



# Additional Needs Coordinator

Parade College is a member of the national body of Catholic schools known as Edmund Rice Education Australia (EREA). The College aims to help young men grow into well-rounded individuals who will make a meaningful contribution to society. In a vibrant learning community, students are encouraged to explore and develop their talents to the fullest and aim for excellence in all their endeavours.

As a long-standing Catholic school for boys in the Edmund Rice tradition, Parade College strives to be a learning community that offers best practice education and pastoral care to its students to foster fullness of life and holistic growth for all.

Applications are invited from suitably qualified, highly motivated and innovated educators, with excellent organisational skills and a passion for Catholic Education in the Edmund Rice Tradition and the safety and wellbeing of children.

The Additional Needs Coordinator is responsible for managing and providing support to students with additional needs including Indigenous students, Students with Refugee Status, students who are New Arrivals/EAL and students who require adjustments to their learning. A teaching load is associated with this position.

This appointment will be for a two year fixed term period, attracting a Position of Leadership Allowance and a generous time release. This is a full-time position.

Candidates will be required to have, and maintain, VIT registration for the duration of their employment.

## Application Requirements

In preparing an application, please read the advertisement and position description carefully to ensure that you can demonstrate your ability to meet the position requirements and have a good understanding of the role.

Applications must include:

- a **covering letter**
- a separate statement addressing the **Key Selection Criteria** addressing your skills, qualifications and experience relevant to the role
- a current **Curriculum Vitae**; together with
- a completed **Application for Teaching Position Form** available on the College website.

Applications should be emailed to [hr@parade.vic.edu.au](mailto:hr@parade.vic.edu.au), addressed to the Principal.

**Applications close at 4pm, Wednesday 28 September 2022.**

*Parade College acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians of the lands where we live, learn and work.*

*This community is committed to the safety, wellbeing and protection of all children in our care.*



# PARADE COLLEGE

## POSITION DESCRIPTION

<b>Position Title</b>	Additional Needs Coordinator
<b>Reports To</b>	Principal, Director Student Support Services

### PRIMARY PURPOSE OF POSITION

The Additional Needs Coordinator is responsible for managing and providing support to students with additional needs including Indigenous students, Students with Refugee Status, students who are New Arrivals/EAL and students who require adjustments to their learning.

### STATEMENT OF DUTIES

<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>• To coordinate and chair Program Support Group (PSG) Meetings including the timely dissemination of Minutes to all stakeholders and the posting of Minutes on SIMON:</li> <li>• To develop a relevant agenda for each Program Support Group Meeting</li> <li>• To ensure that PSG Minutes accurately reflect the content of the meeting.</li> <li>• To encourage student participation and student voice.</li> <li>• To assist the NCCD Coordinator with the annual NCCD process.</li> <li>• To post personalised learning and teaching recommendations for Students With Additional Needs (SWANs) on SIMON.</li> <li>• To assist with the completion of submissions for SWANs (e.g. Indigenous students. students with Refugee Status).</li> <li>• To actively seek opportunities to promote best practice in the support of SWANs.</li> <li>• To identify SWANs through observation and assessment using a range of instruments- to plan appropriate interventions and support;</li> <li>• To be available for staff and to actively encourage teachers to discuss concerns regarding students deemed to be at-risk.</li> <li>• To assist teachers with differentiation, the implementation of teaching and learning recommendations, adjustments and Personalised Learning Plans.</li> <li>• To actively monitor the progress of SWANs including liaising with teachers and the regular checking of students' academic results.</li> <li>• To advise students and their families of Pathway Options and Subject Selection.</li> <li>• To follow up Academic Referrals tabled at ANC Meetings; this may include assessment of students, gathering of data, and reporting of outcomes to teachers and parents/guardians;</li> <li>• To teach Intervention classes and to assist with the develop of curriculum and assessment tasks;</li> <li>• To advise the Intervention Maths and English Coordinators of students for placement in Intervention classes.</li> <li>• To facilitate the transition of Grade 6 SWANs through:             <ul style="list-style-type: none"> <li>➤ Meetings with their Primary School and parents / guardians;</li> <li>➤ Assisting with the annual Grade 6 Testing day;</li> <li>➤ Participating in Enrolment Interviews;</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>➤ Participating in the Orientation events;</li> <li>➤ Preparing a profile based on each student's needs.</li> <li>• To liaise with the Teaching and Learning Leaders regarding assessments and examinations for SWANs, including special examination arrangements for eligible students.</li> <li>• To organise timetables where additional supervision by the Learning Support Officers is required.</li> <li>• To actively participate in ANC Meetings.</li> <li>• To liaise with College's Speech Pathologist regarding the development and implementation of social skills and support programs.</li> <li>• To provide Professional Learning to increase staff knowledge and capacity regarding SWANs.</li> <li>• To liaise with external specialists as appropriate.</li> <li>• To engage in ongoing Professional Learning including professional reading and attendance at CEM workshops.</li> <li>• In consultation with the NCCD Coordinator, to oversee the development of Learning Support Officers' timetables, in light of the NCCD.</li> <li>• To communicate regularly with staff, parents/guardians and the College community through email, SIMON, telephone, the Staff Newsletter, and College Newsletter.</li> <li>• To maintain clear and accurate records;</li> <li>• To participate in Teaching and Learning Team Meetings.</li> <li>• To develop individualised timetables for SWANs as required.</li> <li>• To assist the NCCD Coordinator with the development of the Learning Support Officers' timetables.</li> <li>• Other duties as negotiated with the Director of SSS and / or the Principal.</li> </ul>
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#### KEY PERFORMANCE INDICATORS

