



## Position Information Document

### Inclusion and Diversity Teacher (R-6)

<b>POSITION TITLE</b>	<b>Inclusion &amp; Diversity Teacher (R-6)</b>
<b>EMPLOYMENT TYPE</b>	<b>Permanent</b>
<b>FTE</b>	<b>1.0</b>

#### Key Working Relationships

- Principal/Deputy Principal
- Leadership team/Learning Leaders
- Teachers
- Classroom ESOs
- CESA Inclusion and Diversity Staff
- Students
- Parents
- Outside agencies as necessary

#### Broad Purpose

Teachers at St Mark's College are responsible for facilitating the learning and wellbeing of students. Teaching and learning align with CESA's Living Learning Leading Framework to empower students to become thriving people, capable learners and leaders for the world God desires. Teachers use evidence informed practice in a culture of high expectation and continuous improvement to strengthen students' learning and wellbeing outcomes. Teaching and learning at St Mark's College takes place within the context of our vision and mission.

The Inclusion and Diversity Teacher will work with the Inclusion and Diversity Leader to contribute to and implement a strategic plan that supports the vision for inclusion at the College. The Inclusion and Diversity teacher will work with teachers to interpret student learning data, develop, deliver and measure impact of intervention with targeted groups of students. Our core values inform every aspect of our work as we educate young people.

All teachers at St Mark's College are expected to support the Principal and the APRIM (Assistant Principal Religious Identity and Mission) in:

- Ensuring Catholic ethos and core values permeate all aspects of our work.
- Witnessing the Catholic faith of the College.
- Participating in faith formation and religious experiences.

## Key Areas of Work

This is a teaching role. An additional 0.1 per week of release time will be provided to support consultation with teachers and the Learning Inclusion and Diversity Leader. The Inclusion and Diversity teacher will:

### Learning and Wellbeing

- Support teachers in contemporary pedagogical practices that are inclusive and responsive to students' learning needs.
- Collaborate with teachers to effectively identify and triage 'at risk' students or students who require supplementary support.
- Support teachers in the analysis of learning data e.g. PAT results, EY testing, to determine learning gaps or specific learning difficulties for identified students as well as suitable targeted intervention requirements for literacy and numeracy.
- Design and deliver, in conjunction with the class teacher, short term intervention programs to address the needs identified.
- Support teachers in ensuring their intervention approaches are aligned with high impact classroom practices, including differentiation, to promote an inclusive learning environment.
- Liaise regularly with class teachers on students' progress, reporting on students' individual learning goals and outcomes in the intervention lessons.
- In conjunction with the Inclusion and Diversity Leader, liaise and support ESOs to ensure a consistent, high quality and measured approach to intervention.
- Work alongside teachers to ensure that interventions are incorporated into PPLs (Personalised Plans for Learning) and are adjusted regularly with details of interventions provided
- Work alongside the teacher with groups of students in the classroom to support an inclusive approach to learning.
- Where appropriate, in consultation with the teachers and Learning Inclusion and Diversity Leader, withdraw students to teach targeted groups.
- Support teachers and/or the Learning Inclusion and Diversity Leader where appropriate in meeting with parents to discuss the impact of intervention.
- Engage in professional learning to ensure contemporary practice in the design and implementation of interventions.
- Participate as required in case management meetings with teachers, parents and external agencies as appropriate to contribute to review of student learning and impact of interventions.
- Establish and maintain an orderly learning environment through consistent implementation of agreed policies and practices.
- Use the College's online learning management system SEQTA for documenting adjustments, maintaining records and communication.
- Carry out all administrative responsibilities related to teaching responsibilities as an intervention teacher – lesson plans, maintaining rolls, achievement records, progress notes, testing results as appropriate.
- Maintain effective communication with colleagues and parents (as appropriate) to build positive relationships and create a collaborative approach to teaching and learning.

## Specific Requirements

Acquire and maintain:

- Current South Australian Teachers Registration
- Current Working with Children Check
- Approved Responding to Abuse, Harm and Neglect Training
- First Aid Certificate
- Teacher Accreditation in Catholic Education SA, including a commitment to completing a Graduate Certificate in Catholic Education within 5 years of appointment
- Specific qualifications/expertise in the designated curriculum area

## Work Health and 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.**

## Performance Review

- The employee must undertake performance review on an annual basis
- On the first anniversary of appointment and annually thereafter, consultation will occur between the employer and the employee to ensure that the Position Information Document is accurate.

Office Use Only			
This Position Information Document accurately reflects the duties, skills and requirements of the position.			
Signed (Principal)		Date:	
Signed (Employee)		Date:	
First Performance Review		Date:	
Annual Performance Review		Date:	
Annual Performance Review		Date:	
Annual Performance Review		Date:	
Annual Performance Review		Date:	
Graduate Certificate in Catholic Education Completion		Date:	