



Bayview College

Inclusion Co-ordinator

Position Information Document

INTRODUCTION

Position Title:

Inclusion Co-ordinator

Time Allocation Full time

Commencement date:

July 2017

Key Working Relationships

- Principal
- Leadership Team
- School Staff
- Students
- Parents
- Outside Curriculum Agencies

Role Description

The Inclusion Co-ordinator is responsible for managing the special educational needs of students who need extra support, or require an advanced programme of education, in order to complete their learning successfully. As well, the teacher will also work with gifted and talented individuals.

The teacher needs skills and knowledge to work with a range of gifts and impairments. This may include working with individuals who are physically disabled, sensory impaired (i.e. deaf/blind), have speech and language difficulties such as dyslexia, have a mental disability such as autism, are emotionally vulnerable, have behavioural difficulties or have a combination of these disabilities.

A key aspect of working in this field is identifying individual needs and being responsible for creating a safe, stimulating and supportive learning environment.

Role Responsibilities

Curriculum and Learning Leadership

The work of the Inclusion Co-ordinator is often challenging and varied and may involve:

- Identifying from data students in need of extension or educational support
- Development of Individual Learning Plans for identified students
- teaching either individuals or small groups of students within or outside the class;
- preparing lessons and resources;
- marking and assessing work;
- developing and adapting conventional teaching methods to meet the individual needs of students;
- using special equipment and facilities, such as audio-visual materials and computers to stimulate interest in learning;
- collaborating with the classroom teacher to define appropriate activities and appropriate assessment strategies for the students in relation to the curriculum;
- assessing children who have long or short-term learning difficulties and working with colleagues to identify individual students' special needs;
- liaising with other professionals, such as social workers, speech and language therapists, physiotherapists and educational psychologists;
- liaising closely with parents and guardians;
- organising learning outside the classroom in activities such as community visits, school outings or sporting events;
- assisting in severely disabled students' personal care/medical needs;
- administration, including updating and maintaining records on students' progress;
- establishing appropriate behaviour management plans, in conjunction with the wellbeing team.
- Writing submissions for Applications for Learning Assistance funds
- Reading and analysing reports and profiles of learning disadvantage and disseminating this information to teaching staff as required
- Facilitating student's access to and participation in, the regular curriculum and school community;

- Implementing transition processes and programs;
- Facilitating access and adaptations to the physical environment.
- Supporting through consultation the provision of appropriate intervention strategies:
- Facilitating the implementation of strategies to enhance the student's social, interpersonal and communication skills in partnership with the wellbeing team
- Advocating for students with special needs;
- Consulting with previous class teachers from prior schools;

Staff Leadership

- Encourage staff to extend their abilities and experience by developing collaborative curriculum planning strategies.
- Direct the work practices of the Learning mentor
- Support the induction of new staff to the School and assist them to develop an understanding of each student's unique learning profile
- Observe teaching practice and curriculum delivery to monitor appropriate adjustments are being made.

Operational Matters

The Inclusion Co-ordinator is expected to:

- Develop and administer the department's annual budget.
- Assist the Director of Teaching and Learning, Principal and the Year Level Coordinators in preparing the College's Booklists.
- Assist with the appropriate allocation of students to classes and staff based on their needs
- Be responsible for the use of funds, space, equipment and material allocated to the faculty.

TEACHER DUTY STATEMENT

PROFESSIONAL RESPONSIBILITIES

Teaching and Learning

Teachers at Bayview College are expected to:

- Fully support the Christian ethos of the College.
- Teach within, and contribute to the Christian environment of the College.
- Have sound and contemporary knowledge of the curriculum areas in which they are teaching.
- Have an understanding of the principles of teaching and learning and the characteristics of learners and incorporate differential learning principles into their teaching.
- Plan collaboratively for student learning.

- Plan, develop and implement Individual Learning Programs (ILPs), under the guidance of the Inclusion Co-ordinator, for students recognized as having a learning exceptionality.
- Plan appropriately, based on agreed student learning outcomes and in the context of a coherent, school-wide program.
- Provide opportunities for students to reflect upon how they learn.
- Possess a knowledge and understanding of the principles and practices of the relevant VELs framework programs, the Australian Curriculum, the VCAA courses and programs and aim to foster congruent learning experiences for students.
- Have a commitment to integrating ICT perspectives throughout their teaching and learning programs.
- Appropriate to year level integrate learning strategies that reflect awareness of multiple intelligences, constructivist learning and different approaches to learning that are evident in all students
- Have a commitment to using contemporary learning technologies within their teaching.
- Possess knowledge of strategies that best support students taking personal responsibility for their behaviour.
- Develop relationships with students that best create a positive attitude to learning
- Structure learning so that students are best supported to reach the specific learning outcomes of VELs and the VCAA Programs and Courses.
- Structure learning so as to best accommodate individual student learning needs and the diversity of student backgrounds.
- Regularly monitor, review and respond to the effectiveness of the learning program.

Assessment and Reporting of Student Learning

Teachers at Bayview College are expected to:

- Use assessment and reporting processes that complement and support the learning process.
- Assess student performance in a variety of ways, using a range of assessment instruments as directed by ACARA and the VCAA Assessment Criteria and use College process to report effectively to parents and students.
- Use the modified reporting documents if a student is on an ILP
- Collect and maintain accurate and comprehensive records of student progress and achievement
- Maintain an attendance record for each class.
- Provide constructive and meaningful verbal and written feedback to students and their parents or guardians in ways that build confidence and encourages continued effort.
- Attend Parent-Teacher meetings and interviews as required

Classroom Management

Teachers at Bayview College are expected to:

- Create Christian-based learning spaces and opportunities that support and maintain the Christian ethos of the College.
- Create a positive, organised, stimulating and safe learning environment.
- Accept responsibility for maintaining an atmosphere of mutual respect among students and teachers.
- Provide opportunities for students to develop self-discipline, self-direction and a sense of responsibility to others.
- Implement a Restorative Practices approach to dealing with poor behaviour choices by students.
- Take responsibility for leaving the teaching areas in tidy and organised state.

Interaction with the College and Wider Community

Teachers at Bayview College are expected to:

- Model through word and deed Christian principles and behaviour, and accept that they, as staff members, are the public face of the College.
- Work in partnership with families to maximise student learning.
- Communicate with parents or guardians, students and colleagues in a professional and constructive manner in a climate of mutual respect.
- Work in partnership with all members of the community to improve the learning environment of the College.

Professional Networking

- It is expected that the person in this role will maintain active networks with other professionals in the field, including through membership of appropriate professional associations.