



Learning Support Assistant (Advanced Learning & Inclusion)

Commencing January 2026

Emmaus Christian School is a Christian school that seeks to partner with parents in providing a Christ-centred, biblically grounded, and academically rigorous education which enables students to grow in wisdom and character, to the glory of God.

We are seeking a Learning Support Assistant (Advanced Learning & Inclusion) to join our Inclusion Support team from 2026. This role focuses on enhancing student learning outcomes by supporting teachers to make high quality curriculum adjustments for students working significantly above or below year level expectations. This is a 0.6 FTE position, working term times along with an additional 1-2 weeks during pupil free periods.

The successful applicant will Collaborate with teachers to adapt curriculum and resources; deliver targeted small-group interventions; support case management and ILPs; provide staff training in inclusive practices; and maintain accurate progress records.

Desirable Professional Expertise

- ❖ Tertiary qualification or relevant experience in a related field, such as speech pathology, supporting students with disabilities or neurodiverse needs, and fostering literacy and numeracy development.
- ❖ Strong understanding of language development, literacy foundations, and barriers to learning.
- ❖ Experience supporting diverse learners (learning difficulties, ASD, gifted students).
- ❖ Excellent communication, organisational, and collaboration skills.

Application Process

Please submit your application via an 'Expression of Interest Form' on our website, including:

- ❖ A current CV, including the contact details of three referees (one being your pastor or minister).



Learning Support Assistant **(Advanced Learning & Inclusion)**

Role Description

The Learning Support Assistant (Advanced Learning & Inclusion) enhances student learning outcomes by supporting teachers to make high-quality curriculum adjustments for students working significantly above or below year-level expectations. It is expected that LSAs bring specialist expertise in fields related to communication, language development and learning processes, neurodiverse learning and disability support, or speech pathology. The position provides targeted intervention, resource development, and case-management support under the direction of the Inclusion Support Coordinator. This focuses on school-wide capacity building, targeted small-group work, and individualised curriculum support across primary and secondary levels.

The LSA (Advanced Learning & Inclusion) role is a part-time role (0.6 FTE) during school terms, along with an additional 1-2 weeks during pupil free periods, with four weeks of annual leave.

Key Responsibilities

Curriculum Adjustment & Resource Development

- ❖ Work with teachers to modify learning tasks, assessments and resources for students working significantly above or below year level.
- ❖ Provide guidance on accessible instructional language, task simplification, and multimodal presentation of information.
- ❖ Assist teachers in secondary subjects to adapt curriculum for students working at early-primary literacy/numeracy levels.

Small Group & Targeted Intervention

- ❖ Deliver evidence-based small-group interventions aligned with student needs.
- ❖ Monitor progress and adjust intervention activities to ensure high impact.
- ❖ Provide structured extension or enrichment activities for students demonstrating advanced learning needs.

Case Management & Inclusion Support

- ❖ Support the Inclusion Support Coordinator with case management tasks such as collecting data, documenting adjustments, and communicating with families.

- ❖ Contribute to the development and review of Individual Learning Plans (ILPs) and Personalised Learning Plans (PLPs).
- ❖ Assist with transition planning for students entering, moving between, or exiting support programs.
- ❖ Attend relevant meetings and provide specialist insight into communication, language and learning needs.

Capacity Building for Staff

- ❖ Provide professional learning in areas such as scaffolding, vocabulary instruction, and breaking down complex tasks.
- ❖ Work collaboratively with teachers to co-plan or co-design resources (without taking on ongoing class responsibilities).

Data, Documentation & Reporting

- ❖ Maintain clear records of interventions delivered, student progress and resource development.
- ❖ Assist the Inclusion Support Coordinator with evidence collection and progress-monitoring systems.

Desirable Professional Expertise

- ❖ Tertiary qualification in a related discipline.
- ❖ Excellent understanding of language development, literacy foundations, executive functioning, and barriers to learning.
- ❖ Demonstrated experience supporting diverse learners (e.g. learning difficulties, language disorders, ASD, gifted students).
- ❖ Strong collaboration and coaching skills.

Role Structure

- ❖ Reports directly to the Inclusion Support Coordinator.
- ❖ Works flexibly across year levels as needs arise.
- ❖ Not assigned to a specific class for extended periods; instead focuses on targeted support, resource development and staff capacity building.

Impact of the Role

- ❖ Teachers feel more equipped and supported to meet diverse learning needs.
- ❖ Students receive timely, high-quality interventions and adjustments.
- ❖ Strengthens the Inclusion Team's capacity to manage increasing complexity in learner needs.

Team & School Culture

- ❖ Work collaboratively with the Teaching Assistant and Teaching Team and wider staff to ensure efficient and effective service delivery.
- ❖ Demonstrate a caring and professional approach, reflecting the values and ethos of Emmaus in all interactions.
- ❖ Participate in staff meetings, professional learning and school community activities as required.

Christian Commitment

- ❖ Model Christ-like character and values in personal and professional life.
- ❖ Support the school's mission: to provide a Christ-centred, biblically grounded, and academically rigorous education that enables students to grow in wisdom and character, to the glory of God.
- ❖ Participate in devotions, prayer, and other expressions of the school's Christian community.

Selection Criteria

Essential

- ❖ Excellent professional communication skills when engaging with students, families and colleagues.
- ❖ Highly organised with the ability to manage multiple priorities effectively. Able to work well both independently and in partnership with others, fostering positive and cooperative team relationships.
- ❖ Proficient use of Microsoft applications, including Word, Excel, Outlook and Teams, and other Emmaus platforms such as Emmaus Connect for student care records
- ❖ Proven ability to handle confidential and sensitive information with integrity, discretion and a commitment to Biblical, professional, and safeguarding standards.
- ❖ A current (or ability to obtain prior to commencement) Working with Vulnerable People (WWVP) registration.
- ❖ Active membership of a Christian church and wholehearted support of the school's Christian mission and values.