

Director of Inclusivity

ROLE DESCRIPTION

ROLE TITLE:	Director of Inclusivity R-12
CLASSIFICATION:	POR 4 or ESO Grade 5 or 6 (dependent on qualifications and experience)
DURATION:	4-year appointment
TIME RELEASE:	Whilst the POR 4 release allocation in the South Australian Catholic School Enterprise Agreement 2020 is 6.5 hours per week, the College will not allocate a teaching component to this role. A non-teacher can negotiate 42-46 / 48 weeks working year.
COMMENCEMENT:	January 2025. Based at the Secondary Campus, Henley Beach
RESPONSIBLE TO:	Ultimately to the Principal, reporting on an operational day to day basis to the Secondary Deputy Principal Pastoral and Head of Campus and the Deputy Principal Learning and Achievement
KEY RELATIONSHIPS:	Internal: Principal, Deputy Principals, College Leadership Team, Henley Leadership Team, Beverley Leadership Team and Inclusive Education Coordinator (Primary), Inclusive Education Pastoral and Learning Coordinators (Secondary), Inclusive Education Teams, Curriculum and Pastoral Leadership Teams, Indigenous Education Coordinators at both campuses, Beyond Borders (EAL/D) Teacher, Transition and Engagement Coordinator, Gifted and Talented Coordinator, Teaching Staff, Administration Staff External: Parents/Caregivers, CESA Inclusive Education Consultants, Partner Primary Schools, relevant associations and networks, external providers

PURPOSE

The Director of Inclusivity promotes, maintains and enhances the Catholic identity of the College and is committed to a Lasallian philosophy of education.

The incumbent will bring thoughtful leadership, perspective, advocacy and vision to ensuring a key Lasallian value, Inclusivity, permeates the fabric of the College.

The Director will model contemporary research-based and data informed learning and pastoral leadership in the area of Inclusivity. Leadership in this role will reflect best practice, innovation and the ability to inspire and guide others in line with the College mission and vision, in particular *“We are an inclusive and respectful community where each individual is known, valued and cared for, enabling them to feel confident to explore their curiosities, flourish and fully realise their potential”*.

ROLE ACCOUNTIBILITY

The Director of Inclusivity will be a member of the Henley Leadership Team, and will work in support of, collaboratively with and at the direction of the Principal and Deputy Principals.

The Director of Inclusivity will lead Inclusive Education through line management delegations to the Inclusive Education Learning Coordinator and Inclusive Education Pastoral Coordinator and their respective teams of ESOs, as well as the Indigenous Education Coordinator, Gifted and Talented Coordinator and the College's Beyond Borders (EAL/D) Key Teacher.

Leadership responsibilities will be discharged in accordance with the College's mission and vision statement, strategic directions, and policies.

DUTIES:

LEADERSHIP

- Maintain, and strive for continuous improvement in the areas of inclusive education, learning and wellbeing
- Lead and contribute to design and delivery of content and policies aligned with best practices that promote and support equity, diversity, and inclusion
- Keep up to date with contemporary educational developments in State and Federal legislation with particular emphasis on Inclusive Education, Wellbeing and Cultural Awareness.
- Provide leadership of the Inclusive Education Team including regular meetings with each leader and the team of staff.
- Collaborate with staff to facilitate trust-building, relationship-building, cultural competency, and organisational awareness as it relates to diversity, education equity and inclusion
- Demonstrate a respect for and celebration of difference in students, parents and staff
- Promote, maintain and enhance the Catholic Lasallian identity of the College
- Extend loyalty and support to the Principal and Deputy Principals at all times
- Work closely with the Principal and Deputy Principals in formulating and implementing College Strategic Plans, Annual Operational Plans and College Policies and Procedures.
- Promote and Celebrate with the support of the Communications Team the work being undertaken by all leaders in this space.
- Use a range of different learning and pastoral platforms and portals to be data informed and driven for continual improvement Eg SEQTA, Pulse Data, WEC Data, Counselling Data etc

KEY RESPONSIBILITIES

- Lead and work collaboratively with Inclusive Education staff, Co-Educators (Education Support Officers), teachers, Inclusive Education Consultants (CESA), parents/ caregivers, government and non-government agencies and private providers to develop, maintain and review student Personal Plans for Learning (PPLs) for Students with Disability, Students with Learning Disability, Indigenous, EAL/D, Gifted and Talented, Guardianship of the Minister, and students with SACE modified programs and Special Provisions related to additional needs

