

Learning Support Officer

Position Details

Position title:	Learning Support Officer
Reports to:	Program Director – Teaching & Learning
Direct reports:	No
Organisation:	BlendED National
Contract tenure:	Ongoing
FTE:	Part time (0.8 FTE) – Term time only
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	North and South Regions, Tasmania
Approved:	February 2026

Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply

About Us

Our Organisation

BlendED National is an initiative of Edmund Rice Education Australia (EREA), providing flexible, inclusive education for young people across the country who are unable to access traditional schooling.

Delivered online by a multidisciplinary team, BlendED National supports young people through trauma-informed, relationship-based learning that prioritises safety, connection, and individualised support. The program is designed to meet the needs of young people experiencing complex barriers to education, and is grounded in EREA's commitment to educational equity and radical inclusion.

Our Structure

As part of the EREA network, BlendED National is committed to fostering a supportive and empowering learning environment that reflects the values and vision of Edmund Rice. We offer a full-time, multi-year secondary education program tailored to meet the needs of young people who have disengaged from mainstream education, ensuring every individual is supported on their path to personal growth and success. We work closely with families, community organisations, and support services to provide wraparound care that addresses both educational and personal development needs.

Our Young People

The young people we work with come from diverse backgrounds and may face a range of barriers to education, including:

- Experiences of trauma or adversity
- Mental health challenges, disability and/or neurodivergence
- Significant gaps in learning
- Experiences of exclusion or suspension from mainstream education
- Experiences of school can't/ school refusal
- Involvement in out-of-home care or the child protection system
- Experiences of homelessness or housing instability
- Responsibilities as young parents
- Generational cycles of poverty, early school leaving or unemployment
- Interaction with the youth justice system

We recognise that each young person's journey is unique. Our staff are committed to providing a safe, respectful, and empowering learning environment where young people can develop confidence, reconnect with education, and work towards their goals.

Our Values

BlendED National operates under four key principles that guide our daily interactions and community culture:

- **Respect** – Valuing each person's dignity, voice, and lived experience
- **Honesty** – Fostering trust and truthfulness through open and authentic communication
- **Participation** – Encouraging young people to actively engage in their learning and personal growth
- **Safe and Legal** – Creating a secure and structured environment where all community members can thrive

This framework, known as Operation by Principles, is a defining feature of our approach. It establishes a common ground foundation for all members of our community—young people, staff, and families—ensuring that relationships, learning experiences, and conflict resolution are built on mutual understanding and shared responsibility. Through the use of Unconditional Positive Regard, strength based neuroaffirming practice with a trauma informed lens, we create an inclusive, safe, and empowering learning environment where young people can thrive academically, socially, and emotionally.

Our Commitment to the EREA Charter and Touchstones

As part of the Edmund Rice network, BlendED National is committed to the principles of the **EREA Charter** and its four Touchstones:

- **Liberating Education** – Providing innovative and inclusive learning opportunities
- **Gospel Spirituality** – Fostering a culture of compassion, hope, and social justice
- **Inclusive Community** – Welcoming and valuing diversity, ensuring all young people feel a sense of belonging
- **Justice and Solidarity** – Advocating for fairness, equity, and the dignity of all

The EREA Charter and Touchstones guide our mission and reflect our commitment to providing a high-quality education that is responsive to the needs of young people. More information can be found on the [EREA website](#).

About the Role

This position supports young people’s engagement in learning aligned with Tasmania’s Years 7–10 Australian Curriculum, with a strong focus on literacy and numeracy.

The role works with the Program Director, Teachers and Youth Workers to provide significant adjustments and targeted, small group or individual interventions. It also supports students in the online learning environment, including the use of SchoolBox and Compass, to track progress and maintain continuity of learning. The position further assists students in transitioning to senior secondary pathways, including TASC courses and VET options, in line with statewide priorities for strengthening literacy, numeracy and evidence based practice.

