

POSITION DESCRIPTION

POSITION TITLE:	Inclusive Education Team Coordinator
SECTION:	Inclusive Education Team
REPORTS TO:	Director School Development Services
CLASSIFICATION:	Professional Officer – Level 5
AWARD:	Professional Officers Certified Agreement
LOCATION:	Townsville Catholic Education Office

OUR ORGANISATION

Townsville Catholic Education (TCE) supports 29 schools within the Diocese, located throughout a diverse region including urban and rural environments extending to Mount Isa to the west, Proserpine to the south and north to Ingham. TCE provides a diverse range of education choices including primary, secondary and Prep-to-Year 12. Each setting provides a high educational standard in a caring and a stimulating environment. The Diocese has a growing Indigenous education program and some of our schools offer both boarding and day-student facilities.

TCE employs in excess of 2,500 teaching, professional and ancillary/support employees to fulfil our mission of providing quality educational services through our Catholic school communities. A Catholic education involves much more than simply teaching the educational basics. It encourages students to embrace Catholic values and faith while providing them with an excellent education and diverse life experiences that will prepare them to be a contributing member of the community in their adult lives.

The proud reputation Catholic schools enjoy within the Diocese today is based on the strong tradition built by religious orders who found Catholic Education in the Townsville Diocese in 1872.

Please visit our website for additional information <https://www.tsv.catholic.edu.au/>

OUR SYSTEM VISION

“The promotion of the human person is the goal of the Catholic school”

THE CATHOLIC SCHOOL ON THE THRESHOLD OF THE THIRD MILLENNIUM, 1998

OUR VALUES		JESUS TEACHES US:	
COMMUNITY (John 15)	The greatest commandment Jesus teaches us is to Love God, Love others.	LOVE (John 4:7-26)	Love is the core value of the Gospels.
PROMOTING LIFE IN ABUNDANCE (John 10:10)	God wants us to live life to the full.	RECONCILIATION (Luke 15:11-32)	Jesus' supreme act of love in dying on the cross reconciled humankind to God.
INCLUSION (Luke 19:1-10)	God invites all to live in God's love, including those that might be excluded by society.	HOPE (Luke 24:13-35)	We can all hope for the fullness of glory with God because God is faithful to His promises.
JUSTICE (Matthew 25:31-46)	Jesus lives the virtue of justice rendering to all of us a message of living for others even unto death.	LIBERATION (Luke 4:18-21)	God frees us from all evil if we trust in God and live our life in God.
		COMPASSION (Luke 10:30-37)	In Jesus' life of love we witness the compassion of God - his acts of mercy towards others.

ABOUT THE ROLE

The Inclusive Education Coordinator provides a professional leadership role partnering with members of the Inclusive Education Team, the Townsville Catholic Education Office (TCEO) Strategic Leadership Group, School Principals and Inclusive Practice Teachers to provide advice and support for inclusive education practices.

KEY ACCOUNTABILITIES

Contribute to and promote the development, alignment, attainment and review of the mission and strategic goals for TCE by:

- providing specialist advice and support in Inclusive Education to the Inclusive Education Team, TCEO Strategic Leadership Group, Principals and other leaders, Inclusive practice teachers for improved learning outcomes for all students.
- coordinating and supervising the delivery of responsive services, programs and initiatives supporting Inclusive Education and teaching practices for students with diverse and complex learning needs.
- supervising and coordinating a multi-disciplinary team to directly, professionally support schools.
- informing and supporting the development, implementation and evaluation of TCE strategic directions, policies, practices and resources that enhance leadership and teaching in the area of Inclusive Education.

Implements policy and strategic directions, with a focus on inclusive education, and in accordance with government and diocesan requirements and evidence informed contemporary research

- Researching and interpreting international, national, state and local inclusive education initiatives and insights
- Provide specialist advice to support schools to implement TCE policies, procedures and guidelines specifically in the area of inclusive education as they relate to the enacted and planned curriculum
- Provide specialist advice, guidance, coordination and support to schools on effective practices in Inclusive Education, including utilisation of school support plans, student learning data, personalised learning plans and student educational adjustment processes to assess student learning.

Identifies key strategic themes and trends emerging from available data to inform policy, strategic directions, resourcing and specialist professional support needs within the Inclusive Education area

- Supporting schools to identify, extract and analyse relevant student data, including student learning data on the Compass Student Management System
- Identifying areas for student and teacher development
- Implementing strategic initiatives to meet growth and development goals associated with improving student learning
- Identifying resourcing needs related to growth and development areas

Provides professional advice, support, representation and reporting, in the area of inclusive education

- Providing briefings and professional learning opportunities for TCE schools in inclusive education
- Provide briefings to principals and other school leaders on inclusive education related initiatives as requested by the Director Learning and Teaching
- Build and maintain professional connections with personnel in other dioceses and sectors
- Participating in working parties and committees such as:
- QCEC Inclusive Education Network
- EAP Verification
- Inclusive Education Advisory Committee

- Advising Inclusive Education Service team members and supporting their decision making in the school's implementation of TCE policies and procedures regarding areas such as Behaviour Support, Student Well-being, EAP, IEP and Supported Enrolment.

