



# CASTLEMAINE STEINER SCHOOL & KINDERGARTEN

POSITION DETAILS	<b>Position Title</b>	Disability Learning & Support Assistant
	<b>Area</b>	Prep – Grade 6
	<b>Position Reports to</b>	Disability Learning & Support Assistants are responsible to the Principal through the Deputy Principal.
	<b>Role Location</b>	<p>The Castlemaine Steiner School &amp; Kindergarten (CSSK) sits on Dja Dja Wurrung country on 18 acres of beautiful bushlands, approximately 5km from the township of Castlemaine.</p> <p>Established in 1988, CSSK is non – denominational and founded in the educational principles of Rudolf Steiner.</p>
	<b>Key Role Relationships</b>	Principal, Deputy Principal, Class Teachers and all other CSSK Staff

## Statement of Commitment to Child Safety

The wellbeing and safety of all students is of central importance at Castlemaine Steiner School & Kindergarten (CSSK). Young people, including those of a linguistically or culturally diverse background, with a disability or who identify as Aboriginal or Torres Strait islander, have the right to be physically and emotionally safe at all times. They have the right to be protected from all abuse and neglect. All employees of Castlemaine Steiner School & Kindergarten are responsible for ensuring the Child Safe Policy is enforced and are required to sign the CSSK *Code of Conduct – Child Safety* and undertake training in this area as required. All applicants should be aware that the school conducts extensive background checks in accordance with our Child Safe Policy.

ROLE CONTEXT	The Castlemaine Steiner School and Kindergarten is a well-established Steiner school 5km from the township of Castlemaine, situated on 18 acres of beautiful bushlands on Dja Dja Wurrung country. The school is non–denominational and founded in the educational principles of Rudolf Steiner.
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<b>ROLE PURPOSE</b>	<p>The primary role of a Disability Learning &amp; Support Assistant is to aide teachers in supporting students with disability to access the curriculum. These Assistants provide accommodations and support across a range of domains including mobility, communication, self-care, and social-emotional development under the guidance of relevant staff. Working collaboratively with school leadership, teachers, allied therapists, and families, they implement individualised strategies that promote engagement and independence, and facilitate meaningful participation in educational activities.</p> <p>This role involve working in a 1:1 capacity with a named student across the school day. This requires attuned relational support, careful boundary management, and the capacity to respond flexibly to changing emotional, sensory, and learning needs while remaining aligned with whole-class expectations.</p> <p>Steiner education is based on the belief that a healthy foundation for adult life is built throughout childhood and that an understanding of the developmental processes during childhood make it possible to support the faculties of thinking, feeling and willing. One way in which Steiner education aims to nurture these faculties in childhood is through providing experiences that explore three ideals of truth, beauty and goodness.</p>
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**Key Responsibilities:**

- Foster and model the educational philosophy of the School
- Commit to ongoing development of an understanding of Steiner Education
- Understand and adhere to the CSSK policies and procedures including those relating to Child Safety, Confidentiality and Occupational Health and Safety
- Work under the guidance of the Deputy Principal and other relevant staff to implement strategies developed by educators and allied professionals
- Provide support and accommodations to enhance student learning experiences, connection to school community and personal development
- Attend meetings to review and evaluate educational support planning
- Attend training and professional development activities as required
- Apply professional judgment and discretion, and maintain clear professional boundaries
- Ensure all incidents are reported in a timely manner to the school's Leadership Team
- Participate in performance review processes as conducted by the school's Leadership Team

**General Duties**

- Work collaboratively with staff to support the delivery of developmentally appropriate educational programs for students with disability
- Respond to all students in a warm and encouraging manner
- Actively participate and assist teachers in all class learning activities, through modelling, assisting, intervening and encouraging students where appropriate
- Offer regular feedback and observations of students, including journaling, attending meetings, anecdotal notes, observations and participating in reflective practice
- Refer all parent queries to the relevant Class Teacher and Deputy Principal

**Specific Duties**

- Support academic learning for students with disability through providing accommodations and support in mobility, communication, self-care and social-emotional development, including toileting, personal hygiene, using assistive technologies (mobility frames, wheel/push chairs, and augmented communication devices as needed); details will be provided to support the individual student
- Provide support informed by the principles of coregulation, solution-focused problem solving, positive behaviour for learning, gradual release of responsibility, errorless learning, and demonstrate skills including listening, modelling, explaining, collaborating, reassuring, encouraging, positive reinforcing, redirecting and reinforcing
- Recognise early signs of overload and respond proactively in line with agreed support plans.
- Record, chart, observe and report back on student engagement and progress
- Support students during recess and lunch, as rostered
- Support students on excursions, as necessary
- Work with the Deputy Principal and other relevant staff on the planning and implementation of individualised and whole school approaches to supporting student learning
- Attend school for the appropriate time equivalent according to the Employment Contract including attendance at reasonable school events such as festivals and fairs

**Disclaimer**

This Position Description is a guideline to illustrate the main role responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Principal's discretion. Employees may also be required to undertake other reasonable duties as directed.

