



Integration Aide

The Strathcona environment nurtures the pursuit of academic excellence, co-curricular involvement, leadership development and the community and social engagement that each girl chooses to pursue. Our aim is to afford girls the opportunity to try various activities so that each individual is able to recognise and develop her own interests and unique attributes. We take a personalised approach to learning and development to each of our students.

Primary Purpose of the Position

This position supports students with additional needs—cognitive, social/emotional, sensory and/or physical. Working as part of the multi-disciplinary Learning Enhancement Team, the Integration Aide collaborates closely with Learning Enhancement Teachers and Classroom Teachers to provide targeted support in whole-class settings, small groups, and one-on-one. The role also includes assisting in the delivery of special provisions during timed assessments.

Strathcona Girls Grammar is a school where the dignity of each person is recognised, respected and fostered. Our school takes an integrated and collaborative approach to building and strengthening safe and respectful school communities which are child safe.

Authorised by: Principal
Last reviewed: June 2025

Responsibilities	Outcome
To promote and enable the Strathcona Strategic Vision	The Aspiration and Guiding Principles of the Strategic Vision are evident in the observable behaviours and professional practice of all staff at Strathcona GGS
To provide students with a child-safe environment	Demonstrates an understanding of appropriate conduct and legal responsibilities relating to child safety, with particular sensitivity to the needs of students with learning and other difficulties Be familiar with and comply with the School's Child-Safe Policy and Code Of Conduct, and any other policies or procedures relating to child safety Demonstrate duty of care to students in relation to their physical and mental wellbeing
To model observable professional behaviour and professional courtesy	Works respectfully and professionally with students and colleagues, maintaining confidentiality around personal and sensitive information
Delivering targeted student support	Build trust and rapport with students with diverse learning, social/emotional, sensory, and physical needs. Display a caring attitude and sensitivity to students' individual circumstances and unique needs. Establish and maintain positive, collaborative relationships with Classroom Teachers Support teachers in delivering differentiated instruction and individual learning plans. Where appropriate, assist in planning, implementing, and evaluating adjustments.

	<p>Under the guidance of a Classroom Teacher or Learning Enhancement Teacher, deliver structured intervention programs to individual students as required</p> <p>Adapt or assist in sourcing differentiated materials and study guides to support curriculum access</p> <p>Provide timely feedback to Classroom Teachers, Learning Enhancement Teachers, and Wellbeing Leaders regarding student engagement, progress, and difficulties</p> <p>Participate in the review and evaluation of support programs with Classroom Teachers and Learning Enhancement Teachers</p> <p>Provide social and emotional support to promote student wellbeing</p> <p>Provide physical assistance to students where appropriate</p> <p>With supervision from a Learning Enhancement Teacher or Wellbeing Leader, follow medical management plans and implement therapy recommendations to support students' physical needs, health, and safety</p> <p>Support students in developing organisational, time management, and study skills</p> <p>Foster student independence, self-management, and confidence by promoting a growth mindset in learning and personal organisation</p> <p>Be proactive and show initiative in identifying opportunities to support students and enhance learning outcomes</p> <p>Remain flexible and responsive to changing student needs and program delivery. Adapt support as required, and be open to working across a range of subject areas</p>
To participate in Parent Support Group (PSGs) meetings as required	<p>Participate in formal PSG meetings, as required, with students, parents/caregivers, and teachers</p> <p>Provide verbal summaries of student progress, challenges, and engagement with supports</p> <p>Take minutes during meetings when required</p>
Professional development	<p>Participate in relevant professional learning, both school-based and external</p> <p>Actively develop ICT skills in line with evolving technologies, with a focus on assistive technologies to support student learning</p>
Meeting administrative responsibilities	<p>Assist with administrative tasks as directed by the Head of Learning Enhancement</p> <p>Complete administrative duties efficiently and accurately</p> <p>Maintain regular records of student observations and adjustments for NCCD purposes</p> <p>Manage documentation confidentially and in accordance with school policies</p>
ICT	Proficient in the use of ICT

	Competent use of the School's Learning Management System and other digital platforms
Other duties as required	<p>Contribute to a healthy and safe work environment by following all relevant policies and procedures</p> <p>Attend school meetings, assemblies, and sporting events as required by the Principal</p> <p>Fulfill yard duty responsibilities according to the schedule</p> <p>Foster professional and collaborative relationships with colleagues</p>

Reporting Relationships

Reports to	Head of Learning Enhancement
Associated Relationships:	<p>Principal</p> <p>Deputy Principal – Learning and Teaching</p> <p>Wellbeing Leaders</p> <p>Other authorities as appropriate</p>

Key Challenges

1. Enhance the School's reputation as a centre of excellence in education for young women and girls.
2. Collaborate with colleagues to lift student engagement, foster positive behaviours, and improve learning outcomes—especially in literacy and numeracy.

Education and Experience

1. Certificate III and/or Certificate IV in School Based Education Support or other appropriate education qualification (teacher, speech pathologist).
2. First Aid Certificate – Level 2
3. Current Working with Children Check (WWCC)

Knowledge and Skills

1. Knowledge of child safety.
2. Highly developed verbal and written communication skills with attention to detail.
3. Capacity to maintain confidentiality in all dealings with staff and students.
4. Time management, able to meet deadlines and work flexibly.
5. Demonstrable understanding of NCCD requirements.
6. Demonstrable understanding of the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

Attributes

1. Capacity to work both independently and as part of a team towards common goals with a high level of professionalism.
2. Committed to continual personal and professional growth, enthusiastic and conscientious.
3. Supportive of the values and teachings of the Christian tradition.

Conditions of Employment

- Term-time role
- The ordinary, full-time hours of work for this position will be from 8:00AM to 4:06PM Monday to Friday. There may be occasions where these times or total hours are altered to support the conduct of professional development, school activities or special events.
- Salary and the payment is spread across full 12 months to take into account the additional unpaid leave the role provides (8 weeks or 44/52 calculation).

- Continuing employment is subject to performance and conduct being satisfactory during the minimum employment period, defined as six months by the Fair Work Act 2009.
- All other conditions in accordance with Strathcona GG Enterprise Agreement, the Educational Services (Schools) General Staff Award 2020 and the National Employment Standards (NES).