Duties and Responsibilities

Typical duties and responsibilities include, but are not limited to:

Operation by Principles	<ul style="list-style-type: none"> • Model best practice in Operation by Principles and other key practices as articulated in the practice Framework.
Compliance	<ul style="list-style-type: none"> • The role requires knowledge of and compliance with the Australian Education Act 2013, the National Principles for Child Safe Organisations, and the relevant education and child safety legislation in each state and territory where the program operates. The position must also align with the governance and compliance frameworks of the relevant Catholic Education authorities and EREA’s Code of Conduct.
Student Support	<ul style="list-style-type: none"> • Provide individualised support to students with diverse learning needs, including students with disabilities, learning challenges, or other educational needs. • Monitor student progress, attendance, and engagement in the online learning environment and report concerns to teachers or wellbeing staff. • Assist students with navigating the online learning platform and resolving technical issues. • Facilitate small group or one-on-one virtual sessions to provide additional support or reinforce learning. • Facilitate NCCD learning adjustment and upload evidence to NCAPP. • Encourage student participation in online discussions, forums, and class activities to promote engagement and social interaction.
Administration	<ul style="list-style-type: none"> • Maintain appropriate records and prepare reports as required including court support letters, and comments for end of Semester School Reports. • Maintain up to date case notes on School database – COMPASS. • Support the development of personal learning plans, safety and support plans and engagement plans. • Participate in care team meetings where required. • Complete other administrative tasks which support class functions such as Daily Activity Intention forms and Venue Proformas.



General	<ul style="list-style-type: none">• Assist young people to have an equal opportunity to participate in learning:• Understanding a student’s identified learning difficulties and helping in the classroom.• Knowledge of the Tasmanian Years 7–10 Curriculum (Australian Curriculum), and familiarity with Tasmanian senior secondary pathways, including TASC accredited courses and VET options, with a focus on literacy and numeracy development.• Working with the student’s teacher by actively participating in activities, assisting, intervening and encouraging students and, where appropriate, providing 1:1 instructive support.• Adjust classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing the Personalised Learning Plan (PLP).• Liaising with other Learning Diversity and Teaching staff in order to maintain a comprehensive support program, tracking student progress.• Support the delivery, organisation and/or follow up of assessments in consultation with classroom teachers.• Facilitating social interaction, promoting independence and assisting students with their personal organisation when required.• Accompanying students on excursions and other designated external activities when required.• Attending team meetings and providing feedback in that forum to staff involved in a student’s progress.• Team participation & multidisciplinary practice:<ul style="list-style-type: none">• Within the partnership model facilitate young people’s engagement in learning.• Participate in professional supervision.• Participate in daily and weekly staff meetings and reflective practice sessions.• Develop and liaise with external support networks.• Support young people to access services e.g. learning support specialists• Work collaboratively with the team to support and develop cultural links and community and family connections, which encourage engagement and connection of young people to learning and the wider community.• All staff are expected to implement strategies & access organisational staff support when needed.• Carry out other duties and tasks assigned by the Principal or School Leader/s.• Transport young people to and from school and activities.
Other	<ul style="list-style-type: none">• All staff are expected to implement self-care strategies and access organisational staff support when needed.• Carry out other duties and tasks assigned by the Principal or School Leader/s.• Transport young people to and from school and activities.

Key Selection Criteria and Requirements

Qualifications	<ul style="list-style-type: none"> • Certificate III/IV or higher in School Based Education and/or equivalent experience
Knowledge and Experience	<ul style="list-style-type: none"> • Previous experience and/or qualifications relevant to supporting and/or leading an organisations commitment to being a child safe organisation.
Capabilities	<ul style="list-style-type: none"> • Be able and willing to uphold and role model the schools’ principles of operation of Respect, Participation, Safe and Legal, and Honesty. • Demonstrated ability to support colleagues to continually improve teaching and learning. • Demonstrated understanding of the Disability Standards for Education. • Demonstrated understanding of learning support strategies for young people diagnosed with a disability. • Demonstrated willingness to reflect on and develop own practice, as well as contributing to ongoing school development. • Ability to provide a range of flexible programs and activities which successfully engage and support young people. • Ability to work effectively as a member of a multi-disciplinary team and build quality working relationships. • A commitment to ongoing professional learning for self to enable further development of skills, expertise and teaching capacity. • Resilient with a high level of emotional intelligence. • Ability and willingness to travel to school sites and attend professional development as required.
Probity checks and Certification	<ul style="list-style-type: none"> • Hold a valid Working with Vulnerable People Check or have the ability to obtain, and a National Police Check certificate (issued within the last six months), or hold current Teaching registration. • Hold appropriate Australian Work Rights. • Valid First Aid Certificate or willingness to obtain. • Valid Australian Driver’s Licence and willingness to drive school vehicles when required.
Physical Requirements	<ul style="list-style-type: none"> • This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability. • Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.