



Position Information Document

Director of Inclusion (R-12)

POSITION DETAILS

Responsible to:	Principal
Line Manager:	Deputy Principal
Classification Level:	POR 3 or POR 4 dependent on the successful person's qualifications and experience
Tenure:	4 years
Commencement date:	21 January 2025
Time Allowance:	20 lessons per week
Conditions of Employment:	<i>All employment conditions are as per the SA Catholic Schools Enterprise Agreement 2020, or as amended or updated</i>

Our community promotes a spirit of personal excellence in everything we do. We seek and celebrate it in our learning achievements, our development of leadership, our relationships, and our creative endeavours.

CONTEXT

Mount Carmel College is a Catholic co-educational school from Reception to Year 12 in the Josephite tradition. Mount Carmel College includes a primary campus, secondary campus and the Western Technical College.

Mission and Vision

The Gospel values of 'Caritas et Dignitas' (Love & Dignity) reflect our heritage as a Catholic school in the Josephite tradition. They are the foundation of Mount Carmel College.

The Vision and Mission of Mount Carmel College is to serve its community by providing a quality, contemporary Catholic education. The legacy of the Josephite tradition enriches the College as it works to meet the needs of the times. At the heart of our mission is a diverse learning community where relationships are grounded in Gospel values, individuals feel they belong and all are encouraged to celebrate their personal excellence.

Our Core Values are *Belonging, Diversity, Excellence* and *Relationship*.
We empower hearts and minds to flourish.

KEY WORKING RELATIONSHIPS

The Director of Inclusion (R-12) is a Senior Leader in the College and is a member of various Leadership Teams including the College Leadership Team and the Secondary Campus Leadership Team.

The Director of Inclusion (R-12) reports to the Principal through the Deputy Principal and has key working relationships with:

- Deputy Principal & Head of Primary Campus
- Inclusion Coordinators and Leaders of Learning
- Inclusion ESO staff
- Students and families
- Future students and their families, staff at their current school and allied health service providers for the students
- Learning Area Coordinators
- Teachers
- Catholic Education SA consultants and external consultants and agencies

ROLE CONTEXT

The Director of Inclusion (R-12) will report to the Deputy Principal and together ensure that the Catholic ethos and the Josephite tradition is promoted and fostered.

The Director of Inclusion (R-12) will be a passionate, dynamic and innovative leader in ensuring the accessibility of the curriculum, who demonstrates extensive leadership experience with a strong commitment to teaching excellence, pastoral care and fostering community relationships.

The Director of Inclusion (R-12) is responsible for developing, coordinating and implementing differentiated and adapted educational programs to cater for students with disabilities and identified specific learning needs, including the students in the Mary MacKillop Centre and students on flexible learning programs.

The Director of Inclusion (R-12) facilitates learning and student wellbeing and assists with transition, pre-entrance and ongoing support through to post school pathways for students with special needs and learning difficulties. The Director of Inclusion (R-12) supports staff in their flexibility and implementing equity for students in the learning process. The role is critical in advocating and enabling families of students with special needs to access Catholic education at Mount Carmel College.

The Director's work will empower students to become independent, responsible life-long learners who are able to apply, transfer and use skills acquired in a variety of situations.

As a key member of the Teaching and Learning team, the Director of Inclusion (R-12) will work towards the identified College priorities:

- Develop our students as thriving people, capable learners, leaders for the world God desires
- Promote an inclusive community spirit by embracing our Josephite ethos and Catholic social teachings
- Develop quality learning, resources and technologies
- Use contemporary research and the AITSL standards to guide continuous improvement in teaching
- Provide explicit support for individual development
- Promote clear academic expectations and standards
- Provide learning cycles of experimentation, feedback and assessment

KEY AREAS OF RESPONSIBILITY

Staff Coordination

The Director of Inclusion (R-12) shall oversee and direct the work of:

