



Emmaus Christian School

Position Description – Inclusion Support Coordinator

1. FTE

FTE: 1.0

This will include a teaching load and Position of Responsibility Allowance to be negotiated with the successful applicant.

2. Purpose of the Position

The Inclusion Support Coordinator will provide Christian leadership and vision, promoting excellence in educational practice within the Teaching and Learning team.

The Inclusion Support Coordinator will lead the Teaching and Learning team in developing an inclusive learning environment for students with additional learning needs. This includes specific learning needs, disabilities and those requiring extension, as well as ensuring the completion of reporting and compliance activities.

They will assist students to access the curriculum by supporting their teachers to modify classroom teaching activities and documenting this through coordinating the development of Individualised Learning Plans. The Inclusion Support Coordinator will work with classroom teachers, parents and external consultants to develop within students the strategies and skills necessary to foster learning, independence and confidence, in order to facilitate ongoing progress and the attainment of optimal educational outcomes.

3. Reporting Relationships

The Inclusions Support Coordinator works collaboratively with the Primary, Secondary and Wellbeing Coordinators and under the strategic leadership of the Assistant Principal of Teaching and Learning.

3.1. Other key (non-reporting) relationships:

- Executive
- Senior Staff
- Teaching Staff
- Parents

3.2. Line Manager to:

- Teaching Assistants

4. Responsibilities

4.1. Demonstrated commitment to:

- A faithful walk with the Lord Jesus Christ and membership of an evangelical Christian church.
- The school's vision, core values and strategic priorities.
- A growing understanding of the place of education, teaching and learning within a Biblical view of the world.

4.2. Accountable for:

The Inclusion Support Coordinator will be accountable for all matters relating to the Inclusion Support Program, including, but not limited to:

- NCCD data collection and reporting
- Management and allocation of teaching assistants according to student need
- Developing partnerships with parents/carers, staff and students
- Maintenance and review of records and documentation related to ILPs and adjustments made for individual students.
- Being up to date with current educational research in inclusive education.
- Support to classroom teachers in teaching and assessment of students with additional learning needs.

4.3. Specific Responsibilities

- The role consists of several specific responsibilities that rest with the Finance Coordinator in reporting and managing finances on behalf of the APO.

5.3.1. Educational Leadership

- Ensure a distinctive Christian Worldview underpins all teaching programs, policies and relationships relevant to the Inclusion Support Program.
- Staff professional development in the area of inclusion support.
- Development, review of and reporting on Individualised Learning plans with parents, staff and external consultants.
- Promote an inclusive educational environment that provides additional support for individual students and their learning needs.
- In collaboration with the Assistant Principal - Teaching and Learning, utilise student data to identify students with diverse learning needs. Plan, implement, monitor and review evidence-based interventions.

5.3.2. Staff Leadership and Management

- Manage the allocation, timetabling and professional development of teaching assistants within the school.
- Collaborate with Primary and Secondary Coordinators, Teachers and Teachers' Assistants to provide education support for students with identified learning difficulties.
- Collaborate with classroom teachers to empower them in the planning and delivery of effective teaching and learning programs for identified students.
- Support the development and maintenance of the school's policies and procedures, particularly in relation to students with specific educational needs.
- Provide leadership and act as a mentor for all teachers and teachers' assistants within the Teaching and Learning Team.
- Administer diagnostic assessments (formal and informal) in identifying students with learning difficulties and measuring individual progress.

5.3.3. Partnership with Parents/Carers

- Actively foster partnerships in learning between parents and the School.
- Ensure regular and effective communication between teachers and parents regarding student learning and growth, both positive as well as areas that may require improvement.
- Maintain accurate records of ILP's, student achievement and progress and provide regular communication/reports to teachers and parents.
- Schedule meetings with parents/students to discuss ILPs and learning goals.
- Conduct meetings of parents, teachers, and support agencies for students with specific learning needs.

5.3.4. Wellbeing Leadership

- Liaise with Student Wellbeing Coordinator to support the delivery of wellbeing programs and practices consistent with the school's values, particularly as they pertain to students within your area of responsibility.
- Support and assist the Primary and Secondary Coordinators and Student Wellbeing Coordinator as required in matters pertaining to staff and student wellbeing.

5.3.5 Teaching Load

- A teaching load is part of this position and will be negotiated based on the successful applicant's area of expertise and school need.

5. Important Criteria Relating to the Position

- Regular attendance at a Christian Church and demonstrated faith and lifestyle commitment are expected.
- Possess strong knowledge of the inclusive education and differentiation strategies.
- Tertiary qualifications – At least a Bachelor of Education. A Master of Inclusive Education would be highly regarded.
- Other qualifications- Must be a qualified teacher, registered with TQI and holding a valid WWVP card.
- Demonstrate up-to-date knowledge of pedagogy, particularly as it relates to Inclusive Education.
- Possess highly developed decision making, analytical, strategic, problem solving, verbal and written skills. Have strong organisational and time management skills, with an ability to prioritise tasks, meet prescribed deadlines, and manage competing tasks concurrently.

- Possess outstanding interpersonal and communication skills, with demonstrated ability to build rapport and interact effectively at all levels of the organisation, internally and externally – underpinned by patience, active listening and compassion.
- Ability to work cooperatively and collaboratively with team members, other teams and other staff.

6. School Structure

