

**DEPARTMENT OF EDUCATION WESTERN AUSTRALIA
JOB DESCRIPTION FORM**

Public Sector Management Act 1994	Salaries/Agreement/Award Teachers' Aides' Award 1979 Education Assistant (Government) General Agreement 2016 or as replaced
Group: Schools	Effective Date of Document 24 August 2017
Directorate: Education Regions	
Branch: Schools	

THIS POSITION	
Title:	Ethnic Assistant
Classification:	Level 3
Position No:	Generic
Positions under direct responsibility:	Nil

REPORTING RELATIONSHIPS		
TITLE:	Principal	
LEVEL:	Various	
POSITION NUMBER:	Various	
TITLE:	Manager Corporate Services	
LEVEL:	Various	
POSITION NUMBER:	Various	
This position and the positions of:		
Title	Level	Position Number
Various		

TITLE Ethnic Assistant	CLASSIFICATION Level 3	POSITION NO Generic	EFFECTIVE DATE 24 August 2017
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CONTEXT

The Department of Education is Western Australia's largest public sector employer with approximately 45,000 staff or one third of the Government workforce in around 800 worksites.

We provide a system of public schools in which our aim is to ensure that every school is a good school, every teacher is effective and every student is successful.

The Department's other key responsibilities include:

- regulation of non-government schools in accordance with Part 4 of the School Education Act 1999
- administration of state funding to non-government schools
- higher education policy and planning
- legislative reviews
- providing Secretariat services to the Teacher Registration Board of Western Australia, the Training Accreditation Council and the School Curriculum and Standards Authority.

The principles underpinning the Department's operations in Western Australia are:

- working collaboratively to achieve outcomes
- accepting responsibility and accountability for the achievement of outcomes
- enabling flexible, innovative and diverse work practices
- promoting confidence in the professional judgement of the Department's staff.

All Department actions are guided by four core values: Learning, Excellence, Equity and Care.

For further information, please visit: <https://www.education.wa.edu.au/web/our-organisation/home>

Further context about the particular school or college in which the vacancy is being advertised is available on the Department's website. Please visit <http://www.det.wa.edu.au/schoolsonline/home.do> and enter the school or college name in the *Find a School* field.

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ROLE

Under limited supervision and guidance, the Ethnic Assistant:

- supports English as a Second Language (ESL) students:
 - through mentoring and pastoral care to ensure their participation and achievement in the school environment
 - through interpreting and/or translating according to their specific needs and their parents or caregivers, members of the school community and teachers where there are communication difficulties
 - to better utilise the educational program and have an increased understanding of cultural and linguistic diversity in school communities
 - with developing linguistic and cultural understandings associated with Standard Australian English
- assists the teacher in the delivery of planned education programs, including identifying and representing educational and cultural needs of ESL students by providing advice on program content relating to the student's first culture
- assists in the design, implementation and recording of individual or group education plans, in consultation with teachers, parents and where appropriate other professionals
- prepares materials and resources for use in classes, displays and demonstrations, including
 - operation of computers and maintenance of resources and equipment
 - cleaning and safely storing items after classes and maintaining storerooms
 - maintaining inventory lists, monitoring stock levels and requirements and submitting requisitions to the teacher for approval
- provides information to teaching staff on aspects of culture and Culturally and Linguistically Diverse (CaLD) community language/s other than English as the need is identified
- acts as a liaison between the community and the school in order to develop an education program relevant to educational, linguistic and cultural needs
- provides information to CaLD parents on the education system and relevant school procedures and school policies
- facilitates school community contribution to the formulation of school policies with regard to first culture by providing a point of contact within the school for local culturally and linguistically diverse community members
- conducts interviews or home liaison visits to discuss the academic progress or social development of ESL students
- liaises with agencies to further the educational welfare of relevant groups of ESL students
- assists with the general care and supervision of ESL students in out-of-class activities and on school excursions, and in activities within or outside school that result in supervision without the presence of a teacher
- attends to students with minor illnesses e.g. colds, or students in need of minor first aid
- assists students with undressing, dressing and toileting, as required
- assists with arrival and departure of ESL students travelling on buses

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- assists in the preparation and distribution of food for students, as required, and ensures the safe and hygienic storage and handling of foodstuffs and food preparation utensils
- provides administrative support, including collecting administrative documents and may, in accordance with school policy, be required to collect monies from ESL students where appropriate.

OUTCOMES

1. Communication with CALD school community members is facilitated through interpreting and/or translating according to the specific needs of ESL students, their parents or caregivers and other members of the school community.
2. Classroom and school community support is provided to enable the delivery of high quality, student-focused learning programs inclusive of ESL students and effective communication between ESL students and teachers.
3. Classroom and school community-level support is provided to develop an inclusive and relevant learning environment with health and safety of ESL students a high priority.
4. Teacher-directed tutoring is performed according to the specific needs of ESL students and assistance is provided in an effective and efficient manner to teachers during classroom activities, including the preparation of appropriate materials for ESL students.
5. Students are aware of cultural diversity and varying customs within the classroom and school environment through the planning and delivery of relevant educational programs, based on the Ethnic Assistant's cultural expertise.
6. CaLD parents and caregivers are well informed of the educational process and social development of their children and are encouraged and supported in undertaking a pro-active role in their progress.
7. Differentiated delivery of the education program assists ESL students to develop confidence, independence, well-being and intrinsic motivation to participate in educational activities.
8. School community contribution to the formulation of school policies and development of inclusive educational programs is effectively facilitated.
9. ESL students at risk are successfully integrated into the learning environment through assistance in the planning and implementation of relevant educational and behavioural management programs.
10. A high level of mentoring and pastoral care is provided to ESL students, enabling them to have an increased participation rate, resulting in an ability to better utilise the education program.

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SELECTION CRITERIA

The following selection criteria are identified as being required to achieve the outcomes in the context of this position. Applicants will need to provide evidence of their capacity to transfer their knowledge and skills to achieving the outcomes of this position.

1. Demonstrated effective oral communication skills and, where appropriate, written communication skills in a school community language other than English.
2. Demonstrated effective written and oral communication skills, including the ability to effectively communicate and liaise with students, teachers and other professionals, parents, school community members and professional staff on the provision and development of educational programs inclusive of ESL students.
3. Demonstrated ability to contribute to a team and provide multi-cultural direction in the development and evaluation of English language programs, language resources, and individual or group education plans reflective of diverse school communities.
4. Demonstrated ability to effectively assist teachers in implementing culturally and linguistically inclusive educational programs.
5. Demonstrated effective organisational skills that assist in the delivery of effective education programs to students.
6. Demonstrated ability to assist with the general health and well-being of students.

ELIGIBILITY

Employees will be required to:

- obtain a current Department of Education Criminal Record Clearance prior to commencement of employment; and
- obtain or hold a current Working with Children Check.

Education Assistants working with Kindergarten students may be required to have, or be actively working towards, a Certificate III in Education Support (or approved equivalent) in order to meet the educator-to-student ratio outlined in the *National Quality Standard for Early Childhood Education and Care*.

Approved equivalent qualifications are published by the [Australian Children's Education and Care Quality Authority](#).

TRAINING

Employees will be required to:

- complete the Department's induction program within three months of commencement;
- complete any training specific to this role required by Departmental policy; and
- complete the Department's training in Accountable and Ethical Decision-Making within six months of appointment.

CERTIFICATION

The details contained in this document are an accurate statement of the duties, responsibilities and other requirements of the position.

ENDORSED

DATE 24 August 2017

HPRM REF # D17/0357577