Supports the development, production and review of resources and processes to meet the needs of schools and clusters

- Proposing, developing and evaluating resources and processes through evidence and research informed decisions
- Identifying human and material resources needed to effectively advance inclusive education initiatives through planning and budget processes
- Overseeing the development of appropriate professional and material support for the implementation of inclusive education practices within the Australian Curriculum.

Provide leadership to employees in the Inclusive Education Team as delegated by the Director Learning and Teaching and according to the TCE Leadership Framework

- Working with the Director and other senior employees of the Learning and Teaching Directorate to build a collaborative culture
- Consulting with Principals and their Inclusive Education team members with a view to improving the quality of the Speech Language Pathologist, other Allied Health professionals and Advisory Visiting Specialist programs in schools
- Working to ensure the Inclusive Education Team is productive and creates a harmonious work environment within the directorate.

Manages the NCCD allocation and Education Adjustment Program Procedures

- Liaising with the Director Learning and Teaching and TCE Finance Department to draft and monitor the Student with Disability budget
- Co-ordinate the TCE verification processes/ NCCD processes and complete consequential tasks for the Education Adjustment Program.

Manages the Inclusive Education budget

- Liaising with the Director Learning and Teaching and TCE Finance Department to draft and monitor the Inclusive Education budget.

Pursues growth in Professional Competence

- Maintaining regular personal professional supervision
- Attending selected relevant conferences and seminars
- Staying up to date with current research and professional reading
- Completing term and annual goal setting and reporting processes.

STATEMENT OF RESPONSIBILITY

The carriage of the role will always presume the role-holder's responsibility to act cognisant of, and in harmony with, the Mission and Purpose of Catholic Education and Catholic Education policies.

The employee will be expected to abide by the *Statement of Principles for Employment in Catholic schools*, the *Staff Code of Conduct* and other Diocesan guidelines.

Employees will maintain appropriate confidentiality, sensitivity and empathy in the execution and management of all matters.

Employees will demonstrate a willingness and acceptance to initiate and participate in relevant training and professional development opportunities.

Each employee is responsible for ensuring his/her health, safety and wellbeing and is expected to not willingly place at risk the health and safety of one's self or others.

Employees will:

- Adhere to Work Health and Safety instructions
- Promote a commitment to safe work practices
- Be familiar with workplace incident, hazard and accident reporting and emergency procedures
- Take reasonable action to avoid, eliminate or minimise risk and hazards
- Utilise personal protective equipment
- Participate in the development of a safe and healthy workplace
- Seek information and advice as necessary and comply with instructions.

ABOUT YOU

Experience

- To lead and supervise a multi-disciplinary team who provide support to students and their teachers
- To demonstrate highly developed interpersonal communication and human relations skills in dealing with a range of professionals including professionals from other agencies and organisations
- To develop and provide professional development around inclusive practices, including developing a wholistic approach, which supports inclusivity for students with diverse learning needs
- To complete recruitment processes for the Inclusive Education Service team
- To ensure that work plans and agreed goals are met in a timely fashion
- To work with limited supervision
- To oversee the Education Adjustment Program (EAP) verification procedures for students as part of the system of schools Inclusion practices and the Nationally Consistent Collection of Data on School Students with Disability (NCCD) requirements of government including training, moderation, collation and utilisation of the data sets.
- Demonstrated experience in working in senior inclusive education role within a school and/or office environment, providing specialist advice and support in schools on the implementation of inclusive education practices.

Knowledge

- Thorough knowledge and deep understanding of the Australian curriculum, QCAA Year 11-12 syllabuses and the Queensland Certificate of Education requirements, and professional practices, relevant legislation (Disability Discrimination Act, 1992, Disability Standards for Education, 2005), and current research in Inclusive Education.
- Capacity to provide leadership, specialist advice and support in Inclusive Education within and across schools.
- Capability to develop, implement and review Inclusive Education policy, practices, resource allocations and strategic directions to support diverse student learning needs.
- Ability to effectively coordinate, supervise and develop a multi-disciplinary Inclusive Education Services team.

- A depth of experience in analysis and the ability to interpret and translate educational data for a range of stakeholders.
- Ability to form productive partnerships and constructive relationships with senior leaders, school leadership role holders and teachers to facilitate Inclusive Education practices in schools.
- High level written and oral communication skills with the ability to maintain accurate and comprehensive written records.

Skills

- Facilitate professional supervision for Inclusive Education team
- Develop, offer, conduct and evaluate programs
- Establish links with community-based support structures and other professionals working in a similar capacity
- Facilitate professional development opportunities for Inclusive Education team and school-based personnel working in their areas
- Consultation skills to work with employees in developing support structures for students
- Represent student wellbeing needs at a system level
- Identify personal strengths and professional development/training needs for team and self.

