'.
Assist Young People to have an equal opportunity to participate in learning	<ul style="list-style-type: none"> Understand a student's identified learning difficulties and offer assistance in the classroom. Knowledge of 7-10 Victorian Curriculum 2.0 and the VCE Vocational Major with a focus on literacy and numeracy development. Work with teachers' by modelling active participation, providing assistance, intervening and encouraging young people and, where appropriate providing 1:1 instructional support. Adjust classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing the Personalised Learning Plan (PLP) and adjustment planner. Liaise with other Learning Diversity and Teaching staff to maintain a comprehensive support program, tracking student progress. Support the delivery, organisation and/or follow up of assessments in consultation with classroom teachers. Facilitate social interaction, promoting independence and assisting students with their personal organisation. Accompany students on excursions and other designated external activities. Attend meetings and providing feedback related to young people progress.

Specialist Learning Support	<ul style="list-style-type: none"> Support young people with explicit and systematic reading intervention programs to enhance reading literacy, so that every young person who attends the school achieves the required competency standard expected. Measure literacy/numeracy progress throughout the young person's learning journey and put interventions in place that enhance reading fluency and spelling skills.
Team Participation and Multidisciplinary Practice	<ul style="list-style-type: none"> Within the partnership model facilitate young people's engagement in learning. Participate in professional supervision. Participate in daily and weekly staff meetings and whole team reflective practice sessions. Facilitate student support groups to ensure that young people with additional needs receive the required support and advocacy to ensure they can access an inclusive, holistic and positive educational experience.
Develop and Liaise with External Support Networks	<ul style="list-style-type: none"> Support young people to access services e.g. learning support specialists. Work collaboratively to support and develop cultural links and community and family connections, which encourage engagement and connection of young people to learning and the wider community.
Administration	<ul style="list-style-type: none"> Maintain appropriate records and prepare reports as required. Maintain up to date file notes on School database – TASS. Support the development of personal learning plans, safety and support plans and engagement plans. Participate in care team meetings where required. Complete other administrative tasks which support class functions such as Daily Activity Intention forms and Venue Proformas.
Other	<ul style="list-style-type: none"> Carry out duties and tasks that may be reasonably assigned by the Campus Principal or school leadership from time to time. All staff are expected to implement self-care strategies, and access organisational staff supports wherever needed. Transport young people to and from school and activities.

Key Selection Criteria and Requirements

Qualifications	<ul style="list-style-type: none"> Qualification in School based education support, youth work or social work would be highly regarded.
Knowledge and Experience	<ul style="list-style-type: none"> Equivalent experience in a similar role. Previous experience and/or qualifications relevant to supporting and/or leading an organisation's commitment to being a child safe organisation.
Capabilities	<ul style="list-style-type: none"> Demonstrated capability to support colleagues to continually improve teaching and learning. Demonstrated understanding of the Disability Standards for Education. Demonstrated understanding of learning support strategies for young people diagnosed with a disability.

	<ul style="list-style-type: none"> • Demonstrated willingness to reflect on and develop own practice, as well as contributing to ongoing school development. • Ability to provide a range of flexible programs and activities which successfully engage and support young people. • Ability to work effectively as a member of a multi-disciplinary team and build quality working relationships. • A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capability. • Resilient and able to develop resilience in others with a high level of emotional intelligence. • Ability and willingness to travel to school sites and attend professional development as required.
Probity checks and Certification	<ul style="list-style-type: none"> • Hold a valid Working with Children Check or have the ability to obtain, and a National Police Check certificate (issued within the last six months), or hold a current Victorian Institute of Teaching (VIT) registration. • Hold appropriate Australian Work Rights. • Valid First Aid Certificate or willingness to obtain. • Valid Australian Driver's Licence and willingness to drive school vehicles when required.
Physical Requirements	<ul style="list-style-type: none"> • This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability. • Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.