



# Individual Programs Coordinator Position Description

## Position Responsibility Summary and Key Working Relationships

<b>Functional Title:</b> Individual Programs Coordinator	<b>Department:</b> Year 9 - Senior School - Secondary
<b>Date:</b> 13 November 2024	

## Relationships and Networks

<b>Lead by:</b>	<ul style="list-style-type: none"> <li>• Head of Individual Programs</li> </ul>
<b>Collaborates with:</b>	<ul style="list-style-type: none"> <li>• Heads of Section</li> <li>• Deputy Heads of Section</li> <li>• Counsellors</li> <li>• Heads of Teaching and Learning</li> <li>• Heads of Faculty</li> <li>• Heads of House</li> </ul>
<b>Leads:</b>	<ul style="list-style-type: none"> <li>• Teachers in the Section</li> <li>• Learning Support Assistants</li> </ul>
<b>Key Working Groups</b>	<ul style="list-style-type: none"> <li>• Case Management</li> <li>• Section Meetings</li> </ul>
<b>External Groups</b>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Networks</li> <li>• VIT</li> <li>• External Health Organisations</li> </ul>
<b>Position conditions</b>	This is a part time, permanent position commencing 23 January 2025 at our Berwick Campus. This position is comprised of 0.50 FTE IP coordination.
<b>Reference Documentation</b>	<ul style="list-style-type: none"> <li>• Education Blueprint             <ul style="list-style-type: none"> <li>○ Beaconhills Teaching Standards and Instructional Model</li> <li>○ Curriculum Framework (VCE, Victorian Curriculum, Understanding by Design)</li> <li>○ Student Learning Mindset</li> </ul> </li> <li>• Report Timelines</li> <li>• Teacher Handbook</li> <li>• Staff Code of Conduct</li> <li>• College Policies and Practices</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• Report Style Guide</li> <li>• Curriculum documentation (Curriculum site)</li> </ul> |
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## Primary purpose of the position (Leading student learning)

The Individual Programs Section Coordinator is responsible for overseeing the function of the Individual Programs Department in the section. They are to provide a single point of reference for the management of all students who require the identification, development and implementation of adjustments needed to support their access to learning in the school environment.

The role of the Individual Programs Coordinator is to lead the Learning Support Assistants and support our teachers in creating a positive approach to learning for diverse learners, encourage a sense of inquiry, promoting student wellbeing, and to support the delivery and of a learning program that is consistent with the Beaconhills six pillars of learning that matters and the Victorian Curriculum.

### Key Responsibilities for the position

- To develop systems and processes that support students with additional and diverse learning needs who require adjustments and/or modifications to their learning program, because of their identified learning needs.
- To liaise with key Section Leadership and teachers on the students with learning diversity.
- Ensure that the management of students with learning needs is within college policies and governance requirements.
- To provide regular updates to the Head of Individual Programs, pertaining to their section.
- This position includes direct management of the identification and allocation of student special provisions, within the Year 9 and Senior School context.

### Teacher as Learner

*In this position the Individual Programs Coordinator is required to learn how to:*

- Support teachers in the design of adjusted curriculum, to assist students to access learning that aligns with the Beaconhills Curriculum Framework which includes the use of Understanding by Design and in alignment with VCAA - VCE Study Designs.
- Effectively implement diagnostic assessments and provide feedback to relevant parties, in relation to identification of learning diversity, disabilities and disorders by using standardised tools and measures.
- Effectively instruct and support the implementation of inclusive teaching and intervention practices to improve student access to learning.
- Use technology to support teaching and learning practices.
- Develop exceptional skills in collating and recording evidence and information regarding the students individualised learning needs.
- Provide educators with resources and training within the area of inclusive educational practices.

### Teacher in Training

*The training needs for this position are:*

- College protocols and procedures
- College Policies
- Compliance requirements
- eLearning Systems (e.g., Microsoft Teams)

### **Key Tasks for the position:**

#### **Programs and Interventions**

- Establish the overall learning diversity of students within the Section and determine appropriate learning support and special provisions that align with VCAA - Special Examination arrangements.
- Oversee student transition between Sections.
- Support the engagement of new students with specific learning diversity to access learning programs.
- Liaise with external specialist therapy services and internal support agencies, such as the Wellbeing team.
- Manage the delivery of Learning Support Assistants for students with learning diversity.
- Manage Essential Studies teachers delivering Essential Studies programs within the Section.

