



INCLUSIVE EDUCATION LEADER (POR 2)

Overview

The Inclusive Education Leader (IEL) is responsible for the effective planning for and provision of learning entitlements of students with disability and/or special educational needs at Thomas More College.

The IEL works across the college to support the implementation of adjustments to learning programs to support student engagement with content and deep and secure learning. As part of the Learning Diversity team, The IEL represents the breadth of inclusion at the College.

At the heart of the IEL's work is the responsibility for fostering and maintaining the educationally inclusive nature of the College community in alignment with the College Vision, Strategic Plan and mission. The IEL is guided in their work by the CESA Students with Disability Policy and Procedures.

1. Overarching Areas of Work

The Inclusive Education Leader will:

- Support the College's stated mission, purpose and goals as a Catholic school.
- Support TMC's values, mission and goals by leading the inclusive education efforts of TMC.
- Ensure student Personalised Plans for Learning (PPLs) are created and maintained by relevant leaders.
- Lead development and delivery of tier 2 and 3 intervention programs within a Multi-Tiered System of Support framework (MTSS) in response to student learning needs via data analysed by the MESH Leaders.
- Collaborate with the Wellbeing Innovation Leader to develop and lead implementation of a range of strategies and programs to support students with social-emotional needs.
- Liaise with College Leaders to ensure that relevant administrative activities are undertaken accurately.
- Work with the APLD to ensure that data required for the NCCD is recorded and processed annually.

These roles are in addition to the roles of a Teacher as defined in the TMC Teacher PID. The role will also emerge and encompass any other duties as designated by the Principal (within reason).

2. Specific Areas of Work

Inclusive Education Leadership

- Support the College's stated mission, purpose and goals as a Catholic school.
- Participate in enrolment interviews and triage new students with additional needs to the appropriate

leader e.g. MMC Leader for students with substantial and extensive diagnoses including Intellectual Disability, Wellbeing Leaders for students in care and those who experience social-emotional difficulties, Gifted and Talented Education Leader for students identified as gifted/ or talented, APRIM (Aboriginal and Torres Strait Islander students and students with Refugee status), EALD Leader (new arrivals, Humanitarian visa holders).

- Line manage Classroom Educational Support Officers (ESOs), including regular reflections on practice, responding to needs and the development of professional learning opportunities (via team meetings).
- Develop an agenda and chair regular meetings with Educational Support Officers (ESOs) to reflect on practice, respond to classroom needs, and develop professional learning opportunities.
- Work with the leaders of MESH to plan for and implement a range of Tier 2 interventions to support deep and secure learning in Literacy and Numeracy.
- Using input from the EALDL and MMCL, manage the timetable of classroom Support Officers, ensuring this is accessible by all staff.
- Provide instruction and training for ESOs and Teachers in general classrooms in approaches and strategies for working in mixed-ability classrooms (e.g. how to use a Roger hearing device).

Students with Specific Educational Needs

- Create initial PPL for students with learning, sensory, and physical disabilities on commencement at the College.
- Delegate creation of PPLs for students in other categories to appropriate College leaders (EALD leader, MMC Leader, Impact Leader, Gifted and Talented Educational Leader, APRIM, Wellbeing Leaders).
- Provide training for all staff who work in classrooms on the PPL creation and maintenance process.
- Lead professional development sessions for all staff in the recording of evidence for NCCD.
- Collaborate with the Wellbeing Innovation Leader to develop social-emotional programs to support students in the middle years to refine social and organisational skills.

Intervention

- Use data analysed by the MESH leadership team to identify students with significant gaps in their literacy and numeracy proficiency, develop and deliver a suite of Tier 2 and 3 Literacy and Numeracy intervention activities.
- Lead key teachers in the delivery of Tier 2 interventions, including but not limited to, pull-out and push-in support provided by teachers who hold deep content knowledge and understanding.
- Monitor the academic growth of students targeted through Tier 2 intervention and communicate this to key stakeholders (student, teachers, families).
- Communicate intervention strategies and opportunities to participate in intervention programs involving students being withdrawn from classes to families/ guardians.

Liaison

- Work with the APLD to complete relevant census data/ or accountability statements, Capital Grant applications; Support the APLD in the development of a school NCCD team to review and moderate data.
- Ensure timely distribution of information regarding students transitions into and within the College to Assistant Principals and College Directors, including the distribution of professional reports to be accessible to teaching staff.
- USE the CESA NCCD SWD report to inform student support and staff development.
- Attend CESA network meetings, providing information and feedback to College leaders as arising.
- Attend Learning Diversity leadership meetings.

3. Key Working Relationships

- Assistant Principal of Learning Diversity (line manager)

- EALD Leader
- Margaret More Centre Leader (MMC Leader)
- VET Leader
- G&T Leader (Gifted and Talented Leader)
- Impact and Wellbeing Leaders
- Leaders of Mathematics, Science, English and HASS

4. Key Teams

- Learning Diversity Team
- Student Wellbeing Team

5. Conditions and Time Allowance

- This position is offered as a POR 2 role in accordance with the South Australian Catholic Schools Enterprise Agreement 2020
- This position is offered for a 3-year period
- This position will attract approximately 520 minutes of non-contact time with due consideration given to the composition and number of classes in teaching load.

6. Work Health and Safety Requirements

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012. As a Worker, while at work you must:

- Take reasonable care for your 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 to, with any reasonable instruction given by the employer
- Cooperate 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.

Reference: Division 4, Section 28 WHS Act 2012

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