



Position Description

Position Title	Inclusive Education Lead
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
Function	School Development and Support
Location	<i>Bendigo, Taura or Wangaratta</i>
Classification	\$154,500 (excluding superannuation)
FTE	1.0
Motor Vehicle	Provision of motor vehicle in line with CES Ltd Policy
Status	Ongoing
Reports to	Chief School Development and Support Officer

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.

Function 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 (CES) 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 and Governance.

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
- Inclusive Education 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 Inclusive Education team works closely with the Learning and Teaching 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

Reporting to the Chief School Development and Support Officer, the Inclusive Education Lead role leads a large team who provide Inclusive Education support, including Psychology and Speech Pathology services to CES Ltd schools.

The Inclusive Education Lead role oversees the operational day to day inclusive education functions of CES Ltd. This includes ensuring all CES Ltd schools are provided with information, support and advice in relation to inclusive education, including diverse learners, learning difficulties, gifted education, health and mobility conditions, sensory difficulties, English as an Additional Language (EAL).

Key Responsibilities

Lead Inclusive Education Team	<ul style="list-style-type: none">• Leader of the Inclusive Education team, with direct reports from the Education Officer: Inclusive Education staff, Senior Speech Pathologist and Psychologist.• Assist the Chief School Development & Support Officer in the staff recruitment, retention and performance development of Inclusive Education team members.• Enact and review plans to ensure equitable distribution of Inclusive Education staff to support the identified needs of schools.• Develop and maintain team protocols and practices, including Education Officer: Inclusive Education, Speech Pathologist and Psychologist role/s in school, documentation, Inclusive Education meeting cycle and practices/ protocols in the meeting, collaboration expectations within the School Development and Support team, to ensure all staff have clear guidelines to support their work.• Lead the Inclusive Education team to ensure all members understand the reporting and legislative requirements of schools and office staff.• Lead the Inclusive Education team to ensure protocols regarding documentation are clearly articulated and understood, are accurate and completed in a timely manner, and are consistent.• Lead and assist the Inclusive Education team to support and guide schools around transition to school for all students with disabilities, including those with complex needs.
Capability Building	<ul style="list-style-type: none">• Lead the support and implementation of effective learning and teaching practices within Inclusive Education through facilitation of professional learning, specialist advice and coaching to schools by the Education Officers.

	<ul style="list-style-type: none"> • Lead the Education Officer: Inclusive Education staff in developing the capacity of school leaders to utilise the CECV Intervention Framework to accurately identify and monitor students who may require adjustment in support, both academically and behaviourally. • Have a high-level of understanding of the DDA DSE legislative requirements and be able to collect and monitor system level data to ensure that effective practices are in place in all schools to identify, collect, analyse and moderate NCCD SWD data. • Identify the need, and build the capability of Learner Diversity Leaders through the Learning Diversity network (Primary and Secondary), Speech Pathologists.
Strategic & Systemic Support	<ul style="list-style-type: none"> • With the Chief School Development and Support Officer, strategically lead the Inclusive Education team to meet the CES Ltd strategic directions. • With the Chief School Development and Support Officer, systematically respond to the priorities of CES Ltd, CEOS as identified in the School Development and Support Annual Action Plan • Refine and introduce processes to CES Ltd that assist Inclusive Education staff when working with schools in the identification of needs and developing understanding of a range of disabilities, including developing a broad range of classroom strategies to support inclusive practice. • Have responsibility for ensuring, maintaining and monitoring schools access funding support for students with identified disabilities. • Create opportunities and forums for collaboration between the Inclusive Education team and other CEOS teams. • Lead and monitor the implementation of the Multi-Tiered Systems of Support (MTSS) across CES Ltd schools. • Develop inclusive education policies and procedures. • Coordinate the provision of facilitated professional learning, specialist advice and coaching to the Inclusive Education team. • Lead the Inclusive Education team to develop and deliver professional learning that outlines the key principles of Nationally Consistent Collection of Data (NCCD). • Work with the Education Officer: Inclusive Education, Principal Consultants and Student Pastoral Wellbeing team to respond to