	<p><b>Confidentiality</b></p> <p>As a Disability Learning &amp; Support Assistant, you may be privileged to intimate information regarding academic, physical, social, emotional and family details about various children, parents and staff members. Staff with VIT registration must uphold the Victorian Teaching Profession's Codes of Conduct and Ethics.</p> <p>Details of a students' educational support needs, adjustments of accommodations may only be discussed with relevant staff. An exception to this is any information that relates to a child protection matter, which should be immediately reported to the Principal or delegate.</p> <p><b>Safety and Compliance</b></p> <p>Safety is a priority for all CSSK staff. All staff employed at CSSK are expected to understand and effectively apply safety policies and practices as relevant to their role. All staff working within the school are required to obtain a Working with Children check and understand the school's Policy in relation to the Safety of Children. Ensure the good physical and mental health and safety of students at the School through maintaining a thorough understanding of School policies and procedures, as well as knowledge of and compliance with emergency and accident procedures, undertaking all actions necessary and holding a conscious awareness of real and potential safety concerns.</p>
<b>SELECTION CRITERIA</b>	<ul style="list-style-type: none"> <li>• Demonstrated understanding of appropriate behaviours when engaging with children according to Child Safe Standards.</li> <li>• Valid Working with Children Check (Employee).</li> <li>• Demonstrated understanding of the Disability Standards for Education.</li> <li>• Experience supporting young people in a sustained 1:1 capacity within an educational or care setting.</li> <li>• Familiarity with working in an educational environment.</li> <li>• Exemplary interpersonal communication skills.</li> <li>• Ability to work under direction.</li> <li>• Commitment to ongoing development of an understanding of Steiner Education.</li> </ul>

<b>Approval:</b>	<b>Disability Learning &amp; Support Assistant:</b>	<b>Principal/Delegate:</b>
	Name: Signature: Date:	Name: Signature: Date:
<b>Received By HR / Admin:</b>	Signature: _____ Date: _____	



## **SELECTION CRITERIA**

### **Disability Learning & Support Assistant**

Castlemaine Steiner School & Kindergarten (CSSK) is seeking an enthusiastic and skilled Disability Learning & Support Assistant to implement individualised strategies that promote engagement and independence, and facilitating meaningful participation in educational activities.

The School began its journey in 1988 and is located in a beautiful rural setting in Central Victoria approximately 1.5 hours from Melbourne. We provide a Steiner Education from Playgroup to Class 8, where at the completion of Class 8, students can continue their Senior Steiner Education locally in the Steiner Stream at Castlemaine Secondary College.

The Disability Learning & Support Assistant position description is available on the school website: <https://www.cssk.vic.edu.au/our-school/current-vacancies/>

#### **Selection Criteria**

- Demonstrated understanding of appropriate behaviours when engaging with children according to Child Safe Standards.
- Valid Working with Children Check (Employee).
- Demonstrated understanding of the Disability Standards for Education.
- Experience supporting young people in a sustained 1:1 capacity within an educational or care setting.
- Familiarity with working in an educational environment.
- Exemplary interpersonal communication skills.
- Ability to work under direction.
- Commitment to ongoing development of an understanding of Steiner Education.

Written applications, including a **Cover Letter, Curriculum Vitae with minimum three professional referees** and a **separate document addressing the Selection Criteria**, should be marked 'Private and Confidential' and forwarded to: [recruitment@cssk.vic.edu.au](mailto:recruitment@cssk.vic.edu.au)

**Applications close Monday 16/01/26 at 4 pm. Applications may be considered as soon as they are received and continue until the position is filled.**

The selection process may involve:

- A panel conversation/interview
- Participation in a class exercise

For preliminary confidential enquiries or conversations about this position, please contact Nerrida Johnson, CSSK Principal [principal@cssk.vic.edu.au](mailto:principal@cssk.vic.edu.au)