
	<b>Position Title:</b> Education Support Worker	<b>Team:</b> Berry Street School, Narre Warren Campus	
	<b>Band:</b> A	<b>Salary:</b> Stream 4, Level 4 (Qualified Range)	<b>Date:</b> October 2025
<b>OUR VISION AND PURPOSE</b>		<b>ROLE CONTEXT</b>	
<p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2026: Together we will courageously change lives and reimagine service systems.</b></p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose. Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p><b>We look forward to working with our staff, carers, partners, supporters and government, to ensure children, young people and their families can create the future they imagine for themselves.</b></p>		<p>The Berry Street School is a specialist independent secondary school with four campuses located in Ballarat, Morwell, Narre Warren and Shepparton. We offer an adaptation of the Victorian Curriculum for years 7–10, and the Victorian Certificate of Education Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) for years 11–12.</p> <p><b><i>The Berry Street School's vision is to create and sustain a safe and inclusive learning community where our students have access to high-quality education so they can thrive, achieve and belong.</i></b></p> <p>Our School exists to provide high-quality education to young people with a history of adverse childhood experiences who are at risk of disengaging from their education. Our students may have significant gaps in academic achievement and have found it difficult to learn in a group setting, presenting with complex behaviours in school settings.</p> <p>Our School is characterised by:</p> <ul style="list-style-type: none"> <li>• our relationship-based practice grounded in unconditional positive regard for our students</li> <li>• the Berry Street Education Model (BSEM) which underpins everything we do, providing a structured vision of wellbeing in the school community</li> <li>• a calm and caring environment with small class sizes and high staff-to-student ratio</li> <li>• a highly individualised learning experience with all students following their own Individual Education Plans, Focus Plans, and flexible timetabling where needed, as well as additional specialist supports such as access to therapeutic services</li> <li>• high expectations and a culture of support with an emphasis on applied learning and work preparedness</li> <li>• working closely with students, families/guardians/carers and other services to make sure all students have the right supports in place to succeed.</li> </ul>	
<b>OUR VALUES</b>		<b>PRIMARY OBJECTIVES OF THE ROLE</b>	
<p><b>We expect all staff to apply these Values in all aspects of their work.</b></p>		<p>The Education Support Worker will:</p> <ul style="list-style-type: none"> <li>• Provide direct assistance to teachers in classroom activities, including preparing materials, setting up equipment, and supporting students with being ready to learn.</li> <li>• Support individual students or small groups during lessons to reinforce learning intentions and facilitate active participation.</li> </ul>	

**Courage:** to never give up, maintain hope and advocate for a 'fair go'.

**Integrity:** to be true to our word.

**Respect:** to acknowledge each person's culture, traditions, identity, rights, needs and aspirations.

**Accountability:** to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way.

**Working Together:** to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills.

Berry Street is committed to being a child safe, child friendly and child empowering organisation. **In everything we do we seek to protect children.**

- Build positive relationships with students, fostering a safe and inclusive learning community.
- Implement BSEM strategies.
- Assist in maintaining accurate records of student progress, wellbeing and attendance.
- Maintain open communication with staff, sharing observations and insights about student progress and challenges.
- Communicate regularly with parents and families to provide updates on student growth and well-being.

#### REPORTING RELATIONSHIPS

This role is based at our Narre Warren Campus in Berry Street's South East Region on Narre Warren, Bunurong/Boonwurrung land.

This role reports to the Assistant Principal who will provide supervision and review.

## EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Code of Conduct, which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement.
- Raise all health, safety, and wellbeing issues or concerns with managers, observe all safe work procedures and instructions, and take reasonable care for their own safety and for the safety of work colleagues by always operating in a safe and appropriate manner.
- Participate in regular supervision, performance planning and review processes and probationary reviews.
- Complete mandatory training within designated timeframes.
- Berry Street is committed to service delivery that prioritises and celebrates diversity and inclusion in our staff and the children, young people and families we support. Every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality, or religion.
- Berry Street is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children, in accordance with our legal obligations including MO 1359 and child safe standards. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify with the LGBTQIA+ community.

## KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE

- Knowledge of relevant teaching and learning practices.
- Ability to effectively implement BSEM strategies.
- Strong interpersonal skills and the ability to build and maintain relationships with students, families, staff and community members.
- Excellent communication skills.
- Collaborative mindset to work as part of a team with teachers, other support staff, and wellbeing staff.
- Organisational skills to manage classroom materials, schedules, and administrative tasks efficiently
- Ability to motivate and inspire students to actively engage in lessons.
- Empathy and understanding to support students with diverse backgrounds and needs.
- Flexibility to adapt to changing circumstances and tailor learning to individual student goals.
- Collaboration skills to work closely with teachers and other school staff.

## QUALIFICATIONS AND OTHER REQUIREMENTS

- Hold a Cert 3 qualification in Education Support, Youth Work or equivalent
- Staff members must hold a valid WWCC, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.

