

# Learning Support Educator

## **Role purpose**

The Learning Support Educator supports secondary-aged students with learning needs to access the curriculum, participate fully in school life and develop confidence and independence. The role combines in-class push-in support with targeted individual and small-group pull-out sessions, working closely with subject teachers, the learning support team and families.

## **Key responsibilities**

Provide in-class push-in support across secondary subjects, helping students understand instructions, engage with learning tasks and use agreed strategies and accommodations.

Plan and deliver individual and small-group pull-out sessions addressing identified needs in literacy, numeracy, study skills, organisation and executive functioning.

Connect targeted interventions to classroom learning and coordinate sessions with teachers to minimise disruption to curriculum access.

Work with subject teachers to differentiate instruction, adapt resources and scaffold tasks while maintaining appropriate challenge and expectations.

Contribute to individual learning plans, set measurable goals with students and the support team, and implement agreed provision consistently.

Use observations, student work and appropriate assessment information to identify barriers, monitor progress and adjust support.

Teach students to use assistive technology and practical strategies for planning, completing assignments, preparing for assessments and advocating for their needs.

Build positive relationships with adolescents and support their motivation, wellbeing and participation through respectful, age-appropriate approaches.

Maintain accurate records of interventions and progress; communicate clearly with teachers, families and relevant specialists.

Support transitions between year levels and preparation for further education or training, in collaboration with the wider school team.

Follow school safeguarding and confidentiality procedures and contribute to professional learning and the development of inclusive practice.

## **Essential qualifications and experience**

A relevant qualification in education, special education, learning support or a related field.

Demonstrated experience working with secondary-aged students with learning needs, including delivering in-class support and individual or small-group interventions.

Knowledge of differentiated teaching, scaffolding, assessment accommodations and strategies for supporting diverse learning profiles.

Ability to plan targeted interventions, monitor their impact and use evidence to inform next steps.

Strong communication, collaboration and organisational skills, with the ability to work effectively with adolescents, teachers and families.

A commitment to inclusion, student dignity, safeguarding and the development of learner independence.

**Desirable experience**

Additional training in special educational needs, literacy or numeracy intervention, or assistive technology.

Experience contributing to individual learning plans and working with multidisciplinary teams in a secondary school setting.