GEELONG LUTHERAN COLLEGE

Position Description
Inclusive Education Leader (Secondary)

Position Title	Inclusive Education Leader (Secondary)
Reports To	Head of Secondary
College Objective	At Geelong Lutheran College it is expected that each staff member will support the Christian ethos of the schools. A good example for Christian living is to be given to children and parents by words and actions. The Christian Education environment we offer depends largely on the maturity and professionalism of all staff. Therefore, it is expected that all staff members co-operate fully with the Principal, other staff and the College Board in adhering to the policies, teachings and fostering the ethos, culture and traditions of Geelong Lutheran College. Staff are expected to support the Christian ethos of Geelong Lutheran College and to demonstrate courtesy, co-operation and teamwork with fellow members of staff.
Position Overview	The Inclusive Education Leader (Secondary) will lead staff in providing optimum student learning and outcomes in the context of a professional learning community, support students with special needs and aims to increase the participation of student in educational programs and the social life of the College community and develop strategic direction of the learning and teaching of Student Support. The Inclusive Education Leader (Secondary) objectives are to establish criteria, identify and assess students. The successful candidate is responsible for general screening and assessment of students referred for inclusive education services. The Inclusive Education Leader (Secondary) is appointed by the Principal. This leadership position has been constructed on an initial one-year cycle with an appraisal at the end of the first year. Remuneration is specified in the Enterprise Agreement (EA).
Duties and Responsibilities	**Christian Leadership:** • Supporting and upholding the Christian ethos of Geelong Lutheran College • Modelling best practice in Christian education • Promoting the values of GLC (Wisdom, Honour and Purpose) • Carrying out all duties in a spirit of Christian compassion **Statement of Key Outcomes:** • Be informed and proactive about current curriculum approaches and Inclusive Education initiatives in a 7 - 12 context. Be conversant with the Australian Curriculum along with a range of differentiation practices and procedures. Understand the School's legal responsibilities in relation to the Disability Discrimination Act (DDA). • Oversee Learning Coaches timetables and ensuring maximum support is delivered to student needs • Coaching and appraisal of Learning Coaches • Be proactive and collaborate with parents (refers to parents, guardians and caregivers), teachers and paraprofessionals to create the best and most supportive learning environment for all students.

- Work collaboratively with colleagues to plan and implement Independent Learning Plans (ILPs) and Student Support Plans (SSP) across the school in conjunction with the class teachers
- Chair all ILP meetings with relevant stakeholders
- Maintain and ensure updated ILP and SSP documentation is signed off and uploaded to student management program (SIMON) and communicates to relevant staff in a timely manner
- Gather and submit data for reporting requirements for NCCD (Nationally Consistent Collection of Data)
- Seek support services, funding (including grants) and structures within the Lutheran, Independent and Government sectors as they relate to teaching and learning
- Engage in and provide regular professional learning opportunities consistent with the goals of the College
- Provide leadership and professional learning in differentiated pedagogy, curriculum and assessment to ensure all learners progress academically
- In conjunction with the Educational Operations Coordinator, coordinate and manage NAPLAN and any other standardised testing as part of whole school approach
- Developing and organising effective and appropriate in-service for staff to support learners of all abilities
- Perform other duties related to your field of expertise as required by the Assistant Head of Secondary – Teaching and Learning and Head of Secondary

Necessary Characteristics:

- Understand and support the ethos of a Lutheran co-educational school
- Excellence in positive communication and literacy skills
- Self-motivation, flexibility and time management skills
- Ability to work as an effective member of a team committed to excellence in Christian Education and maintain the principles promulgated by the College

Maintain a high quality of professionalism, flexibility and personal values by:

- Possessing the ability to promote positive staff morale and a team ethic
- Displaying high levels of initiative, responsibility and accountability
- Displaying an ability to adapt to a changing environment

Curriculum:

- To design and develop explicit intervention programs for low growth students
- To design, develop, implement and review related policy documents and strategic plans
- To support teachers in the design, development, implementation and review the ILPs, SSPs and undertaking observations for ‘Cause for Concerns’ throughout the College
- To support teachers in the design, development and implementation of relevant assessment (including standardised testing such as NAPLAN and PAT)

