



St Margaret's Berwick Grammar

VIRTUTE ET LABORE

St Margaret's Berwick Grammar

Position Description

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| Title: | Junior School Inclusive Education Coordinator |
| Campus: | Junior School, Berwick Campus |
| Reports to: | Head of Junior School and Head of Inclusive Education |
| Responsibility allowance: | Level 4; FTE 1.0 |
| Tenure: | Ongoing with annual review. Commencing in Term 3 2026 or by negotiation |

This organisation has zero tolerance for child abuse.

This organisation promotes the safety, wellbeing, and inclusion of all children, including those with a disability.

This organisation promotes the safety and wellbeing of children from culturally and/or linguistically diverse backgrounds and encourages applications from people from culturally and/or linguistically diverse backgrounds.

All potential employees will be required to comply with the School's Child Safe Policy and Code of Conduct.

Primary Purpose

The Coordinator of Inclusive Education leads a team of teachers to support the teaching and learning program of students identified with specific learning requirements. The Coordinator of Inclusive Education works with students from years Prep to Year 6 and provides advice to teachers and parents about how to best support these students.

Position in Context

The Coordinator of Inclusive Education is responsible to the Head of Junior School and the Director of Inclusion. The Coordinator of Inclusive Education also works closely with the classroom teachers, specialist teachers and Learning Assistants about student needs. Learning support is provided through teaching in small groups or one-to-one support. The Coordinator of Inclusive Education has a 0.5

teaching role.

The Coordinator of Inclusive Education recognises learning differences regarding students with learning difficulties, complex learning profiles or students who have been identified as high potential learners. The Coordinator collaborates with teachers to differentiate learning for students across all subjects and enhances communication between students, parents, teachers, and pastoral staff. The Coordinator of Inclusive Education assists class and specialist teachers with strategies to support students with specific learning difficulties. The Coordinator of Inclusive Education plays a key role in the analysis of assessment data and the development and evaluation of appropriate teaching and learning programs.

Learning Support

- Identify students eligible for learning support using a range of reputable instruments, both diagnostic and standardised
- Assist students requiring adjusted, modified or extension learning programs and monitor their progress and goal and action plans
- Support teachers to develop Goal and Action Plans/Student Profiles using current assessment data and other relevant information
- Ensure all teachers and Learning Assistants know and understand each student's Goal and Action Plan
- Assist teachers with differentiating the curriculum by providing advice and materials as well as adjusting instructions and assessment tasks
- Provide support for teachers by disseminating information about students' needs and learning requirements on a regular basis or as needed
- Teach identified students in one-to-one or small groups
- Keep up to date with new developments in inclusive education and lead professional development with other staff
- Work in conjunction with the Head and Deputy Heads of Junior School in overseeing the content and programming of Inclusive Education support
- Meet regularly with all Learning Assistants as a group and individually as required.
- Advise Director of ELC about students' needs as part of transition

Assessment, Testing and Data Analysis

- In consultation with the classroom teacher, identify students for learning support
- Facilitate the referral of students to specialists or agencies outside the School, according to need and maintain liaison with all professionals concerned with students' needs
- Interpret, disseminate, and act upon assessments conducted by related specialists such as educational psychologists, speech pathologists,

occupational therapists and audiologists.

Program Support Groups

- Ensure regular communication with parents and teachers
- Co-ordinate and attend program support group meetings, documentation and review processes as needed
- Coordinate timetables of external providers who work with SM BG students during the school day

Administration

- Co-ordinate the teaching loads and timetables of Inclusive Education teachers and Learning Assistants and provide support and direction for these roles
- Generate letters to parents and other professionals when necessary
- Liaise with parents and relevant professionals to keep up to date assessment records for students with individual needs
- Maintain accurate records of assessments, teaching programs, meetings and reports
- Regularly update the School's data base and student files
- Co-ordinate with staff in the Inclusive Education team and classroom teachers to undertake the annual data collection for the NCCD
- Work with other Inclusive Education teachers and classroom teachers to support students undertaking external challenges supported by the Junior School (e.g. National History Challenge)
- Assist with new staff induction
- Member of the Junior School Learning leadership group and attend fortnightly meetings

Key Relationships Internal

- Head of Junior School and Deputy Heads of Junior School
- Director of Inclusion (Whole School)
- Learning Assistants - (LAs report to Coordinator of Inclusive Education)
- School Psychologists when necessary
- Classroom and specialist teachers- classroom management, teacher development
- Parents -to work with them on Individual Education Plans and to keep them informed of their child's progress
- Students - to monitor progress, teach identified students and discuss any issues or challenges

External

- Medical / Speech Pathologists/ Psychological Professionals - guidance and recommendations as to the needs of individual students.

Skills and Experience

- Excellent interpersonal skills to enable effective communication and leadership at all levels.
- Tertiary qualifications in Inclusive Education. A post-graduate qualification in Inclusive Education or other relevant field is required
- Knowledge and experience in learning support. Commitment to teaching excellence and recognition of individual learning needs.
- Strong organisational and planning skills
- Ability to understand and summarise confidential data from external health professionals (e.g.: Cognitive assessments) to be communicated to teachers

Other duties to be undertaken from time to time at the discretion of the Head of Junior School, Deputy Heads of Junior School and Director of Inclusion.