

## Inclusive Education Leader

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Set in beautiful natural heritage gardens, Preshil is an independent co-ed school in Kew providing services to children between the ages of 3 and 18 years.

### Teaching and Learning at Preshil

Preshil offers a truly contemporary, global-minded approach to education. As an International Baccalaureate (IB) Continuum School, our accredited IB Primary Years, Middle Years and Diploma Programmes (PYP, MYP, & DP) align with the school's focus on intellectual challenge, inquiry and research based learning. These programmes accommodate individual choice and independent learning and encourage students to develop the courage to question, to find their own voice and to become responsible and active global citizens beyond the classroom.

From the earliest years children are encouraged to develop higher order thinking through play, problem solving, collaboration, philosophising and exercising choice. Kindness, respect and courage are key learnings underpinning a creative rich program which nurtures and inspires young minds. The rapport between students and their teachers is respectful, reciprocal and focused on achieving a lifelong love for learning, the best possible learning outcomes, trust and a genuine regard for each individual.

### Team Statement

The Inclusive Education Leader is a member of the Student Services Team (School Counsellor, Student Wellbeing Coordinator and Inclusive Education) at Preshil. The Inclusive Education Leader leads the Inclusive Education Team (Inclusive Education Coordinators and Learning Assistants) across both campuses.

### Role Summary

The Inclusive Education Leader is a member of the School Leadership Team. They are responsible for the leadership and coordination of the Inclusive Education Team (Inclusive Education Coordinators and Learning Assistants) across both campuses. The Inclusive Education Leader is responsible for implementing appropriate and relevant individual education programs and plans and for the management and overview of the collection of data for the Nationally Consistent Collection of Data on School Students with Disability (NCCD) according to the [Guidelines for the NCCD](#).

The Inclusive Education Leader is an integral part of the Student Services Team. The Leader will work with the Student Services Team and with classroom teachers, supporting students experiencing difficulties in learning, by providing access to the curriculum and supporting them in their classroom learning.

### Areas of Responsibility

The Inclusive Education Leader will work with classroom teachers to support students to develop the strategies and skills necessary to foster learning, independence and confidence, to facilitate ongoing progress and the attainment of optimal educational outcomes.

### ***The Inclusive Education Leaders responsibilities include***

- managing the Inclusive Education team to ensure a collaborative and cohesive service is provided across the school
- coordinating and overseeing the Inclusive Education program within the School

## **Inclusive Education Leader Role Description**

- promoting an inclusive educational environment that provides additional support for individual students and their learning needs
- collaborating with the Heads of Campus, Coordinators, teachers and specialists to provide education support for students with identified learning difficulties
- ensuring compliance with regulatory authorities
- developing positive working partnerships with students, parents and staff to support and improve students' learning
- carrying out diagnostic testing in order to design appropriate learning strategies for students in consultation with appropriate staff
- liaising with allied health professionals and external agencies (e.g. speech therapists, occupational therapists) to identify students' educational, social, linguistic, cultural and emotional needs
- supporting, developing and revision of Inclusive Education Policy
- supporting the Registrar in identifying incoming student needs and managing a transition programme for new students where needed. This includes year 6-7 transition, intake interviews, school visits, information sessions and support planning
- representing the Inclusive Education Team at information nights to present guidance on our programmes.
- reviewing the budget for the Inclusive Education Department, and allocate spending according to the prioritised needs, within the annual budgetary constraints. This is done in consultation with the Business Manager

### ***The Inclusive Education Leader manages the Nationally Consistent Collection of Data on School Students with Disability (NCCD) count at the School by***

- managing the School's response to NCCD requirements including key processes for moderating and reviewing data
- presenting a finalized NCCD draft for submission
- Developing and presenting PL to staff regarding: NCCD requirements and developments, the impact of various disabilities on learning (as per the cohort) overview of student needs (twice yearly)

### ***The Inclusive Education Leader will work with the Inclusive Education Coordinators on both campuses to***

- develop IEPs (Individual Education Programs) for each student identified as requiring support
- attend and keep records of Student Support Group meetings to support the development of Individual Education plans for students requiring learning support as required
- collaborate with and support teachers empowering them in the planning and delivery of effective teaching and learning programs for identified students
- monitor the effectiveness of the IEP and review IEPs on a regular basis (at least once per term)
- maintain accurate, confidential records in accordance with legal requirements and School policy of student achievement and progress, and provide regular communication and reports to teachers and parents
- support the development and maintenance of the school's policies and procedures, particularly in relation to students with specific educational needs
- complete funding applications for students identified with special needs and other relevant compliance documentation
- Display a thorough understanding of, and assist teachers and other staff to collect relevant data for the NCCD

## **Inclusive Education Leader Role Description**

### ***The Inclusive Education Leader will work closely with the Learning Assistants on both campuses to***

- provide support to enable students with learning needs to access the curriculum and complete assessment tasks
- provide support to students in the development of time management and study skills strategies
- facilitate modifications and adjustments to the regular curriculum and/or learning environment in collaboration with classroom teachers
- implement strategies to enhance students' social, interpersonal and communication skills

### ***The Inclusive Education Leader will liaise closely with parents by***

- actively fostering partnerships in learning between parents and the School
- ensuring regular and effective communication between teachers and parents regarding student learning and growth, both positive as well as areas that may require improvement

This duty statement is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. It is subject to review and modification by the principal, in response to the changing needs of the school, and the development of knowledge and skills. Any additional responsibilities as requested by the Principal, or the Heads of Campus shall be determined through consultation and agreement.

