

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

Public Sector Management Act 1994	Salaries Agreement/Award: Teachers' Aides' Award 1979 Education Assistants (Government) General Agreement 2016 or as replaced
Group: Schools	Effective Date of Document 23 August 2017
Region: Education Regions	
School: Schools	

THIS POSITION

Title: Education Assistant (Defence Force Transitional Aide)
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: Various	Classification:	Position No:
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Education Assistant (Defence Force Transitional Aide)	Level 3	Generic	23 August 2017

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 Teachers 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

The Education Assistant (Defence Force Transitional Aide):

- assists the teacher in delivering planned education programs and encouraging a supportive and inclusive learning environment
- assists students to better utilise the educational program through a smooth transition process between schools and across curriculum jurisdictions
- acts in a liaison role between the school, Department of Defence and the Defence Force Community in order to assist in the development of an education program that meets the needs of Australian Defence Force (ADF) children
- assists and supports children of ADF personnel, particularly those students at risk, through mentoring and pastoral care to ensure their participation and achievement in the school environment
- provides quality educational services to students to assist them to acquire knowledge and understanding, to pursue special interests, strive to achieve excellence, and develop social and vocational skills
- performs activities within or outside school that result in supervision of students without the presence of a teacher.

Under limited guidance, the Education Assistant (Defence Force Transitional Aide) may be expected to perform tasks within the following range:

- provides support and advice to schools and teachers on the educational program of students at risk under supervision of the ADF Regional Education Liaison Officer (REDLO) or relevant professional within the Defence Community Organisation
- in consultation with teachers, parents and ADF REDLO or relevant professional, assists in the development and implementation of behaviour management plans to meet the needs of mobile ADF families
- maintains records regarding implementation of behaviour management/educational plans in order to assess how they relate to the overall educational outcomes of the student
- assists with teaching students self-management skills e.g. life skills, and to develop a sense of belonging in the school community
- consults with parents/caregivers to provide a communication link between ADF families, school staff and the wider school community
- provides information to parents on the education system and relevant school procedures and policies.

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OUTCOMES

1. Classroom, school and community-focused support is provided to enable the delivery of high quality, student-focused learning programs.
2. Classroom, school and community-level support is provided to ensure that the learning environment is inclusive and relevant, appropriately resourced and maintained, with the health and safety of students a high priority.
3. Discretion is exercised in monitoring and subsequently withdrawing assistance to allow the student to independently integrate into the learning and community environment.
4. Students develop confidence and a sense of well being in a variety of educational and social settings.
5. Students at risk are successfully integrated into the learning environment through assistance in the planning and implementation of relevant educational and behavioural management programs.
6. A high level of mentoring and pastoral care is provided to mobile ADF students, particularly those students at risk, enabling students to increase participation rates, resulting in an ability to better utilise the education program.

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 good oral, written and interpersonal skills that demonstrate an ability to establish and maintain effective relationships, including collaboration and liaison skills within the workplace and community.
2. Demonstrated effective time management skills, including attention to detail and the ability to meet conflicting deadlines.
3. Demonstrated practical experience in working autonomously and collaboratively within a team environment.
4. Demonstrated understanding of the ADF organisation and additional challenges the posting cycle places upon students from an ADF family.

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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 23 August 2017
TRIM REF # D17/0357040