



## Director of Inclusion Position Information Document

Position Title	Director of Inclusion (Years 7-12)
Employment	Permanent
Position of Responsibility	POR 4
POR Commencement	20 January 2027
POR Conclusion:	20 January 2031
Full Time Equivalent (FTE)	1.00 FTE
Line Release	3.5 Teaching Lines (0.58 FTE)

Rostrevor College is a Catholic College owned and governed by Edmund Rice Education Australia Colleges; the local community and Principal are empowered with the responsibility of plotting the future course for the College; a course that best captures the aspirations of local families. In doing so, we use The EREA Charter and the four touchstones of Gospel Spirituality, Justice and Solidarity, Inclusive Community and Liberating Education to shape our planning as a contemporary College that is grounded in the Edmund Rice Tradition.

### BROAD PURPOSE

The Director of Inclusion provides strategic leadership to foster a school culture that is inclusive, respectful, and equitable for all students, staff, and families in the Senior School. This role upholds the College's commitment to teaching excellence, pastoral care, and authentic relationships by embedding diversity, equity, inclusion, and belonging into educational practice, community engagement, and staff and student wellbeing.

Aligned with the *Edmund Rice Education Australia Touchstones*, the Director champions practices that reflect and promote these values in every aspect of school life.

A core responsibility of the Director of Inclusion is to lead high-quality teaching and learning for diverse learners, including in the areas of Inclusive Education, Gifted Education, and English as an Additional Language (EALD). The role involves using data to inform and enhance practice, while also leading and supporting colleagues responsible for these key areas.

The Director of Inclusion plays a critical role in facilitating student learning and wellbeing, including support through transitions, pre-entry processes, and tailored pathways for students with disability and related learning needs. The Director of Inclusion is responsible for developing and promoting targeted professional learning opportunities, evaluating existing initiatives, and designing programs that respond to evolving student and staff needs.

The Director of Inclusion will oversee the work and outcomes of Education Support Officers working in classroom support in the Senior School, provide key support to teaching staff in their work to support the learning of students with diagnosed learning needs, and be the point of contact for families as they engage with the College.

The Director of Inclusion will be a member of the Senior Leadership Team (SLT) and College Leadership Team (CLT) of Rostrevor College. As such the Director of Inclusion will:

- Actively contribute to the Catholic dimension and values of the College.
- Work closely with the Deputy Principal and members of the CLT to maintain the highest standards across all facets of College life.
- Understand, and respond to, current pedagogy and curriculum trends as determined by SACE Board, ACARA and Catholic Education South Australia, College's Strategic Plan and Edmund Rice Education Australia Colleges' improvement agenda.
- Work collaboratively with colleagues, parents/caregivers and EREAC and CESA personnel to facilitate student development across the College.
- Be a collaborative, consultative leader, that considers the collective wisdom of other Leaders, peers and staff, using reflective practices to ensure best practice models are always implemented.
- Use contemporary research and the AITSL standards to guide continuous improvement in teaching.
- Be empathetic to the needs of the young people entrusted to their care.
- Promote conditions allowing students to achieve their maximum potential

### **LEADERSHIP TEAM**

Membership of the Senior Leadership Team (SLT) and College Leadership Team (CLT) means accepting the invitation of the Principal to share in, and contribute to, the leadership of the Rostrevor College community, with responsibility for the ongoing planning and future development and direction of the College. Central to their responsibilities are the Catholic dimension and values of the College.

The SLT and CLT will contribute to strategic planning, modelling of the College values and professional behaviour as outlined in the CESA & EREAC Codes of Conduct.

As a member of the SLT & CLT, you will:

- Promote the spiritual life of the College through visible leadership of our Catholic identity.
- Live out the Rostrevor College Vision as detailed in the College Strategic Plan.
- Attend SLT & CLT and contribute generously and strategically to the workings of the team.
- Contribute to the development, application, review and refinement of the College Strategic Plan and Annual Improvement Plan, and ensure these goals are met.
- Maintain high professional standards, work inclusively with all staff, and model collaborative leadership with appropriate confidentiality.
- Have a working knowledge of College, EREAC and CESA Policies and guidelines and be responsible for the development, implementation and review of Policies and strategies across our community.
- Be willing to present and discuss wider whole school issues at staff meetings or other forums to clarify policies or processes.
- Be actively involved in reviewing policies and communicating concerns and changes to staff as appropriate.
- Show a commitment to further study and professional learning in Religious Education, Faith Development, Educational Leadership, and other relevant fields.
- Work with the Principal to facilitate relevant staff Professional Learning.
- Attend and/or assist with:
  - Staff Wellbeing and Leave Approvals within reporting line
  - College organisation and attend College functions.
  - Full school events.