- Manage the Learning Support budget in consultation with the Assistant Head of Secondary – Teaching and Learning, the Finance Manager and Business Manager
- To design, develop and oversee gifted/talented program in collaboration with Assistant Head of Secondary – Teaching and Learning
- To collect and disseminate all information relating to Inclusive Education throughout the College
- To enhance the overall approach to differentiation within the classroom environment
- Perform regular classroom observations, provide in-class support, and conduct learning walks to monitor inclusive practices

Specific Responsibilities:

- Strategically develop and lead Inclusive Education initiatives that will enhance student learning (e.g. differentiation practices and options)
- Oversee and evaluate progress of students with ILP's
- Ensure ongoing communication and involvement of students, parents, teaching staff (including specialists, Executive Principal and Independent Schools Victoria) in the support processes of students with additional and/or specific learning needs
- Be at the forefront in pedagogical theory and practice in Inclusive Education and intervention programs
- Other duties as directed by Principal or Head of Secondary as required

Building Relationships:

This position will involve close working relationships with the Parent Community and the College Community. It is essential to be able to communicate effectively both verbally and in writing and to maintain a professional approach at all times, with strict adherence to confidentiality.

It is essential that the incumbent seeks to:

- Develop and maintain supportive and caring relationships with students
- Develop and seek to maintain harmonious professional relationships with colleagues
- Establish and maintain relationships with parents based on courtesy, mutual trust, respect and open proactive communication

Pastoral Care and Child Safety:

- Provide students with a child-safe environment in which the inherent dignity of children and young people is respected and nurtured
- Be familiar and comply with the College's commitment to Child Safety, Child Safe Policy and any other policies or procedures relating to child safety
- Exercise pastoral care in a manner which reflects College values
- Implement strategies which promote a healthy and positive learning environment

Professional Learning:

- Models a commitment to lifelong learning
- Oversees the development of professional learning plans with a focus on teacher effectiveness and development of contemporary

	pedagogy with particular reference to Inclusive Education • Ensures that all teachers have access to sound knowledge of the emerging trends in educational theory, learning theory, curriculum design, learning technology and assessment for learning • Fosters and promotes professional dialogue and a collaborative approach amongst teachers **Professionalism:** • Participates in College planning and policy development in this area • Cooperates with colleagues to improve teaching and learning • Maintains effective relationships with staff • Actively supports colleagues in their work • Works positively with parents to encourage learning • Responds to own professional needs • Is punctual for all duties • Presents self appropriately, following the College's staff dress code • Completes administrative tasks as required • Fulfils all conditions of employment, including yard duty, supervision, extras, meeting, Parent/Teacher interviews • Attends and supports College activities such as Open Day, information nights, camps, as required. From time to time these may occur outside normal working hours
Selection Criteria	*These selection criteria will form the basis to assess applicants for short-listing and determine the successful candidate.* **PERSONAL QUALITIES** • Support for the Christian ethos of Geelong Lutheran College • Communicates effectively with fellow staff, students and families, and form positive relations in the workplace • Be team-orientated leaders • Have a strong understanding of the developmental needs of students • Displays leadership ability **QUALIFICATIONS AND EXPERIENCE** • Qualification in education of students with diverse educational needs • Excellent communication, time management and interpersonal skills • Current VIT Registration **SKILLS** • Highly developed organisational and planning skills • Highly developed analytical and problem-solving skills • Highly developed data base management skills • Attention to detail • Exhibits discretion, confidentiality, honesty and integrity • Has excellent inter-personal skills, teaching, management and self-management skills • Conduct intervention programs • Role Model differentiated teaching practices
Classification	**Salary**: Lutheran Education (Victorian Schools) Multi Enterprise Agreement 2023 **Tenure:** 1 Year (with the possibility of an extension) **Time Allowance**: 0.6 FTE (alongside a 0.4 teaching load) **Location (Base):** Geelong Lutheran College Armstrong Creek

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STATEMENT OF COMMITMENT TO CHILD SAFETY

Geelong Lutheran College is committed to being a Child Safe organisation. Geelong Lutheran College has a zero tolerance for child abuse and is committed to acting in children's best interests and in keeping them safe from harm. Geelong Lutheran College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.

Geelong Lutheran College is an Equal Opportunity Employer