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| <b>Title</b>                  | Education Support Coordinator |
| <b>Position of Leadership</b> | 3                             |
| <b>Time Allowance</b>         | 30 periods per fortnight      |
| <b>Commencement</b>           | January 2025                  |
| <b>Length of Tenure</b>       | 3 year                        |

*De La Salle College is actively committed to fostering a community of safeguarding that recognises and upholds the dignity and rights of all children.*

*De La Salle College is an equal opportunity employer.*

*“Young people need good teachers, like visible angels”  
(MTR 5.1, Med 206.1)*

The Education Support Coordinator is responsible to the Director of Learning and Development – Student Progression, for the leadership and general administration of the area, in accordance with College policies and procedures. The position works within the spirit of the Lasallian ethos, as outlined in the De La Salle College Mission Statement, Vision and Values statements.

The Education Support Coordinator has the responsibility for identifying and attending to the needs of students with special educational needs. These needs include intervention and remediation and English as a Second Language.

The Education Support Coordinator will support subject teachers, learning support officers and parents in fostering excellence in teaching, professionalism of practice and a spirit of cooperation and collegiality within the area.

The duties include:

1. To oversee the programs and services offered by the College students Years 5-12 with special needs, including integration;
2. To lead a team of Education Support Teachers in effectively managing the support arrangements for students allocated to them. This involves the distribution of resources across the three teams and includes oversight of the following:
3. Provide Professional Learning to teachings staff as required
4. Maintain Medical Management Plans
5. Identification of students with special needs through teacher referral and testing procedures;
6. Management of a student database, identifying students' special needs, to be used to determine the College's resourcing of the area;
7. Where appropriate, to make recommendations to the Principal regarding the capacity of the College to accommodate the needs of a prospective enrollee;
8. Development of student profiles for students identified as having special needs;
9. Preparation of applications, as required, for access to funding for students with special needs;
10. Coordinate and run Program Support Group (PSGs) arrangements for all funded integration students;
11. The construction of students' Personalised Learning Plans (PLPs), Student Adjustment Plans (SAP) and provision of support to teaching and support staff in implementing the goals and strategies of personalised learning plans;
12. Arrangements for students' special provisions for exams;
13. Coordinated supervision of the College's Learning Support Officers (LSOs), including:
  - development of timetables and duty rosters, in cooperation with the College Timetabler;
  - regular, ongoing monitoring of performance.

14. To coordinate the work of a working group assembled to attend to Nationally Consistent Collection of Data (NCCD) requirements and funding submissions;
15. To exercise supportive and positive educational leadership through provision of structured support for teachers in the formulation and implementation of strategies to attend to students' individual learning needs;
16. To work in cooperation with the Directors of Learning and Development in developing and facilitating teacher professional learning programs with the aim to develop resources, programs and strategies to maximise the learning of special needs students in the regular classroom;
17. To oversee, in cooperation with the Registrar and Directors of Students, Transition visits and the gathering of information from Primary and other feeder schools about incoming students with special needs. This includes subsequent dissemination & sharing of information;
18. To liaise, where appropriate, with the Director of Learning and Development – Student Progression, and the Year 7 Year Level Coordinator in relation to:
  - arrangement of assessment of incoming Year 7 students, with a view to making recommendations for class groupings;
  - administration of NAPLAN tests and interpretation of NAPLAN data.
19. To work in cooperation with the VCE Coordinator in the preparation of Special Provisions applications to the VCAA;
20. To oversee provision of special assessment arrangements for identified students, including College exams and SACs;
21. To work in consultation with the appropriate Director of Learning and Development in the development of a Department Strategic Plan;
22. To be alert to sector and government policy developments in the area of Education Support/Learning Diversity. This includes attendance of relevant network and Melbourne Archdiocese Catholic Schools (MACS) briefings and meetings;
23. To chair regular Department meetings with appropriate agenda and minutes;
24. To work with the Directors of Learning and Development and Learning Area Team Leaders to develop learning & teaching, assessment and reporting programs and instruments for students with special needs, appropriate to the needs of those students and within the policy guidelines of the College;
25. To participate in performance management of Education Support staff, including Appraisal meetings and support in the development of Professional Learning Plans;
26. To provide advice about staffing levels for the following year to the Executive Deputy Principal and participate in recruitment processes;
27. To oversee the development and maintenance of student Resources related to programs within the Department;
28. To purchase, maintain and develop resources for the Department, liaising with the Business Manager and Library Team Leader where necessary;
29. To prepare and monitor the Education Support budget;
30. To actively participate, as appropriate, in Learning and Teaching Leaders and other College meetings;
31. To contribute to student transition activities such as student assemblies and parent information nights;
32. To be active across all three Campuses and collaborate with appropriate stakeholders;

