

POSITION DESCRIPTION

POSITION TITLE:	Advisory Visiting Specialist - Inclusion
SECTION:	School Development Services
REPORTS TO:	Inclusive Education Coordinator
CLASSIFICATION:	Professional Officer
AWARD:	Townsville Catholic Education Office Enterprise Agreement 2019 - 2023
LOCATION:	Townsville

OUR ORGANISATION

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

TCE employ 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.

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 4:7-10)	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 24:33-35)	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 4:16-21)	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 major responsibility of the Advisory Visiting Specialist – Inclusion role is to provide a specialised, advisory support to schools and school leadership regarding inclusive education priorities and practice in the Diocese of Townsville.

The Advisory Visiting Specialist – Inclusion works collaboratively with Townsville Catholic Education Office (TCE) personnel, school leadership, teachers, other student support services team members and parents/carers to ensure students with disability in primary and secondary schools across the Diocese are supported to engage purposefully in learning. The role holder will work to develop the capability within schools to cater for all learners within the school population.

The Advisory Visiting Specialist – Inclusion role supports a circuit of up to 10 schools in the delivery of system-related initiatives and inclusive education priorities and practice, with consideration to each school's unique context. A key focus for this role is coaching and support to build capacity at a school level to create inclusive learning environments with the intention of improving student learning outcomes.

The Advisory Visiting Specialist – Inclusion is a part of the Inclusive Education Team that services all Catholic schools in the Diocese and the position holder will be required to undertake travel within the Diocese.

Key Accountabilities

- Provide advice and guidance to schools within the Diocese about the provision of inclusive education supports for all students
- Assist with implementation of TCE policies and initiatives
- Collaborate with school staff to ensure students with disability have access to a relevant and rigorous curriculum
- Build staff capability through coaching, observation and feedback to identify and implement educational adjustments
- Provide consultation and professional learning to improve knowledge of best practice pedagogical strategies which contribute to positive learning environments
- Establish and maintain effective collaborative relationships with relevant stakeholders
- Provide support and guidance around planning and decision making for students with disabilities
- Model effective pedagogical strategies in classrooms, if required
- Support relationships and networks within the school and wider community to support students with disabilities
- Contribute to various educational team meetings to help guide inclusive practices aligned to student needs
- Advise relevant school staff of specific equipment, devices or assistive technology available for students
- Contribute to the processes for, and support activities relating to, the Education Adjustment Program and the Nationally Consistent Collection of Data for Students with Disability (NCCD), including moderation and reflection.
- Contribute to the decision-making process within schools regarding Adjusted Curriculum Plans
- Attend relevant professional development activities to ensure growth of professional competence.

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

- Demonstrated ability to work collaboratively as a member of a multi-disciplinary team
- Demonstrated understanding of, and experience in supporting school staff to implement, contemporary methodologies in the provision of inclusive educational practices
- Demonstrated understanding of and ability in instructional coaching in a school environment
- Experience in designing and facilitating professional development programs in the area of inclusive education.

Knowledge

- Knowledge and up-to-date skills in relation to responsibilities specific to the role
- Proven ability to provide recommendations and advice to support schools to implement inclusive education strategies
- Demonstrated knowledge of inclusive education policies, initiatives and current research
- Knowledge of and the ability to provide specialist curriculum advice regarding adjustments and alignment.

Skills

- Ability to communicate with a diverse range of staff across primary and secondary school settings
- Ability to develop and sustain productive working relationships across directorates and schools
- Ability to collaborate across directorates.

Mandatory Criteria/Professional Registration/Other

- Current *Working with Children Suitability Card* or eligibility to obtain same. The successful candidate will require a paid Blue Card before commencement as per the No Card, No Start policy developed by Queensland Government
- Post-graduate studies in Inclusive Education or be working towards post-graduate qualifications relevant to the role
- A minimum of 2 years teaching experience, or relevant professional experience in the education sector
- Registration with the Queensland College of Teachers, AHPRA or SPA
- Current and valid Driver's Licence
- Ability to travel from time to time within and beyond the Catholic Diocese of Townsville

- Ability to perform the physical requirements of the role in a safe manner.

Desirable Criteria

- Significant experience in working with students with diverse and complex learning needs
- Experience working with inclusive educational practices

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, Rational and Organisational within context to the key accountabilities identified above.

Identity and Ethos

Strategic Organisational Leadership Success

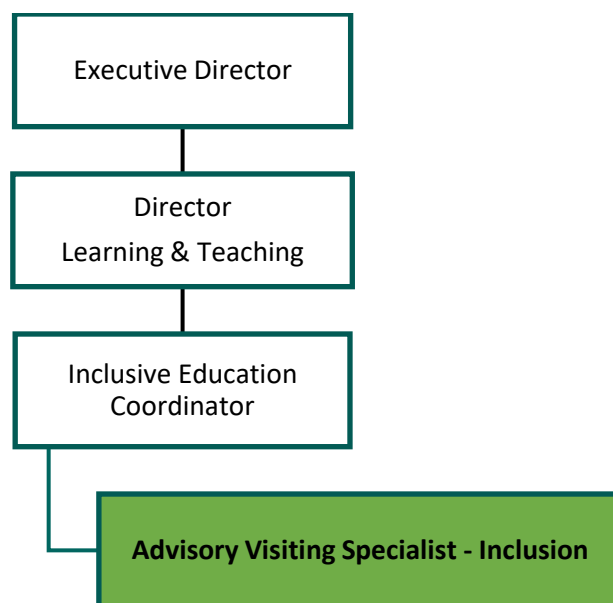
Catholic Identity	Education	Stewardship	Community
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Capabilities	
Personal	Professional – Knowledge and Understanding
Engages in self-reflection	Is contextually aware and responsive
Gives witness to personal faith and commitment	Integrates a Catholic 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 role holder is accountable in the first instance to the Inclusive Education Coordinator and then to the Principal. The role holder consults and liaises with other TCEO personnel, Principals in schools, and other Diocesan staff/committees, where appropriate. Other relationships of significance exist with TCEO staff including: Guidance Counsellors, Speech Pathologists, Learning Enrichment Teachers, Advisory Visiting Specialists and Principals as well as the broader network of staff who work in Catholic Schools on an individual basis.



ACKNOWLEDGEMENT

I have read, understand and acknowledged the scope responsibility of the position outlined in this Position Description.

Employee Name: _____

Signature: _____ **Date:** _____