

## Job Description – Inclusion Support Teacher

<b>Role Title</b>	Inclusion Support Teacher
<b>Flexible Learning Centre</b>	St Joseph's Catholic Flexible Learning Centre
<b>Network</b>	Oscar Romero Flexi Schools Network
<b>Location</b>	Alice Springs – Northern Territory
<b>Salary or Award</b>	In accordance with <i>the Catholic Schools (Northern Territory) Collective Enterprise Agreement 2022</i>
<b>Employment Status</b>	Full-time, Permanent
<b>Probation</b>	6-month probation with a review at 3 months and 5 months
<b>Report</b>	Campus Principal/Network Principal

***Suitably qualified and experienced Aboriginal and Torres Strait Islander people are encouraged to apply.***

### Background:

Edmund Rice Education Australia Flexible Schools Ltd (trading as St Joseph's Catholic Flexible Learning Centre) is an initiative of Edmund Rice Education Australia. This Flexible Learning Centre (FLC) offers a full-time and multiyear secondary education program for young people who have disengaged from mainstream schooling. Young people typically express a broad range of complex education and social needs and the FLC responds with a variety of flexible and innovative teaching and learning practices including vocational planning and the development of social connectedness.

### Principles of Operation (Respect, Participation, Safe & Legal and Honesty):

A primary responsibility for this role is to maintain fidelity to Operation by Principle and the best practice Guidelines, as articulated in the EREAFSN Historic Youth+ Foundation Statement and FLC, Occasional Papers (available on the website)

See [www.ereafsn.edu.au](http://www.ereafsn.edu.au) - Publications for further information.

### Child Safeguarding:

Edmund Rice Education Australia Flexible Schools Ltd (EREAFS) is a child safe and child-centred organisation, committed to the protection of children and has zero-tolerance of any abuse of children. It is our commitment to ensure that each and every child and young person under our care is kept safe and free from all forms of harm and abuse. EREAFS is committed to ensuring the safety, wellbeing and dignity of all children and young people. Our physical and cultural environment promotes children and young people's feelings of inclusion, participation and empowerment. You are required, as a condition of employment at EREAFS, to comply with our Child Safeguarding Program, including our Child Safeguarding policies and procedures, the EREA Child Safe Code of Conduct, your legal obligations with respect to the reporting of child safety incidents or concerns, and in maintaining a valid and current Working with Children Card. It is your responsibility to be aware of key indicators of child abuse and other harm, to be observant, and to raise any and all child safety incidents or concerns with your Campus Principal and with external agencies where required.

### Primary Role:

The Inclusion Support Teacher reports to the Campus Principal and Network Principal, Oscar Romero Flexible Schools Network. They have delegated responsibility to develop and maintain learning and social inclusion responses of the campus. This includes:

1. Support the Campus Principal in the validation process with the aim of maintaining current verifications/reviews, identifying other students that may meet the criteria for a verification category, and transferring students that enroll with a verification from the aligned with CENT policy.
2. To support staff to meet all legislative requirements with respect to young people with disabilities i.e. Disability Discrimination Act, Disability Standards for Education, National Consistent Collection of Data, National Disability Insurance Scheme.
3. Build capacity of staff with respect to understanding the diversity within the classroom and designing learning experiences that cater for individuals with specific needs.
4. To ensure young people identified as meeting the criteria for a disability and/or as having high support needs, are provided with a service that maximizes their outcomes (academically, behaviourally and/or socially).
5. Develop and deliver a program for new enrolments to identify learning needs and support the development of the Educational Adjustment Plans (EAP's) and or the Individual Education Plans (IEP).
6. To ensure that there is an effective communication about the needs of young people with disabilities and/or high needs (academic, behavioural or social) and teaching to parents and classroom teachers and any appropriate external agencies in supporting transitions.
7. Contribute to the development and implementation of the FLC's objectives and plans.

### Education, Training & Experience:

- Tertiary Qualification in Teaching - **essential**.
- Registration with the Teacher Registration Board of the Northern Territory.
- Teachers from secondary school background with at least 3 years' experience with working with young people from an Aboriginal and Torres Strait Islander background.
- A Working with Children Clearance Notice - Ochre Card - **essential**.
- Current driver's licence (**essential**), with Light Rigid - **highly desirable**.

### Skills & Knowledge:

- Demonstrated skills and knowledge in teaching process, frameworks and practice.
- Ability to analyse complex situations and implementation of appropriate strategies to enhance the professional practice of teaching and non-teaching staff.
- Knowledge of learning and inclusion support, NCCD, NDIS and the Disability Standards for Education.
- Demonstrated capacity to work effectively as a member of a multidisciplinary team, to work collaboratively and establish and maintain professional relationships with all stakeholders.
- A deep understanding of working with students and families from regional and remote Aboriginal or Torres Strait Islander communities.

