



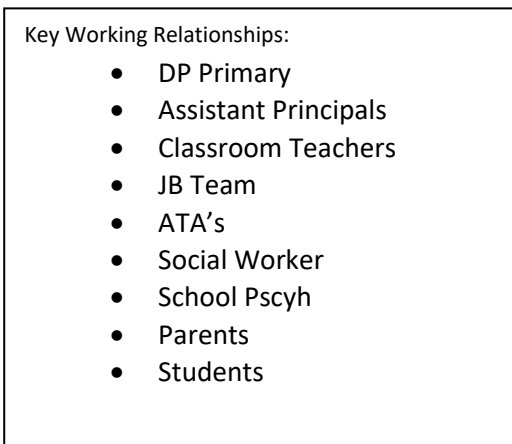
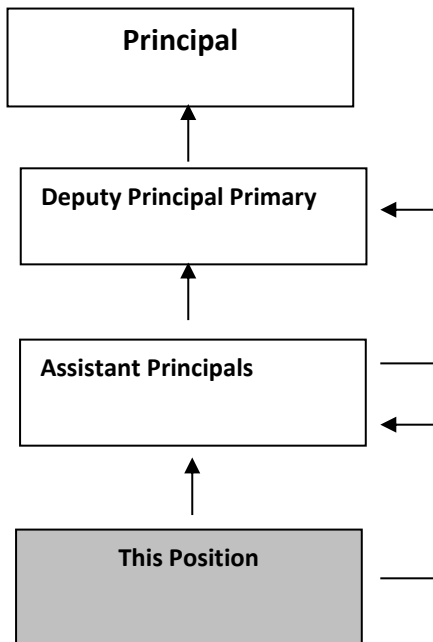
## ROLE DESCRIPTION

### POSITION IDENTIFICATION

|            |  |
|------------|--|
| SECTION :  | TEACHING                                 |
| POSITION : | INCLUSIVE EDUCATION COORDINATOR- PRIMARY |

### 1. POSITION RELATIONSHIPS

Responsible to:



### 2. PURPOSE OF THE POSITION:

The Inclusive Education Coordinator works collaboratively with the classroom teacher and the Primary Leadership team to support assessment for learning of students with additional educational needs and identify specific learning and support needs of students, provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction,

including delivery of adjusted learning programs, assessment and monitoring of progress) in the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.

The Inclusive Education Coordinator assists in implementing the College philosophy and modeling and supporting the goals of the College Mission and Strategic Plan. It is an expectation that this position will support the vision and goals of the College as a learning community and to participate in ongoing professional development and learning.

### **3. CORE RESPONSIBILITIES:**

- Collaborate with class teachers, specialist teachers, parents and outside agencies to develop and make amendments to Individualised Education Plans (IEP's) for students diagnosed with a disability OR those working two years below expected level OR those requiring extensive behaviour support.
- Ensure the appropriate delivery of services indicated on the IEP.
- Deliver targeted and individualised learning intervention programs to individual students and small groupings.
- Administer relevant evidence-based intervention programs.
- Engage with outside agencies to arrange in-school support for students.
- Support education assistants to deliver learning programs on an individual basis as well as to support students in inclusive settings.
- Collaborate with relevant staff to create behaviour plans, social stories, visual timetables to support learning engagement.
- Share profile sheets outlining student needs and ways to best support students to relevant staff.
- Collaborate with staff to support inclusion and to foster inclusive practices throughout the school community.
- Support transition of students with additional needs into new school year or to new area of the school.
- Effective communication with parents ensuring understanding of IEP processes, access to agencies and support contact with NDIS.
- Manage a caseload of students who require educational and/or behavioural support including those both in an inclusive/Jarrarr Buru setting.

- Arrange and lead IEP meetings twice a year with parents/caregivers, teachers and relevant agencies and support staff.
- Support handover of relevant information regarding students with additional needs at the beginning of the school year.
- Work with DP- Primary to allocate relevant education support time for inclusion in mainstream and communicate this with teaching and administration staff.
- Arrange duty rosters to ensure adequate supervision of students with additional needs during play and eating times.
- Create and manage staff timetables for students included in Jarrarr Buru classroom.
- Attend meetings with outside agencies to better support students with additional needs.
- Maintain student files and share relevant communication from outside agencies. Update student plans and document behaviour to SEQTA.
- Maintaining confidentiality and respecting the dignity of the child and families.
- Carry out relevant assessment and reporting procedures including mapping students using the ABLEWA tool.
- Allocating relevant support for students who require it for extra curricula activities such as carnivals, feast days, assemblies and masses.
- Work in collaboration to pastorally support JB team, parents and students.

#### **4. POSITION EXPERIENCE AND SKILLS REQUIREMENT PROFILE:**

- Have highly developed organisational and interpersonal skills including ability to resolve conflict and to lead and build a team
- Possess ability to be a proactive and collaborative member of a team
- Be prepared to participate in Co-curricular activities
- Model and maintain the Catholic ethos and traditions of the College
- A warm, welcoming and friendly disposition
- Maintain a high standard of confidentiality
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Prepare narrative and statistical reports.
- Meet schedules and timelines.
- Work independently with minimal direction.
- Communicate effectively, both orally and in writing, particularly in writing curriculum.

- Use computer applications for administration and demonstrate a willingness to embrace the new technologies of Leading Lights.