- The Inclusion Coordinators.
- The Inclusive Education ESOs, including their timetables of placement within classes to support teachers in their work with students

Oversee the work of the Inclusion Coordinators:

- reviewing student progress and liaising with parents/guardians, CESA personnel and external agencies as required
- attendance at and coordination of meetings with students, families and consultants. Liaise with Year Level Coordinators, Home Group teachers and subject teachers as required re these meetings.
- Liaising with the SACE Coordinator and subject teachers regarding Special Provisions and SACE Modified enrolments
- Accessing and coordinating appropriate allied health service providers where necessary, providing all documentation required
- Assisting students and families with appropriate subject selections and establishing future pathways
- Accessing, coordinating and utilise interpreters where appropriate
- Facilitating and coordinating annual MYAT testing

Curriculum Development, Teaching and Learning

- Provide support to teachers in planning of appropriate adjustments according to learning areas and specific learning needs
- Being an active presence in classrooms supporting subject teachers in differentiating curriculum delivery and providing adjustment for students of need
- Establishing and maintaining open and positive lines of communication with parents/guardians of students with special needs and learning difficulties
- Oversee the process leading to the completion of an individual Personalised Plan for Learning (PPL) for each student who requires one including students with learning needs, children and young people in care, Aboriginal and Torres Strait Islander, EAL/D New Arrival, Gifted and Talented, Intensive Behavioural Support and any other students with a PPL. Once parents/guardians have approved the PPL, make it available to teachers on the College learning management system. Ensure each PPL is reviewed at least twice per school year.
- Responsible for data collection, analysis and use of data for planning and evaluation purposes especially Nationally Consistent Collection of Data (NCCD) for students with a disability
- Promoting, explaining to staff, collection and collation of data and evidence for the Nationally Consistent Collection of Data (NCCD). Participate in any audits of the NCCD conducted by CESA or the federal government.
- Chair Inclusion Team meetings
- Attending and actively contributing to Teaching and Learning Committee meetings
- Collaborating with the Deputy Principal and Head of Primary Campus and key personnel in the process of alternative assessment
- Responsibility for collaborative analysis and implementation of data to support staff to improve delivery of learning programs
- Interpretation and upkeep records of professional reports and disseminate information as appropriate.
- Manage budget and Inclusion faculty resources.
- Facilitating opportunities for students to access the curriculum by setting specific goals in alternative learning environments

Delivery

- Responsibility for the delivery of high quality Teaching and Learning Programs across all year levels within Inclusive Education areas
- Responsibility for the review and development of contemporary and inclusive structures & methodologies and associated assessment practices in Inclusive Education
- Work with senior leaders for the effective integration of e-learning into Inclusive Education to maximise student engagement and outcomes
- Engage in developing a culture of continuous improvement in Inclusive Education using tools such as the National Standards for Teachers and the Australian Teachers Performance and Development Framework
- Embedding of Child Protection, MITIOG curricula and Aboriginal perspectives within Inclusive Education and monitoring delivery
- Assist with the setting of work in Inclusive Education classes to cover emergency staff absences if required

Professional Development

- In consultation with the Deputy Principal, assist teachers and Inclusive education staff in their ongoing Professional Learning as teachers and ESOs in Inclusive Education through the dissemination of professional learning opportunities
- Engage in developing a culture of continuous improvement in Inclusive Education using tools such as the National Standards for Teachers and the Australian Teachers Performance and Development Framework
- Involvement in appropriate personal professional learning opportunities commensurate with the position
- Conduct appraisal and review processes as required

