



Position Description

Position Title	Education Officer - Learner Diversity
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
Function	School Development and Student Support
Location	<i>Bendigo, Wangaratta, or Tatura</i>
Enterprise Agreement and or Award	Victorian Catholic Education Multi-Enterprise Agreement 2018
Classification	EO1 – EO5
Remuneration	\$55,691 - \$65,234.50 (6 months) (excluding superannuation)
FTE	1.0
Motor Vehicle	Provision of a motor vehicle in line with CES Ltd Policy
Status	Fixed Term (6 months)
Reports to	Inclusive Education Lead

Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Chief Executive Officer of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational and service matters to Catholic schools within the Diocese.

The Chief Executive Officer and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act.
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition.
- That a strong sense of community is dependent on the quality of our collegial relationships.
- That each person's potential is fostered through the dedicated ministry of Catholic Education.
- In leadership encompassing vision, innovation, and empowerment.

Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

Office Summary

The Catholic Education Sandhurst Office comprises approximately 100 employees working across 7 key functional areas, supporting over 50 schools within the Sandhurst Diocese based across Bendigo, Tatura, and Wangaratta.

The Chief position within each function reports directly to the Chief Executive Officer of Catholic Education Sandhurst Limited (CES Ltd) and the 7 functional areas comprise of:

- Catholic Mission, Learning and Teaching
- School Development and Support
- Early Childhood Education and Care
- Student Pastoral Wellbeing
- People and Culture
- Operations; and,
- Strategy, Risk & Governance.

Function Summary

The School Development and Support function provides systemic leadership across the Sandhurst Catholic Diocese relating to school improvement, Principal performance and development, and learner support.

The function provides strategic leadership for CES Ltd across three key performance domains: shaping culture, building capacity and capability, and enhancing performance across the Diocesan system of schools.

The function includes:

- School Improvement and Performance
- School Review (NSIT)
- Principal performance and development
- Learner Diversity Support; and,
- School Development, Research, and Innovation.

Principal Consultants within School Improvement and Performance have responsibility to ensure clear and consistent oversight of school performance and improvement as well as enhancing school leadership capability.

The Learner Diversity team works closely with the Learning and Teaching and Student Pastoral Wellbeing functions to ensure the effective delivery and timely approach to diverse learning needs and interventions. The team strives for the achievement of best practice across all schools in the network; working collaboratively with teachers, families, parents/carers, professional external service providers and allied health professionals to ensure appropriate learning strategies are developed.

Position Summary

This is a fixed-term position replacing Long Service Leave.

Reporting to the Inclusive Education Leader, the Education Officer: Learner Diversity is part of a large team who provides Inclusive Education support, including Psychology and Speech Pathology services to CES Ltd schools.

The Education Officer: Learner Diversity role will be responsible for a set selection of schools, in providing information, support and expert advice to school leaders and teachers in relation to students including diverse learners, learning difficulties, gifted education, health and mobility conditions and sensory difficulties.

Key Responsibilities

Service Delivery	<ul style="list-style-type: none">● Lead and/ or co-ordinate service delivery for Inclusive Education and Allied health support, in designated Deanery or cross Deanery designation, to ensure effective Multi Tiered systems of support are in place for students with disabilities as defined by the DDA definition.● Provide expert advice to school leaders to inform school improvement plans and initiatives, inform and improve the educational outcomes for students requiring an adjustment, inform targeted teaching, document personalised learning plans.
Build Capability	<ul style="list-style-type: none">● Build the capability of school leaders to utilise CES Ltd and CECV policies and guidelines (e.g. CECV Intervention Framework) to accurately identify, assess and monitor students who may require adjustments.● Develop and provide ongoing evidence-aligned, best practice guidance, onsite and/or online, to support leaders and classroom teachers, to provide adjustments in the areas of environment, pedagogical practices, assessment and curriculum, in order to build the capability of educators and professional learning teams.
Network Development	<ul style="list-style-type: none">● Lead, co-ordinate and/ or facilitate designated networks and teams to ensure effective functioning and review processes, in line with the annual plan for that group.
Expert Advice	<ul style="list-style-type: none">● Provide expert advice to, support for and the coaching of leaders in designated schools.
NCCD	<ul style="list-style-type: none">● Support schools to implement the NCCD Model with fidelity, moderate and quality assure NCCD evidence.