Other duties as required from time-to-time by the Principal.

## **Child Safety**

The College has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The College has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously, and responds in line with the organisation's policies and procedures.

Staff must adhere to the following:

- A thorough understanding of the College's Child Safety and Wellbeing Policies and the Child Safety Code of Conduct, and any other policies or procedures relating to child safety and wellbeing;
- Assist in the provision of a child-safe environment for students;
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.

Breaches will be managed as per the CEMEA 2022 Clause 13 – Managing Employment Concerns.

### **Occupational Health and Safety**

There is responsibility, incumbent on all staff, to ensure that the regulations associated with Occupational Health and Safety are adhered to. As a leader in the College, this position has particular responsibility to ensure the health and safety performance of the team.

This responsibility extends to:

- Maintaining the workplace in a safe condition and reporting any identified hazards;
- Actively promoting and implementing agreed Occupational Health and Safety procedures;
- Identifying Occupational Health and Safety training needs of both individual staff and the department as a whole;
- Ensuring that staff working in the department are aware of their own responsibilities under Occupational Health and Safety requirements.

Staff in the department are to be advised that they are to:

- Take reasonable care of their own safety and health and safety of others affected by their acts or omissions;
- Report hazards, accidents or incidents (near misses) in accordance with agreed College procedures;
- Follow established safe working procedures, instructions and rules;
- Cooperate with the employer with respect to any action taken by the employer to comply with any requirement imposed by or under the Act;
- Not wilfully or recklessly interfere or misuse anything provided in the interests of health and safety or the welfare of others;
- Not wilfully place at risk the health and safety of any other person in the workforce.

The complete Occupational Health and Safety College Policy may be viewed through accessing the College Policies on OLLIE.

### **The Position**

The Education Support Coordinator is a POL 3 position and is allocated 30 periods per cycle, consistent with Consultative Committee recommendations. Some variation in the specified responsibilities may take place from year to year.

The position is employed in accordance with the terms and conditions of the Catholic Education Multi Enterprise Agreement 2022.

This Position Description may be subject to change during the term of your appointment as part of a normal process of ongoing evaluation of the College's operations.

All employees at De La Salle College are to follow College policies and procedures.

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### **Criteria**

The successful applicant will be able to demonstrate:

1. A deep commitment to Catholic and Lasallian ethos and educational values in male educational environment;
2. A commitment to the College's Child Safety and Wellbeing Policy upholding the school's statement of commitment to child safety at all times;
3. Demonstrated competence in the use of ICT in an educational setting;
4. Excellent organisational, communication and collaborative skills;
5. Proven success as a teacher with a commitment to personal professional development
6. Knowledge and understanding of contemporary trends and research into educational outcomes;
7. Knowledge and understanding of student engagement data and impact on student achievement and wellbeing;
8. Familiarity with Catholic Education Melbourne Horizons of Hope educational framework, the Wellbeing Foundation Statement and the eXcel: Wellbeing for Learning in Catholic Schools documentation;
9. Excellent leadership, management and administrative skills to facilitate innovation and sustain continuous improvement;
10. A vision for the role;

### **Experience and Qualifications**

It is preferred that the successful applicant will have the following experience and qualifications:

1. Relevant tertiary qualifications in education including a Master's Degree (preferable);
2. Experience in relevant educational leadership.
3. Current VIT Registration.