## DESIRABLE

- Bachelor's Degree or higher.
- Experience and training with the Berry Street Education Model (BSEM).
- Experience working in special needs settings.

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Support classroom teaching by using effective learning strategies with individual students and small groups.</li> <li>• Prepare and provide basic curriculum resources and materials and support the implementation of Individual Education Plans and Focus Plans.</li> <li>• Deliver intervention programs, such as MacqLit.</li> <li>• Support students to undertake assessments, such as Essential Assessment.</li> <li>• Foster a positive and inclusive classroom environment that promotes Berry Street School's motto of 'thrive, achieve, belong'.</li> </ul>
<b>Student Wellbeing</b>	<ul style="list-style-type: none"> <li>• Foster positive and respectful relationships with students, while maintaining professional boundaries.</li> <li>• Actively promote and model strategies for wellbeing, resilience, self-care and mental health within the classroom and school community.</li> <li>• Collaborate with colleagues and relevant stakeholders to identify and address student wellbeing concerns, providing appropriate support and referrals as needed.</li> <li>• Proactively address any incidents of bullying, discrimination, or harassment promptly and effectively.</li> <li>• Engage in professional learning opportunities related to student wellbeing, staying updated on best practices and resources to support the social, emotional, and mental health of students.</li> <li>• Communicate relevant information, updates and focus areas to the Assistant Principal (Head of Campus).</li> </ul>
<b>Staff Development &amp; Support</b>	<ul style="list-style-type: none"> <li>• Participate in professional learning.</li> <li>• Be open to researching areas of interest relevant to directions provided in the school's strategic plan.</li> <li>• Continue personal development of ICT skills as technologies evolve.</li> <li>• Actively engage in reflective practice with other campus staff, collaborating to identify areas for improvement and implementing strategies to enhance teaching and learning outcomes.</li> <li>• Participate in supervision, seeking feedback and guidance to continuously improve.</li> <li>• Engage in self-reflection and self-assessment, continuously seeking opportunities for personal and professional growth.</li> <li>• Contribute to a positive and supportive environment where colleagues feel comfortable seeking advice, sharing challenges, and collaborating to find solutions.</li> </ul>
<b>Management &amp; Administration</b>	<ul style="list-style-type: none"> <li>• Contribute to a healthy and safe work environment for yourself and others, complying with all safe work policies and procedures.</li> <li>• Maintain currency of first aid, mandatory reporting and anaphylaxis training.</li> <li>• Report key incidents and information on Engage &amp; ERIN (incident reports) as necessary, documenting any incidents or other matters in accordance with established protocols.</li> <li>• Maintain accurate records and documentation as required, ensuring compliance with relevant policies and procedures.</li> <li>• Conduct oneself in accordance with Berry Street values, adhering to professional ethics and the school's policies and procedures.</li> <li>• Actively participate in meetings as required, including staff meetings, teacher meetings, whole school meetings and other administrative gatherings.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Support extracurricular activities, such as excursions.</li> <li>• Support in student supervision before school, after school and at recess and lunch as timetabled.</li> <li>• Model the importance of health and wellbeing, continually watch for signs of stress in self and others and take actions to address it.</li> <li>• Develop own practice through reflection, research and inviting feedback from others in order to seek continuous improvement.</li> <li>• Preparing meals for students.</li> <li>• Transporting students, including driving a 12-seater bus.</li> <li>• Other duties as reasonably directed.</li> </ul>

## INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
<b>Client Facing and Service Delivery</b>	Work with clients who may have a physical, psychiatric, or sensory disability.	Daily
	Interact with clients and members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Daily
	Work with complex clients which may expose you either directly or vicariously to emotionally challenging concepts such as self-harm, trauma, illegal activity and/or violence.	Daily
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional
	Work in a client's home or their family home alone and/or with others.	Not Applicable
	Represent, advocate, and cooperate with legal processes which may include attendance to court.	Occasional
<b>Work Environment</b>	Manage demanding and changing workloads and competing priorities.	Daily
	Work in different geographic locations.	Occasional
	Be exposed to all outdoor weather conditions.	Daily
	Work via computer from home as required.	Occasional
	Work office hours with the possibility of extended hours. Flexible arrangements by agreement.	Occasional
	Work rostered hours with the possibility of overtime.	Occasional
	Work on-call after hours.	Not Applicable
	Work in an open plan office with no assigned desk.	Regular
	Work in buildings which may require the use of stairs or elevators.	Daily
	Sit at a computer or in meetings/meeting rooms via video conference facilities or in person for extended periods.	Regular
	Work in a client's home or their family home alone and/or with others.	Not Applicable
	Work in educational or community facilities.	Daily
	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Regular
Undertake training and professional development activities both internal and external to the organisation.	Regular	

<b>Administrative Tasks</b>	Undertake administrative tasks which may include the following: computer work, filing, data entry, writing reports, case notes/plans and client records. Manage resources and budgets. Research and analyse information and data.	Daily
	Use technology including computers, photocopiers, telephones including mobiles, projectors, televisions, video conference facilities and electronic whiteboards.	Daily