



## Key Responsibilities

### Development and Maintenance of the Salesian ethos of the College

The Inclusive Education Coordinator is responsible for:

- Applying the Salesian tradition of the College to develop effective approaches to pastoral care and inclusivity.
- Development and maintenance of the Salesian ethos of the College.
- Supporting the Religious Education and Liturgical program in the College.
- Applying the Salesian ethos in relationships with staff, students and parents/guardians.
- Providing effective Catholic leadership that reflects the values of the College.
- Applying the Salesian ethos in relationships with all members of the Xavier College community.

### Inclusive Education

- Provide strategic leadership in inclusive education by working collaboratively with leadership leading PBIS implementation to drive continuous improvement in positive behaviour, engagement, and inclusive classroom practice.
- Lead the development, implementation and evaluation of the Inclusive Education Program, ensuring inclusive practices support student wellbeing, engagement and learning outcomes and meet College and Catholic Education South Australia (CESA) requirements.
- Provide leadership and line management of Education Support Officer – Curriculum (ESO) staff, ensuring effective communication, targeted professional learning and strategic allocation of in-class support aligns with Inclusive Education priorities and improves student engagement and learning outcomes.
- Be the first point of contact for internal and external Inclusive Education enquiries, ensuring high-quality communication and collaboration with campus leaders, families, CESA Diversity, Equity and Inclusion team, allied health professionals and external agencies to deliver effective student support.
- Work in collaboration with the Aboriginal and Torres Strait Islander Coordinator, Defense School Mentor and College Counsellor to align inclusive education practices with wellbeing, cultural and pastoral frameworks, ensuring consistency with College and CESA expectations.
- Oversee and coordinate external supports and Allied Health involvement, ensuring compliance with College procedures and clearance requirements.
- Lead the identification and referral processes for students with additional needs, ensuring timely assessment, accurate documentation, and submission of evidence to support funding and specialist support applications.
- Manage and oversee the collection and moderation of Nationally Consistent Collection of Data (NCCD) in line with CESA and legislative requirements, ensuring complete and accurate documentation of all students requiring adjustments to classroom teaching and learning.
- Use NCCD data to set and monitor measurable targets for inclusive practice and provide informed input into improvements in resourcing and support that enhances student participation and learning outcomes.
- Develop and maintain effective relationships with families, supporting them with National Disability Insurance Scheme (NDIS) processes and access to external agencies and services.
- Work directly with teaching staff to identify and address individual student support needs, providing evidence based recommendations, guidance on differentiated strategies, behaviour support and reasonable adjustments to learning to enhance teacher effectiveness and classroom engagement.
- Provide in-class support, professional development resources, modelling and coaching to improve teacher practice and student participation, engagement and achievement, as required.
- Lead the planning, development, implementation and review of Personalised Plans for Learning (PPLs) for students with identified needs, supporting teachers to implement appropriate special provision adjustments, including NAPLAN. Ensure compliance with CESA, legislative and policy requirements, including oversight of Personalised Plans for Learning (PPLs).
- Oversee the implementation of reporting modifications for students receiving reasonable adjustments, ensuring progress and achievement is accurately documented and communicated, reflecting individual learning goals and adherence to CESA and College reporting guidelines.

- Provide expert leadership in inclusive enrolment, transition and case management, ensuring continuity of support for students with identified diagnoses and disabilities.
- Undertake enrolment interviews for students with disabilities and/or identified needs, as appropriate.
- Oversee transition programs for identified students, working collaboratively with Inclusive Education Coordinator and College leadership to ensure consistent practice and seamless transitions as students move through stages of the education system.
- Contribute towards the development and review of policies and procedures within area of responsibility, ensuring consistency and continuous improvement.
- Develop and maintain strong working relationships with the CESA Diversity, Equity and Inclusion team, attending professional development.
- Actively participate in required school events, activities, meetings and training requirements.
- Other duties deemed relevant by the Principal (or delegate).

The Inclusive Education Coordinator must have the ability to:

- Relate successfully to staff in a manner that is responsive to their particular needs.
- Communicate clearly and effectively with students, staff, parents/guardians and members of the wider Community.
- Work effectively in a busy, dynamic and changing working environment.

The Inclusive Education Coordinator must have skills in:

- The effective organisation of curriculum initiatives.
- Conflict resolution and problem-solving.

The Inclusive Education Coordinator must have knowledge of:

- Relevant issues affecting children.
- Suitable support services and social agencies for children in need.
- Social justice principles and practices.
- Legal obligations and confidentiality requirements.

### **Person Specification**

- Demonstrated commitment to curriculum development and evidence-based teaching and learning practices, with a clear focus on improving student engagement and achievement.
- Sound knowledge of inclusive education principles, relevant disability legislation, NCCD requirements, and evidence-based strategies that support student wellbeing, engagement and learning outcomes.
- Excellent interpersonal skills, with the ability to build positive, credible, respectful and trusting relationships.
- Excellent written and verbal communication skills, including high-quality report writing, documentation, editing, proof-reading and presentation skills.
- Demonstrated ability to communicate effectively with a broad range of internal and external stakeholders, providing guidance, support and feedback in a positive, professional and respectful manner.
- Exceptional organisational, planning and coordination skills, with the ability to anticipate future needs, manage competing priorities and ensure continuity, quality and sustainability of services in line with College and CESA policies and procedures.
- Proven ability to analyse, interpret and use data to monitor impact, set improvement targets and inform evidence-based decision-making that enhances student engagement and learning outcomes.
- Strong conflict resolution and team-building skills, with the capacity to work collaboratively and productively across multidisciplinary teams and external agencies.
- Demonstrated high-level capacity to initiate, plan, implement, monitor, evaluate and report on programs and practices, driving continuous improvement in inclusive education.
- Proven experience in planning, implementing and evaluating differentiated and inclusive educational programs to meet the diverse needs of learners.

- Well-developed ICT skills, including Microsoft Office, SEQTA and the ability to efficiently navigate and manage educational databases and systems.

#### Role Requirements

- An ability to support the Salesian/Catholic ethos of the College.
- Bachelor of Education/Special Education (Inclusive and Special Education).
- Act in accordance with the CESA Code of Conduct and the Charter for Staff in Catholic Schools in South Australia.
- Current Teachers Registration in South Australia and Teacher Accreditation in Catholic Education SA.
- Hold a current acceptable Working with Children Check (WWCC) clearance & screening to work in Catholic Education South Australia.
- Current Responding to Risks of Harm, Abuse & Neglect – Education and Care certificate
- First Aid certificate (HLTAID012)
- Youth Mental Health First Aid
- Disability Standards for Education Training
- As a worker, comply with the SA Work Health & Safety Act 2012 and, while at work, take reasonable care for their 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, with any reasonable instruction given by the employer.
  - Co-operate 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.

Being vaccinated against COVID-19 is not mandatory for CESA staff. It is highly recommended for all CESA staff to maintain vaccination status as recommended by the policy.

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.