- Enrolment Interviews and College Tours as required.
- Planning and monitoring of college calendar events.
- Staff Interview Panels as required.
- Student Promotions as required.
- Production of the Staff and Parent Handbooks.
- The College Blog.
- Regular reviews of all College and CESA Policies and Procedures.
- Community events, and supervision of Saturday detentions if required.
- Share responsibility for the school when the Principal is absent.
- Participate in Staff Induction and in Staff Review processes.

## **KEY AREAS OF WORK**

### *Student Data and Assessment*

- Lead the strategic use of data to inform inclusive practices and measure the impact of interventions and programs
- Maintain and develop student data profiles that support planning, instruction, and student support.
- Analyse and interpret data from sources including, but not limited to, NAPLAN, PAT, MYAT, and assessments to track student progress in partnerships with the Director of Data & Innovation
- Collaborate with Director of Teaching & Learning, Faculty and Curriculum Leaders to ensure data is used effectively to enhance teaching and learning outcomes

### *Intervention and Learning Support*

- Lead and model best practice approach to intervention, ensuring all students are supported to meet developmentally appropriate learning goals.
- Support teachers in developing and implementing personalised learning plans, differentiated curriculum, and assessment strategies.
- Evaluate and refine intervention programs in literacy, numeracy, and broader learning support.
- Align intervention efforts across Senior School to ensure continuity and consistency of support.

### *Staff Capability and Professional Learning*

- Identify learning needs of staff related to diversity, inclusion, and differentiation.
- Design and facilitate professional learning that builds capacity in inclusive and responsive teaching practices.
- Lead coaching, mentoring and reflective practices that promote continuous professional growth.
- Support staff and specialist teams in their leadership and program development.

### *Inclusive Education Leadership*

- With a sound understanding of NCCD requirements and processes, oversee the NCCD
- Ensure quality documentation and reporting processes of the NCCD and related funding mechanisms.
- Provide leadership and direction for the Inclusive Education team, including Coordinators, administrators and Education Support Officers (ESOs).
- Oversee the development and implementation of differentiated learning programs and Personalised Plans for Learning (PPLs).
- Ensure quality documentation and reporting processes and have oversight of the EALD and related funding mechanisms.

- Guide and review the provision of intervention strategies and supports for students with different abilities or learning barriers.
- Facilitate smooth student transitions and ongoing support across the College's enrolment and learning pathways.

#### *Gifted Education*

- Lead and coordinate the College's approach to identifying and supporting gifted learners.
- Support the development and implementation of programs and curriculum adjustments that extend and enrich learning.
- Collaborate with teaching staff to ensure gifted education is integrated within classroom practice and co-curricular opportunities.
- Monitor the progress of identified students and promote appropriate extension pathways.

#### *Strategic Direction and Improvement*

- Contribute to the College Strategic Plan, Annual Improvement Plan and reporting frameworks through a diversity and inclusion lens.
- Collaborate with the Director of Data and Innovation and Director of Teaching and Learning and other leaders to integrate inclusive teaching practices across the College.
- Support the development of a culture that values continuous improvement, innovation, and equity.
- Monitor and evaluate programs, policies, and practices to ensure alignment with school goals and current research.

#### *Leadership and Collaboration*

- Actively contribute to the Senior Leadership Team and College Leadership Team.
- Support recruitment, induction, mentoring and professional growth of staff with a focus on inclusive practice.
- Work in partnership with staff, students, families, and external providers to support holistic student development.
- Model inclusive leadership aligned with the Catholic identity and values of the College.

### **POSITION OF RESPONSIBILITY REQUIREMENTS**

- Ensure staff are aware of and follow WHS policy and procedures
- Participate in training designed to support their responsibilities
- Ensure staff in their faculty/department attend training and induction designed to inform and protect them about risks associated with their work
- Encourage the formal reporting of hazards and incidents arising in the workplace
- Inform School Leadership about hazards or issues which do or could affect health and safety and over which they cannot exercise control
- Respond appropriately to staff reporting work related psychosocial issues which have the potential to affect health; eg. conflict between staff, bullying, harassment, and violence
- Participate in workplace inspections, incident investigations and other WHS activities on request

### **SPECIFIC REQUIREMENTS**

- Applicable First Aid Certificate relevant to the role requirements
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate

## **WORK HEALTH & SAFETY**

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must:

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

*Reference: Division 4, Section 28 – SA WHS Act 2012*

*This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks, and outcomes.*