	parent complaints and/or concerns related to Inclusive Education and/or student with disabilities.
Coordinate Support & Service Delivery	<ul style="list-style-type: none"> • Triage ROSAE Consultation Requests. • Ensure equitable inclusive education provision is available to all schools within the diocese. • Collaborate with speech pathology and psychology teams to coordinate the inclusive education services to schools. • Support schools to ensure they are meeting their OHS obligations around camps and excursions for students with disabilities. • Responsible for coordinating CES Ltd schools applications for contingency funding through CECV.
Practice, Research & Innovation	<ul style="list-style-type: none"> • Develop and review Inclusive Education frameworks, policies, procedures and protocols for CES Ltd. • Maintain currency of and lead the team in current research, government policies and effective practices designed to support the inclusion of students with learning difficulties, behavioural/social difficulties. • Lead and assist in the coordination, development and delivery of evidence-based practice and research initiatives, including liaison with medical and health professionals, universities and government and sector representatives. • Lead and work with the School Development and Support team to build the differentiation practices of the school.
Implementation & Networking	<ul style="list-style-type: none"> • Develop and maintain processes for case management including, service evaluation, reports, case notes, electronic records of assessment and progress. • Identify and make connections to external support networks that will enhance the Diocese networks and schools. • Facilitate and lead diocese networks, including the Learner Diversity Leaders network. • Represent CES Ltd at appointed CECV networks. • Overseeing the implementation of CECV initiatives and programs, such as NCCD Quality Assurance, SCOPE Therapy and Equipment etc. • Connect to other CEOS teams to ensure a multi-disciplinary approach to service provision and support both within CEOS and schools.

	<ul style="list-style-type: none"> • Liaise with the Principal Consultants and Chief School Development and Support Officer to build opportunities and forums for collaboration focused on school improvement. • Liaise with the Chief School Development and Support Officer to strengthen connections between all members of the School and Development and Support function, including through termly combined meetings.
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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 ensure 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 are 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 and/or related field with post graduate studies and/or experience in inclusive education and leadership. • Unrestricted Victorian Drivers Licence.
	Knowledge and Experience	<ul style="list-style-type: none"> • Extensive experience in the delivery of support services in an educational setting with a particular focus on evidence-based teaching and learning approaches including levels of adjustment both academically and behaviourally. • Demonstrated leadership experience including: <ul style="list-style-type: none"> ○ the ability to develop policy and implement sector wide responses ○ supporting networks. • Demonstrated knowledge and understanding of relevant regulations, policy and legislation including the Disability Discrimination Act 1992, Disability Standards for Education, Equal Opportunity Act 2010 and ability to address the legal and ethical considerations related to learning diversity.
	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.

	Commitment to Child Safety	<ul style="list-style-type: none"> • Willing to undergo or provide a current and satisfactory Victorian Working With Children Check (WWCC). • Ability to demonstrate an understanding of appropriate behaviours when engaging with children, including those with a disability. • Acknowledge and appreciate the strengths of Aboriginal culture and its importance in the wellbeing and safety of Aboriginal students.
	Skills and Attributes	<ul style="list-style-type: none"> • Well-developed interpersonal skills • The ability to lead a team. • Ability to prioritise own workload and to work independently, managing competing demands and delivering within reasonable timeframes. • Ability to manage projects and implement change. • The capacity to communicate effectively within CES Ltd including principals, teachers, school communities, health professionals, government departments and universities. • Excellent analytical and research skills including proficiency in policy and procedure writing.
Desirable	Qualifications	<ul style="list-style-type: none"> • Current VIT registration.
	Staff Performance Development	<ul style="list-style-type: none"> • Functional leadership of a team, including staff recruitment, supervision and management of performance.