

Position Information Document

Inclusion Coordinator (7-12)

POSITION DETAILS

Name:	<name>
Responsible to:	Principal
Line Manager:	Director of Inclusion
Classification Level:	POR 1
Tenure:	2 years
Commencement date:	21 January 2025
Time Allowance:	9 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>

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 Inclusion Coordinator reports to the Principal through the Deputy Principal and the Director of Inclusion and has key working relationships with:

- Director of Inclusion
- Other Inclusion Coordinators
- Inclusion ESO staff
- Deputy Principal
- Students and families
- Future students and their families, staff at their current school
- Allied health service providers for students
- Leader of Learning, Year Level Coordinators, Learning Area Coordinators & other Coordinators
- Subject teachers
- Catholic Education SA consultants and external consultants and agencies

ROLE CONTEXT

The Inclusion Coordinator will report to the Director of Inclusion and together they will ensure that the Catholic ethos and the Josephite tradition is promoted and fostered in their work.

The Inclusion Coordinator/s coordinates the provision of support for students with a range of disabilities and specific learning difficulties across all year levels and learning areas.

The Inclusion Coordinator 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 Inclusion Coordinator 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 Inclusion Coordinator'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.

In the leadership role, the Inclusion Coordinator 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

The Mary MacKillop Centre is a Special Education facility, which caters particularly for students with a mild to moderate intellectual disability. The program combines a specialist curriculum within the Centre, along with integration and inclusion in the mainstream of the College.

This Inclusion Team is responsible to the Principal through the Director of Inclusion for:

- development and implementation of broad and engaging learning programs for Mary MacKillop Centre students
- the effective delivery, assessment, reporting and review of the learning programs
- Workplace Health and Safety and wellbeing of the Centre's students and staff
- maintenance of the Centre's facilities and equipment

KEY AREAS OF RESPONSIBILITY

The Inclusion Coordinator is part of a team with each such Coordinator having the requirement to work collaboratively and equitably in sharing the role and duties, as well as having excellent communication and information exchange with the other Inclusion Coordinators and the Director of Inclusion. At the heart of our work is equity for all students.

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
- In consultation with subject teachers and other staff as required, develop all Individual Personalised Plan for Learning (PPL) documents, liaise with parents/guardians re their approval and make them available to teachers on the College student administrative system. Review each PPL at least twice per school year.
- Coordinating review of student progress, liaising with parents/guardians, CESA personnel and external agencies as required
- Shared responsibility for attendance at and coordination of meetings with students, families and consultants, as determined by the Director of Inclusion. Liaise with Year Level Coordinators, Pastoral Care teachers and subject teachers as required re these meetings.
- Accessing and coordinating appropriate allied health service providers where necessary, providing all documentation required
- Attend and actively contribute to Inclusion Team meetings. Shared responsibility for attendance at Student Wellbeing meetings and Teaching & Learning Committee meetings, as determined by the Director of Inclusion.
- Collaborating with the Director of Inclusion and the Deputy Principal and key personnel in the process of adjustments, modifications and alternative assessment
- Liaising with the SACE Coordinator and subject teachers regarding Special Provisions and SACE Modified enrolments
- Assisting students and families with appropriate subject selections and establishing future pathways
- Accessing, coordinating and utilise interpreters where appropriate
- Under the direction of the Director of Inclusion, responsible for data collection, analysis and use of data for planning and evaluation purposes
- Facilitating and coordinating annual MYAT testing
- Responsibility for collaborative analysis and implementation of data to support staff to improve delivery of learning programs
- Under the direction of the Director of Inclusion, 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.
- Interpretation and upkeep records of professional reports and disseminate information as appropriate.
- Undertake other duties as assigned by the Principal

Delivery

- Responsibility for the delivery of high quality Teaching and Learning Programs across all year levels within Inclusive Education areas
- Work with the Director of Inclusion to prioritise the effective integration of e-learning into Inclusive Education to maximise student engagement and outcomes

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- 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

- As part of the Inclusive Education team, assist teachers in their ongoing Professional Learning as teachers in Inclusive Education
- Involvement in appropriate personal professional learning opportunities commensurate with the position of Inclusion Coordinator

Administration

- Support the work of ESO staff working within Inclusive Education
- Ensuring that all WHS policies are followed and complied with
- Ensure all equipment used by Inclusive Education, and the use of such equipment, complies with WHS and other required safety standards
- Ensure that assessment items and other relevant data are entered on the Learning Management System (SEQTA)
- Use data from the Learning Management System to ensure assessment consistency in the Learning Area

Mary MacKillop Centre

- Teach individual and small group classes in various subject areas at all year levels. Subjects taught include but are not limited to: English (oral language, literacy, reading programs), Mathematics (functional numeracy, time, measurement, and money), Information Technology, Life Skills, Personal Development, Vocational Education, Health, Food Preparation, Social Skills and Leisure Skills.
- Establish appropriate routines for Mary MacKillop Centre students
- Organise and supervise the transition program of new students who will be predominantly in the Mary MacKillop Centre
- Assess the educational needs of each student in the MMK Centre. Using this information, liaise with the Timetable Coordinator, Learning Area Coordinators and Year Level Coordinators as to suitable placements in subjects/classes. Hence provide advice to the Timetable Coordinator regarding relevant teacher timetables.
Note: integration with some classes in the mainstream is the expectation of all MMK Centre students
- Provide appropriate and timely information about the MMK Centre to staff, students, parents and future families
- Develop a curriculum appropriate to individual student needs within the MMK Centre
- Ensure maintenance of curriculum documentation delivered within the MMK Centre and their electronic storage
- Support the adjustment of mainstream programs when required to suit individual students
- Implement the SACE Framework for Students with Disabilities for senior years' students
- Implement appropriate Vocational Educational/Work Experience programs for senior students
- Coordinate twice yearly, or more regularly as appropriate, formal review meetings with families
- Acquire and disseminate current information about options for students to successfully plan their post-school pathways
- Work with individual students and their families in planning pathways from school to work, further studies and/or recreation/leisure programs
- Liaise with agencies and organisations which assist in the transition process for Mary MacKillop Centre students
- Provide practical opportunities (eg Take-a-Break Café) for students to develop employability and life skills
- Initiate social functions for Mary MacKillop Centre families

General

- Support the College Core Value of 'Inclusion' in their leadership
- Assist the Principal, or delegate, in student enrolment interviews as 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 their relevant area of leadership.
- Undertake other duties as assigned by the Principal

PERSON SPECIFICATIONS

The Inclusion Coordinator 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
- 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
- Approved Responding to Risk of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training or as amended or updated
- Designated First Aid Certificate
- South Australian Teachers' Registration
- 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
- The POR appointee will undertake a formal performance review appraisal in the final year of their tenure or as required by the Principal

GENERAL

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.

PID last review date: November 2024