### Duties and Responsibilities:

Typical duties and responsibilities include but are not restricted to:

1. **Develop and implement educational assessment which support the development of individual learning plans of each young person.**
  - In collaboration with teachers and youth workers - plan and implement an educational assessment program which engages young people and assists in the development of IEPs or PLPS as required:
    - Use of appropriate educational assessments;
    - Develop IEPs or EAP's in collaboration with young people, teachers and youth workers.
    - Review and refine student EAP and IEP, ensuring accommodations are developed and provided;
    - The support of literacy and numeracy development;
    - Ensure culturally appropriate methods are used in the educational assessment process.
2. **Provision of professional support to teachers and youth workers.**
  - Engage with staff a consultative and/or mentoring role to provide support for young people with disabilities and/or high needs (academic, behavioural or social) - including modelling best practice.

- Implement intentional and ongoing coaching for teaching staff to implement effective pedagogy and learning adjustments to meet the needs of all students.
- Provide professional development for staff on planning, preparation and delivery of effective learning, teaching and assessment programs for young people with verified special needs and low literacy / numeracy levels in both middle and senior phases of secondary education.
- To assist individual staff on sites to develop curriculum that is appropriate and achieves measurable outcomes for individual young people with high learning needs- including engagement with NT Curriculum, SACE and VET courses that are suitable for these young people.
- To design and implement intensive programs for individual young people identified by staff on site as needing a more systematic learning plan.
- To maintain an up-to-date knowledge of legislation, Catholic Education Office (NT) Policy and current best practice in Special Needs Education and NCCD.

### 3. Participates in program provision to ensure wellbeing in an inclusive learning environment.

- Collaborates with the team to support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people.
- Participates in the daily routines and activities of the FLC e.g. morning meetings, staff meetings lunch, lunch supervision, bus pick-up and drop- offs, electives, outings, camps and professional development days
- Offer electives to support engagement.
- Follow up on non-attendance in a supportive environment.
- Build connections with families to support learning outcomes for each young person.

### 4. Reporting and Accountability

- To support staff to understand and implement the processes required by the National Consistent Collection of Data (NCCD), including; record keeping, accurate choice of support levels, uploading data and preparing for audit (if and when necessary).
  - Use the INSPIRE software to assist in the record keeping and reporting of the NCCD information.
  - To work collaboratively with staff to gather information to support the verification process and to keep updated records in preparation for February and August census- including preparation for audits (if and when necessary).
  - In collaboration with the site leadership, develop local networks of support services/agencies that will assist in preparing young people for the verification process/reviews (i.e. testing, professional reports etc.) and/or for transition from formal schooling to NDIS support agencies.
  - To liaise with parents/carers/guardians and outside professionals to gather information/reports required for the verification process.
  - To setup and maintain a system of efficient storage of all documents relating to the NCCD and verification processes.
  - To collate and complete where appropriate, all documentation required to be submitted for the verification of a young person, transfer to EIMS, and/or for the review process for a young person.
5. To submit the completed application for the validation of a young person to the required authority through the CENT.**Team participation/multidisciplinary practice**
- Participate in professional supervision.
  - Support regular whole team reflective practice sessions including daily staff debrief.
  - Operate within the context of EREA Flexi Schools Policies and Procedures.
  - Participate in professional development that is relevant to the work of the FLC.

### 6. Administrative Responsibilities

- Maintains appropriate records and prepares reports as required.
- Maintains records on the database.
- Support the development of personal learning plans.
- Participates in YP cross agency meetings as required.

**7. Health, Safety & Quality**

- You are required to Undertake all duties in accordance with Oscar Romero Flexi Schools Network Quality Management System, policies and procedures and as outlined below;
  - Participating in Oscar Romero Flexi Schools Network Quality Management System and commitment to processes of continuous improvement activities, including auditing, surveys and needs analysis.
  - Maintaining a safe work environment in accordance with Oscar Romero Flexi Schools Network Work Health and Safety Policies and Procedures.
  - Assisting in the on-going maintenance of a safe workplace through involvement in the implementation of safe systems of work in accordance with Oscar Romero Flexi Schools Network Work Health and Safety Policies and Procedures.
  - Participating in mandatory Health and Safety training sessions.
  - Identifying and reporting hazards in the workplace.

**8. Other identified duties specific to the role in this Flexible Learning Centre**

- Carries out duties and tasks that may be reasonably assigned Campus Principal and/or the Network Principal from time to time.

***Please Note:*** Edmund Rice Education Australia Flexible Schools Ltd. is committed to ensuring the safety, wellbeing and dignity of all children and young people. All applicants will be subject to EREAFS and legislative screening procedures. These checks are consistent with EREAFS’s commitment to child protection policies and procedures.

**Job Description Acceptance**

I, (print name): ..... have received, reviewed and fully understand the Job Description for an Inclusion Support Teacher. I further understand that I am responsible for the satisfactory execution of the essential functions described herein.

Signature: ..... Date: / /