Mandatory Criteria/Professional Registration/Other

- Current Working with Children Suitability Card or eligibility to obtain same *
- Post-graduate qualifications in Inclusive Education or a relevant field special education and/or Inclusive Education, and
- registration with the Queensland College of Teachers, and demonstrated experience as an educational leader and/or post graduate qualifications in Educational Leadership, and
- Current Driver's Licence, and
- Ability to travel from time to time within the Catholic Diocese of Townsville, and
- Ability to perform the physical requirements of the role in a safe manner.

* The successful candidate will require a paid Blue Card before commencement as per the No Card, No Start policy developed by Queensland Government.

Some employees may be subject to pre-employment medical assessments during the selection process. Depending on the nature of the position, it may be necessary for successful applicants to be immunised against certain preventable diseases in order to minimise the risk of transmission.

HOW YOU WILL BE ASSESSED

How we do things is as important as what we do, therefore you will be assessed on your ability to use your experience, knowledge, skills and competencies confidentially with good judgement and wisdom. You will be assessed on your ability to demonstrate the following four capabilities: Personal, Professional, Relational and Organisational within context to the key accountabilities identified above. You will be expected to integrate knowledge, skills and attitudes within the TCE Leadership Domains of: Catholic Identity, Education, Stewardship and Community in line with the Strategic Direction, Vision and Values.

Identity and Ethos



Strategic Organisational Leadership Success

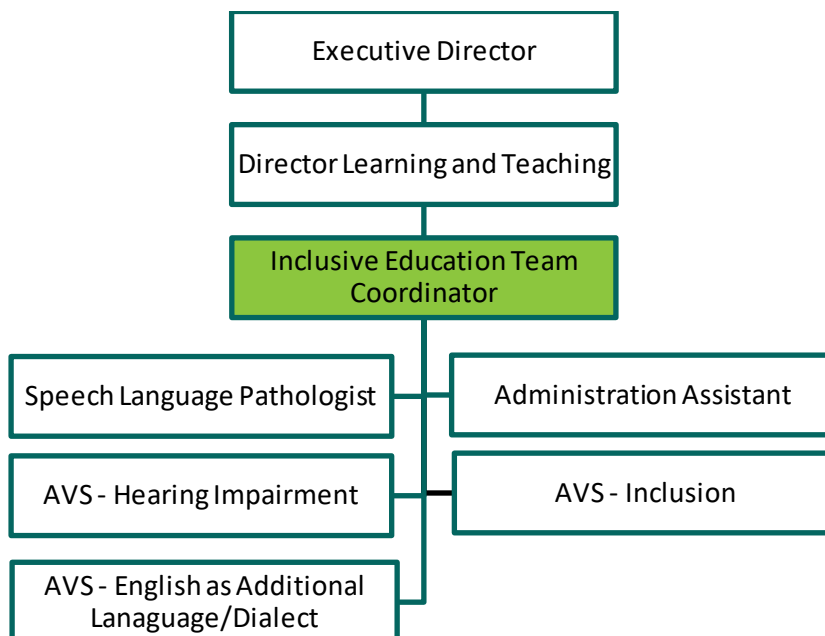
Catholic Identity	Education	Stewardship	Community
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Capabilities	
Personal	Professional – Knowledge and Understanding
Engages in self-reflection	Is contextually aware and responsive
Gives witness to personal faith and commitment	Integrates a Catholic stance in area of responsibility
Demonstrates intellectual acuity	Shapes and implements change processes
Displays a sense of self-efficacy and personal identity	Demonstrates appropriate styles of decision making
Uses intuition as well as logic and reason	Inspires a collegial purpose and vision
Projects confidence, optimism and resilience	Develops efficient and robust structures and systems
Exemplifies honesty and integrity	Focuses on core outcomes and accountabilities
Demonstrates ethically responsible behaviours	Engages in workplace learning and relevant professional development
Is morally courageous	Operates with a sound educational focus
Demonstrates a commitment to personal spiritual growth	Operates with a spirit of service and professionalism
Displays imagination and vision	Develops moral purpose
Integrates work and personal life	Demonstrates capacity to provide professional support
Engages with the Catholic culture	
Is culturally sensitive	
Social and Interpersonal	Organisational
Is relationally adept	Gives priority to the Church's mission in education
Is emotionally mature	Engages in strategic and future thinking, aware of the big picture
Is guided by the spirit and teachings of the Gospel	Develops organisational capacity to respond to contemporary and future needs
Communicates with influence	Avoids imposing old paradigms on new realities
Is authentically present	Fosters a growth promoting workplace
Displays a trusting disposition	Exercises principled and ethical stewardship
Cultivates collaborative and productive working environments	Contributes to organisational sustainability
Engages in positive politics	Builds a sharing organisational culture that focuses energies and talents
Nurtures leadership capability in others	Operates in fidelity to Catholic social teaching and environmental responsibilities

REPORTING & OTHER RELATIONSHIPS

The Inclusive Education Team Coordinator is accountable to the Director Learning and Teaching. The Inclusive Education Team Coordinator consults and liaises with other TCEO personnel, Principals in schools, and other Diocesan staff/committees, where appropriate.



ACKNOWLEDGEMENT

I have read, understood and acknowledge the scope and responsibility of the position outlined in this position description.

Employee Name: _____

Signature: _____ **Date:** _____