- Oversee that PPLs, relevant reports, documents and meeting notes are current and available to staff on the Learner Management System
- Manage the documentation and reporting of NCCD adjustments and other data required for funding
- Lead and support the objectives of the Indigenous Education Coordinators (RAP Primary and Secondary), Beyond Borders (EAL/D) Key Teacher and Gifted and Talented Coordinator.
- Oversight of the learning engagement and pastoral support of all who require learning support and/or have additional needs.
- Identification of quality programs, interventions, and pathways for all students with additional learning needs (including those with gifted or talented profiles). This may include external providers.
- Lead the building of capacity in teachers to increase their skills in differentiating the curriculum and learning environment to ensure that the learning and pastoral needs of students are met.
- Demonstrate ability to create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners
- Lead the Student and Staff Inclusivity Groups to provide representation of voice and agency
- Oversee consultation with the psychologists and external agencies to ensure student needs are effectively addressed with the resources available
- Work with Leaders of Learning and Directors of Schools to oversee the timely development of appropriate modified programs for students with additional learning and pastoral needs
- Provide ongoing support, mentoring and professional development opportunities to the Inclusive Education staff in adapting curriculum to meet the diverse learning and pastoral needs of students
- Work closely and collaborate with the Transition and Engagement Coordinator to induct new students as well as those whose pathways see them require a non-traditional pathway or who leave the College prior to Year 12 completion.
- Plan and manage the Inclusive Education Budget and ensure all 6 leaders have their budget submissions aligned and submitted within a timely manner.
- Involvement in the recruitment, selection, review and professional development of Inclusive Education staff
- Assist as required with enrolment interviews
- Any other tasks as directed by the Principal or their delegates
- This is a new role. The Position Information Description (PID) may be reviewed and reconfigured if needed as the role evolves.

PERSONAL CAPABILITIES

- Commitment to understanding and implementation of the Mission and Vision of St Michael's College as a Catholic school in the Lasallian tradition
- Demonstrated skill and experience as a successful leader
- A positive role model for young people
- Comprehensive understanding of the legislative framework, compliance, policies, and procedures relevant to this position
- Expertise in data analytics and proven use of such data for improved student outcomes. Ability to present this data for continual improvement and to form strategies with other key leaders for positive change.
- Proven ability to work collaboratively and energetically with staff, students, and parents/caregivers on a regular basis and to ensure all collaborations are well documented
- Proven track record of navigating complex issues, managing multiple stakeholders, making decisions, and driving strong results. The ability to work across teams and with diverse leaders is essential
- Technological literacy across a range of applications
- Demonstrated experience in dealing appropriately with highly confidential and sensitive information

- Highly effective administration and decision-making skills that demonstrate clarity, competence and a collaborative approach
- An ability to relate to all levels of the school community including staff, parents and students and an engaging presenter
- Efficiency as an administrator, able to work well under the pressure of deadlines and within budget parameters
- Commitment to professional development and networking opportunities

EVIDENTIARY REQUIREMENTS

Essential

- Relevant qualifications and experience in Inclusive Education or similar organisation supporting learning and wellbeing
- Graduate Certificate, Master of Educational Leadership or equivalent leadership experience
- Minimum 5 years leadership experience
- Applicable First Aid Certificate relevant to the role requirements
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.
- Completion of Required Core Training programs prior to, or as soon as possible after appointment

Desirable

- Role related qualifications or projects
- Experience in a similar role
- If a teacher - registration or eligibility for registration with the South Australian Teachers Registration Board

WORKPLACE HEALTH AND SAFETY

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 – SA WHS Act 2012)

PROFESSIONAL EXPECTATIONS

- Adherence at all times to the St Michael's College Code of Conduct [CodeofConduct_SACCS_May2020.pdf](#) . This Code applies standard for appropriate ethical and professional behaviour
- Demonstrate understanding and implementation of the Mission and Vision of St Michael's College as a Catholic school in the Lasallian tradition
- Enhance the College's relationship with external stakeholders through positive interactions and communication
- Maintain professional and courteous relationships with internal and external providers and clients
- Demonstrate the values of the College through personal behaviour
- Demonstrate safe behaviour at all times
- Comply with the College's standards and procedures in WHS
- Reporting of all WHS hazards and incidents

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.

Position Description Created: July 2024