	<ul style="list-style-type: none"> Support teachers and schools with the intervention process (identification, targeted assessment, data analysis, learning and teaching and evaluation) and relevant documentation.
Compliance	<ul style="list-style-type: none"> Lead and advise designated schools, in the policies and procedures of CES Ltd, related to the education of students with Disabilities as defined by the Disability Discrimination Act, 1912 and obligations contained in the Disability Standards for Education, 2005.

Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

Mandatory Responsibilities and Requirements

Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd's OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensuring that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
- Depending on the role some employees will also be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child-safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd is committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Requirement for onsite work

- CES Ltd values flexibility and supports remote work where able. This position does require the majority of tasks to be conducted at a CES Ltd workplace and as such, the incumbent must be available to work onsite.

Key Selection Criteria

Essential	Qualifications and Registrations	<ul style="list-style-type: none">• Tertiary qualifications in Education.• Postgraduate or further qualifications in a disability related field (i.e. Inclusion, Special Education, Sensory, Mental Health, Psychology, Disability specific e.g. ASD).• Victorian Institute of Teaching registration.• A current Victorian driver's licence.
	Knowledge and Experience	<ul style="list-style-type: none">• Depth of knowledge in the areas of inclusive, special education, learning disorders and/or disability specific expertise (e.g. Autism, Sensory, Physical, social emotional - mental health, specific learning disorder), practiced at a school leadership and/ or system leadership level.• Demonstrated understanding and leadership of contemporary learning and professional learning practices, that has been practiced at a school leadership and/ or system leadership level.• Demonstrated understanding of evidence aligned, research- based practices, in the areas of education and disability that has been practiced at a school leadership and/ or system leadership level.

		<ul style="list-style-type: none"> ● Demonstrated understanding of educational change management processes, practiced at a school leadership and/ or system leadership level. ● Demonstrated understanding of school improvement frameworks, related to inclusive education, practiced at a school leadership and/ or system leadership level. ● Demonstrated understanding and leadership of the legislative framework and respective compliance requirements for the allocation of Commonwealth Disability funding for schools, including quality assurance of NCCD data; practiced at a school leadership and/ or system leadership level. ● Demonstrated understanding of the legislative requirements for schools under the Disability Standards for Education, 2005 and the Disability Discrimination Act, 1992, practiced at a school leadership or system leadership level. ● Demonstrated capacity to develop and / or lead multi-disciplinary teams at a school and / or system level. ● Demonstrated capacity to develop, lead or contribute professional expertise, in multi- disciplinary teams which include medical, allied health, community, and /or government agency stakeholders, at a school and/ or system level. ● Demonstrated capacity to lead/ coordinate intervention framework practices, at a school and/ or system level.
	Commitment to Catholic Education	<ul style="list-style-type: none"> ● Demonstrated commitment to working in a Catholic environment with an understanding of the role of Catholic schools in the mission of the Church.
	Skills and Attributes	<ul style="list-style-type: none"> ● Highly developed interpersonal skills. ● Demonstrated understanding of state and national policies and curriculum in relation to inclusive teaching practices including, multi-tiered systems of support, NCCD, Response to Intervention, universal design for learning to support the health, wellbeing, academic and/or behavioural needs of students. ● Demonstrated successful experience in the development of contemporary, evidence-based teaching and learning approaches including a broad range of assessments to

		<p>inform adjustments for students with diverse learning needs.</p> <ul style="list-style-type: none"> ● Extensive experience in supporting leaders and teachers to select and develop strategies for assessment, targeted intervention and to provide adjustments for students with diverse learning needs. ● Demonstrated evidence of well-developed oral and written communication skills and ability to engage with stakeholders including, school leaders and teachers. ● Demonstrated ability to produce, organise and deliver Professional Learning programs. ● Demonstrated ability to build the capability of teachers and leaders within schools in relation to inclusive teaching practices and curriculum provision for students with diverse learning needs (cognitive, behaviour, sensory, health, physical, social/emotional).
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