Administration

- Responsibility for all Learning Area curriculum documentation for Inclusive Education in conjunction with the Deputy Principal, Inclusion Coordinators and Leaders of Learning
- Responsibility for the collection of all Teaching and Learning Programs appropriate to Inclusive Education and quality control of the SACE Assessment Plans
- Responsibility for the maintenance, development and organisation of all Inclusive Education resources, particularly digital resources
- Supervision and support the work of ESO staff working within Inclusive Education
- Ensuring that all WHS policies are followed and complied with both personally and for all staff in Inclusive Education
- Ensure all equipment used by Inclusive Education, and the use of such equipment, complies with WHS and other required safety standards
- Organise and chair meetings for Inclusive Education (at least one meeting per term)
- Preparation and continuous management of the Inclusive Education budget
- Ensure that assessment items are entered on the Learning Management System (SEQTA)

General

- Support the College Core Value of 'Inclusion'
- Developing and enacting a vision for Inclusive Education and Inclusion
- Liaise with the Deputy Principal and Timetable Coordinator in relation to timetabling, staffing suggestions, reports, subject counselling, examinations and SACE Board submissions and communications
- Assist the Deputy Principal and Leader of Learning with placement of pre-service teachers within Inclusive Education classes. Support the work of pre-service teachers working in Inclusive Education if requested.
- Overseeing and coordinating Inclusive Education activities, including excursions, state and national competitions and extension activities
- Assist and have an overview of the work of a Key Teacher under the umbrella of Inclusive Education, if applicable

- Responsibility for dissemination of current information about Inclusive Education within the College newsletter
- Assist the Principal, or delegate, in student enrolment interviews as required
- Assist the Principal, or delegate, in the staff selection interviews if required
- Mount Carmel College is R-12 and so all PORs have as part of their role to work with senior staff and the Primary Campus staff in curriculum, student wellbeing, Catholic Identity and culture, administration and resources, as relevant to the POR role.
- Undertake any other duties as assigned by the Principal

PERSON SPECIFICATIONS

The Director of Inclusion (R-12) will be:

- Committed to and live out the Catholic and Josephite values of the College
- A person of outstanding character and leadership and be able to model and inspire others to uphold the school's vision, mission and values
- A person who works collaboratively and will role-model best practice
- Empathetic to the complex learning needs of adolescents
- Skilled and experienced as a successful educator
- Committed to the ongoing development of contemporary teaching and learning practices
- Committed to the ongoing development of the Learning Area
- An educator committed to personal life-long learning and encourages this in others
- A person with highly developed communication skills and the ability to relate to, and respond effectively to, the needs of staff, students and families.
- Able to work with colleagues to create a collaborative learning environment
- Attendance and contribute to Teaching & Learning meetings
- Competent in the administrative and organisational dimensions of the role

SPECIFIC REQUIREMENTS & CONDITIONS

- Some extra hours and flexibility around hours may be required around special events in the life of the College eg Open Day, special masses and celebrations.

Qualifications and Training – possess or willing to obtain, and must be maintained:

- Working With Children Check and clearance to work in Catholic Education SA
- South Australian Teachers' Registration
- Approved Responding to Risk of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training or as amended or updated
- Designated First Aid Certificate
- Undertake an Annual Professional Review

WORK HEALTH & SAFETY

Workers

This role is deemed to be a *Worker* under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must –

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

Reference: Division 4, Section 27 and 28 WHS Act 2012.

In addition, all employees are expected to:

- Be familiar with and understand Mount Carmel College’s WHS policies
- Report all hazards, incidents, accidents when witnessed, in accordance with Mount Carmel College’s WHS policies and procedures
- Complete WHS education and training modules as required
- Use correctly any equipment provided for health or safety purposes.

PERFORMANCE REVIEW

- The employee must undertake performance review on an annual basis in accordance with the terms and conditions of the SA Catholic Schools Enterprise Agreement 2017 (as amended or replaced).
- The POR appointee will undertake a formal performance review appraisal in the second year of their tenure or as required

ACKNOWLEDGEMENT

I have read and understand the requirement of this position. I acknowledge that this Position Information Document has been designed to indicate the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes

Signed _____ Date _____

Signed _____ Date _____

John Konopka, Principal

This PID date: September 2024

Role Review Date: at the Annual Professional Review meeting