- Satisfaction by key staff, parents, and the College Leadership Team with performances.
- Annual Review.
- Timely production of PSG Minutes and applications for additional funding.
- Communication with staff, parents, students, and the wider College community via SIMON, Newsletter, Staff Bulletin, Daily Bulletin etc.
- Engagement in Professional Learning opportunities.
- Involvement in the development of SSS policies and protocols.
- Timely follow-up and communication with staff and parents/guardians.
- Timely production of PSG Agendas and the dissemination of PSG minutes.
- Ability to meet deadlines with high quality outcomes and products.
- Ability to demonstrate flexibility.

#### POSITION REQUIREMENTS

##### **Qualities required**

- Ability to work effectively with colleagues to support students with additional needs.
- Friendly and warm disposition.
- Welcoming, helpful, and assertive personality.
- Ability to interact positively with staff, parents and students.
- Ability to work effectively under pressure.
- Loyalty to the College and its staff.
- Ability to work flexibly across a two campus environment.
- Ability to work confidentially.
- Empathy and understanding of students with additional needs.
- Support of College policies and strategic direction.
- Ability to engage effectively with external support services.

<b>Skills Needed</b>	<ul style="list-style-type: none"> <li>• Excellent ability to effectively case manage students with additional needs.</li> <li>• Excellent interpersonal and communication skills.</li> <li>• Excellent organisation and time management skills.</li> <li>• Appropriate ICT skills.</li> <li>• Excellent knowledge of: <ul style="list-style-type: none"> <li>• CECV policies including the NCCD process.</li> <li>• VCAA rules, regulations, and policies.</li> <li>• Government legislation pertaining to students with disabilities and impairments.</li> </ul> </li> <li>• Excellent understanding of the academic and social/emotional needs of students who learn differently.</li> <li>• Strong commitment to ongoing Professional Learning and a willingness to share understandings gained with colleagues.</li> <li>• Excellent knowledge of Curriculum Differentiation.</li> <li>• Highly developed ability to administer standardised assessments and interpret results.</li> <li>• Strong commitment to promoting awareness amongst colleagues of an inclusive curriculum.</li> <li>• Documentation (e.g. PSG mins, profiles).</li> <li>• An understanding of the operative teaching connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person.</li> </ul>
<b>Child Safety</b>	<ul style="list-style-type: none"> <li>• Be a suitable person to engage in child-connected work</li> <li>• Be experienced in working with children</li> <li>• A demonstrated understanding of child safety</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children</li> <li>• A sound knowledge of legal obligations relating to child safety under Ministerial Order No. 1359 Child Safe Standards,</li> <li>• Working familiarity with Child Safe requirements and expectations of MACS PROTECT, VIT, EREA and VRQA</li> <li>• A demonstrated understanding of and commitment to Child Safety protocols, codes of conduct and to ensuring Parade College is a Child Safe School.</li> </ul>
<b>Selection Criteria</b>	<ol style="list-style-type: none"> <li>1. Support and participation in the faith life of Parade College including commitment to the Mission Statement, ethos of the College, Charter of Edmund Rice Education Australia and personal faith formation.</li> <li>2. Ability to effectively lead and support teachers to ensure a very high standard of professional practice that is responsive to student need.</li> <li>3. Ability to promote a healthy learning environment which promotes best practice and excellent student learning outcomes.</li> <li>4. Highly developed ability to identify students with additional needs: to plan and develop programs, to support teachers with the implementation of adjustments, including the deployment of Learning Support Officers and communication with parents / guardians.</li> <li>5. Knowledge of Government legislation pertaining to students with additional needs including CECV policies, VCAA rules and regulations, and the NCCD.</li> <li>6. Knowledge and understanding of contemporary practices and policies related to students with additional needs and, in particular, boys education.</li> <li>7. Well-developed interpersonal skills including organisation and communication, with a proven ability to work effectively, independently and collaboratively, in a team.</li> <li>8. Commitment to ongoing professional learning.</li> </ol>

## TERMS AND CONDITIONS

- Terms and conditions for this position are as outlined in the *Victorian Catholic Education Multi Enterprise Agreement 2018* for Registered Teachers. Salary is set out in the Agreement according to years of experience and qualifications.
- This position attracts a POL allowance, and a time allowance as determined by the Principal.
- A teaching load will be allocated to this position. The incumbent of this position will be required to have, and maintain, VIT registration for the duration of their employment.
- The position reports to the Director, Student Support Services and will need to be available to the Director, Student Support Services during specified periods leading up to the commencement of school and after school finishes.
- The position will, from time-to-time require attendance outside normal hours.
- The successful applicant would require a commitment to ongoing professional learning and hold relevant qualifications. The position requires the completion of an Annual Review Meeting.
- All employees at Parade College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act.
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- Parade College is fully committed to the protection of children. The successful applicant will be expected to satisfy child protection screening and adhere to the School's Childs Protection Policies.