



# Head of Inclusive Education

Position reports to	Deputy Principal
Direct Reports	Learning Support staff, Intervention specialists, Allied Health professionals
Classification	Teacher, Southern Cross Grammar Enterprise Agreement 2023
FTE	1.0 FTE (Teaching 0.4/Time release 0.6)
Duration and Allowance	3 years, Level 4 Allowance

## Purpose of the Role

The Head of Inclusive Education plays a key role in supporting the School's commitment to equity. This Position of Responsibility develops strong connections between curricular requirements and student support programs to produce quality learning outcomes and educational growth for students. The position requires a high level of knowledge regarding student learning needs, diagnoses impacting learning and behaviours, and appropriate interventions. The Head of Inclusive Education will work with learning leaders across the school, and manage and develop the student care team.

## Key Aspects of the Role

- Implementation and monitoring of interventions
- Facilitate pre- and post-testing to evaluate the effectiveness of programs and interventions
- Manage the whole school approach to enhance learning outcomes for all students with additional needs
- Lead effective teaching and assessment processes to cater for students with individual needs across the school
- Lead the Learning Support team (Learning Assistants), and the Allied Professional staff (School Psychologist, School Nurse, First Aid Officer)
- Manage Intervention specialists and any formal learning interventions
- Strategically manage evidence-based best practice and resources
- Administrative duties such as operational, budgeting and record-keeping requirements
- Maintain compliance with the Nationally Consistent Collection of Data (NCCD)
- Development and implementation of policies and programs in line with NCCD requirements
- Coordinate grant applications and special funding for eligible students
- Proactively manage transitions for students with additional needs and their families
- Manage Program Support Groups (PSGs) and Individual Learning Plans (ILPs) across the School
- Play a leading role in the implementation of whole school staff professional learning relevant to additional learning and inclusive education practices.

Other general responsibilities include:

- Engage in Child Safe practices in accordance with the School's Child Safe policies and procedures
- Maintain thorough documentation showing evidence of personalised learning support, such as student records, daily notes and records of contact for use in reviewing ILPs, consistent with School protocols
- Model appropriate behaviours in a culturally sensitive manner
- Respect confidentiality and employ tactful, responsible and ethical behaviours
- Prioritise the health, welfare and safety of students at all times
- Attend school events such as parent-teacher meetings, school functions, staff meetings, professional development, excursions and camps



**SOUTHERN CROSS**  
GRAMMAR

## Key Working Relationships

- Principal, Deputy Principal, and Heads of Primary, Middle and Senior School
- Heads of Year and members of the Senior Leadership team
- Teachers
- Student Support team, including Learning Assistants and Allied Health professionals
- Students and parents

## Work Health and Safety

Staff are required to:

- take reasonable care for their own health and safety and that of other staff who may be affected by their conduct
- demonstrate an awareness of Work Health and Safety issues, and have a working knowledge of the School's health and safety policies and procedures
- participate in Work Health and Safety related training
- promote a safe working environment by raising work health and safety concerns in a timely manner and reporting any notifiable incident or health and safety matters to the Principal, or member of the OHS committee.

## Child Safety

Southern Cross Grammar is committed to creating and maintaining a child safe environment in which students feel safe, and are safe

All staff are required to:

- Provide students with a child safe environment
- Proactively monitor and support student wellbeing
- Have a working knowledge and understanding of the school's Child Safe Policies, Code of Conduct and any other policies and procedures relating to child safety
- Undertake annual training to maintain compliance with all child safety legislation, standards and regulations.

## Key Capabilities

- A firm commitment to upholding Southern Cross Grammar's Shared Ambition, Purpose and Values
- Strong interpersonal skills and the capacity to develop and sustain productive relationships within and beyond the school community
- Confident in working autonomously and in a team setting to produce quality outcomes for students
- Clear sense of personal accountability
- High level of positive initiative
- Highly effective communication skills with the ability to maintain confidentiality
- Effective time management strategies and the ability to prioritise workload
- Genuine interest in the School, students and the broader community.

## Conditions of Employment

- Appropriate tertiary teaching qualifications, experience and demonstrated excellence in education.
- Post-graduate qualification in relevant field
- Current VIT registration
- Current level 2 First Aid and CPR Certificate, Asthma and Anaphylaxis training or willingness to undertake
- A salary will be paid according to qualifications and experience as per Southern Cross Enterprise Agreement 2023



**SOUTHERN CROSS**  
GRAMMAR

- Employer superannuation contributions as prescribed under the Superannuation Guarantee legislation
- Southern Cross Grammar is an equal opportunity employer
- Southern Cross Grammar is committed to creating and maintaining a child safe environment in which students feel safe and are safe. All staff are subject to and expected to comply with the Child Safe Code of Conduct and the School Child Safe Policy as amended or varied from time to time.

## Final Statement

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other work tasks, not specifically stated, and the Executive may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the School.