#### **Section Management**

- Complete Individual Programs Referrals within the Section to determine learning needs and develop strategies to assist the student in their learning.
- Conduct Sectional briefings on issues relating to Individual Programs (attend all Section meetings) as required.
- Support parent meetings regarding students with learning diversity, when required.
- Ensure ongoing communication and networking within Section in supporting students requiring adjustments and/or modification.
- Support the collation and development of Special Provisions for internal assessments, external examinations and NAPLAN (National Assessment Program Literacy and Numeracy), as required for students in Section.
- Complete timetabling and allocation of Learning Support Assistants, in consultation with the Head of Individual Programs.
- Ensure Individual Education Plans are developed for allocated students.
- Manage the input of evidence and data through administrative processes, to record relevant information regarding the adjustments for students.

#### **Student**

- Work with teaching staff to identify students with learning diversity, for Individual Programs referral for diagnostic assessments.
- Attends regular Case Management Meetings for Section.
- Coordinate Special Provisions and adjustments for students in the Section.

- Supports teachers in developing Individual Education Plans for students.
- Liaising with relevant staff as required (e.g., Pathways Coordinator for adjustments that affect learning pathways, Heads of Teaching and Learning regarding curriculum adjustments, etc.)
- Regularly meet and liaise with Learning Support Assistants regarding student needs and observations.
- Support new students with learning diversity entering the Section.

#### **Administration**

- Provide oversight of data management for Section as required by the Head of Individual Programs.
- Working with key staff to ensure Student Learning Needs Profiles in Section are current and regularly reviewed.
- Maintain the collection of data and appropriate evidence for NCCD preparation and reporting.
- Provide evidence and relevant data to support student inclusion in the annual NCCD review.

#### **Funding**

- Identification and collection of data for inclusion criteria for NCCD federal loading, by preparing section-based data.

#### **Assessment and Identification**

- Conduct internal diagnostic assessments to support identification of learning needs and conduct parent and teacher feedback sessions, because of testing findings.
- Summarise external assessment reports for dissemination to relevant staff for Synergetic.
- Coordinate referral to external services, as appropriate.
- Recommendation into intervention programs, if required.

### **Qualifications and selection criteria**

#### **Qualifications**

The successful application must hold (or be in the process of obtaining):

- A current registration with the Victorian Institute of Teaching
- A current Police Certificate
- A current First Aid Certificate (or a willingness to obtain)
- Tertiary qualifications in Education - further qualifications and/or appropriate experience in Special or Inclusive Education beneficial.

#### **Selection Criteria**

- Experience in developing age-appropriate strategies to support students with learning diversity.
- Qualified teacher, with appropriate experience and/or qualifications in Special Education or Inclusive Education.

- Demonstrated ability to further develop skills and knowledge in inclusive education.
- Demonstrated capacity to build effective teams focussed towards supporting students in their learning.
- Effective communication skills and ability to support student wellbeing and learning.
- Demonstrated skills in leading teams.
- Demonstrated capacity to maintain robust administration protocols.
- Demonstrated capacity in data management and information systems.
- Knowledge of governance requirements as identified by external bodies such as NCCD.

### **Physical Capabilities**

- Sitting (Occasional 1-33%)
- Standing (Frequent 34-66%)
- Walking (Frequent 34-66%)
- Talking (Frequent 34-66%)
- Listening (Occasional 1-33%)
- Steps / stairs (Frequent 34-66%)
- Carrying (Occasional 1-33%)

### **Workplace Health and Safety Responsibilities**

- Ensure that any hazards, incidents (including near misses) and injuries are reported immediately to relevant management.
- Cooperate in relation to activities taken by the College to comply with WHS (Work Health and Safety) legislation.
- Participate in consultation, meetings, training and other health and safety activities where required.
- Ensure only authorised, adequately trained staff undertake assigned tasks.
- Take reasonable care for personal health and safety and the health and safety of others in the workplace.

### **Child Safety Statement**

Beaconhills College has zero tolerance for child abuse. Beaconhills is a child safe employer and is committed to the welfare of children and their protection.

Beaconhills has systems to protect children from abuse and will take all allegations and concerns very seriously and respond to them consistently, in line with our policies and procedures.

All potential employees and volunteers will be required to comply with the College's Child Safe Policy and Code of Conduct, which are available on its website. Beaconhills performs thorough assessments of potential and existing employees in accordance with the legislated Child Safe Standards. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person and is suitable for work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, Criminal Records Checks, Working with Children Checks and checks of social media accounts.

Beaconhills College is committed to Equal Employment Opportunity principles and is committed to the principles of merit-based selection, equity, diversity, and procedural fairness in our recruitment process.

Aboriginal and Torres Strait Islander peoples are encouraged to apply for all positions at Beaconhills College.