## **Professional**

### ***The Inclusive Education Leader will carry out their professional duties by***

- attending briefings, staff meetings, strategy sessions and professional development sessions for all members of the teaching staff as required
- keeping abreast of current educational theory, promoting practices based on sound educational research
- cooperating with other staff to develop and maintain a culture of high professional standards and mutual support

## **Qualifications**

### ***The Inclusive Education Leader will have***

- appropriate qualifications in Education Support
- at least five years teaching experience in education support
- current VIT registration

## **Knowledge, experience, skills and personal characteristics**

### ***The Inclusive Education Leader will have***

- an understanding of progressive education and a commitment to the values and teaching philosophy at Preshil.
- strong oral and written communication skills
- the ability to work independently and as part of a team
- be able to demonstrate strong work ethic to achieve professional goals
- a thorough operational knowledge of IT, and web-related technologies
- a knowledge of the IB programs and willingness to engage in the implementation of these programs at the School
- a respect for, and willingness to assist, students in developing their individual learning capacity
- the skills to motivate, inspire and manage a diverse group of teachers and students

### ***The Inclusive Education Leader will***

- provide a welcoming and safe environment for children and young people

## Inclusive Education Leader Role Description

- promote the safety and wellbeing of children and young people to whom we provide services
- ensure that your interactions with children and young people are positive and safe
- provide adequate care and supervision of children and young people in your charge
- act as a positive role model for children and young people
- report any suspicions, concerns, allegations or disclosures of alleged abuse to management
- maintain valid 'working with children' documentation
- undergo periodic 'national criminal history record' checks
- report to management any criminal charges or convictions you receive during the course of your employment/volunteering that may indicate a possible risk to children and young people

### Child Safety

All children attending Preshil School have a right to feel and be safe. The welfare of the children in our care will always be our priority. Preshil is committed to the principles of cultural safety and inclusion of children from diverse backgrounds and to the safety and inclusion of children with disability, and we recognise that these principles support the safety of all children.. All actions and programs will maintain high ethical standards and comply with child safety standards and child protection reporting guidelines.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect. We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

### Child Safety Officer

The Inclusive Education Leader is a School Child Safety Officer. Each Child Safety Officer is required to answer any questions that general staff may have with respect to our Child Protection Program and our Child Safety policies and procedures. As a child safety officer the Inclusive Education Coordinator will have the following attributes and experience

#### Child Safety Officers are selected based on several considerations, namely:

- their personal attitudes, experiences, and beliefs, for example, a person who is non-judgmental, calm, resilient and demonstrates a high degree of integrity and respect for confidentiality.
- their role within the School, for example, a person who has seniority and experience working with complex student and family issues and someone who is readily accessible and available to all members of the School community; and
- their personal profile within the School, for example a person who is approachable, who students and staff will trust and who is willing and able to respond to issues personally and sensitively.

## Inclusive Education Leader Role Description

### Responsibilities of School Staff (School employees, contractors and volunteers) include:

- treating children and young people with dignity and respect, acting with propriety, providing a duty of care and protecting children and young people in their care.  
providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured.
- undertake regular training and education in order to understand their individual responsibilities in relation to child safety, and the wellbeing of children and young people, including ways to prevent, identify and mitigate risks relating to child safety and wellbeing.
- assisting children and young people to develop positive, responsible and caring relationships and behaviours which recognise the rights of all people to be safe and free from abuse.
- participate in child safety and wellbeing induction and training provided by the school and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures, including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

### OHS Responsibilities

Preshil will take all reasonable practicable steps to provide and maintain a safe and healthy work environment for all employees, students, contractors, volunteers and visitors.

#### All employees

- Have a duty to take reasonable care for their own health and safety and for the safety of others affected by their work
- Should comply with the safety procedures and directions agreed between the Principal, employees and the elected occupational health and safety representative
- Will not wilfully interfere with or misuse items or facilities provided in the interests of health, safety and welfare of school employees and students

### Other Legal Responsibilities

All employees have a shared legal responsibility to contribute to a safe working environment for staff and students in their area. Preshil is an equal opportunity employer.

The successful applicant must be willing to be an active member of the school community and be open to the possibility of the unexpected pleasure of children taking part in their days.

### Terms and Conditions

This role attracts a salary allowance equivalent to a Level K position of responsibility<sup>1</sup> plus the base salary on the Teachers Salary Scale. This is a full time ongoing position. The successful applicant will have oversight of the Inclusive Education program across both campuses. The successful applicant must have current VIT registration.

Our organisation undertakes several screening processes to ensure the appropriate protection of children in its care. This includes reference checks, identity checks, qualification checks and professional registration checks.

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<sup>1</sup> See the Preshil Agreement.