
POSITION DESCRIPTION



Catholic Education Office, Diocese of Ballarat

POSITION TITLE:	Visiting Teacher: Learning Diversity, Education Officer - Sensory Impairments (Deaf, Hard of Hearing and Vision)
REMUNERATION SCALE:	Salary for this position is according to the Teacher Salaries as set out in the Victorian Catholic Education Multi Enterprise Agreement 2013 , and is based upon teaching qualifications and experience.
REPORTS TO:	Senior Education Officer – Learning Diversity
FULL TIME EQUIVALENT:	0.7
CLASSIFICATION:	Limited Tenure
LOCATION:	Ballarat
AUTHORISED BY:	Director of Catholic Education

Primary Objective

This role will provide expert advice to Teachers and school leaders regarding inclusive practices for students with visual and hearing impairments, consistent with the Disability Discrimination Act (DDA) and Disability Standards for Education (DSE)

Accountability

This role is accountable to the Senior Education Officer, Learning Diversity.

Delegations

The Director of Catholic Education (who is also the Chief Executive Officer of DOBCEL) acts:

- with a delegation from the Bishop in the organisational, administrative, support and service matters related to all 64 Catholic schools within the Diocese.
- with a delegation from the Diocese of Ballarat Catholic Education Limited (DOBCEL) in the leadership, oversight and management of DOBCEL Schools and CEOB, the appointment, supervision and performance management of Principals of DOBCEL schools and CEOB staff.

Delegations to other staff within the Catholic Education Office are defined in the relevant DOBCEL or CEOB policy, procedure or role specification and should be observed at all times.

Job Environment/Accountabilities

The visiting Teacher Learning Diversity, Education officer will provide direct and timely specialist assistance for students with additional learning and support needs.

Advice & Support

- Provide professional specialist advice, support and mentoring to classroom teachers on:
 - i. how best to cater for the diverse learning needs in their classrooms, and
 - ii. how to effectively work in partnership with families to maximise learning opportunities for students at school
- Provide advice to principals and teachers on the implementation of the CECV Intervention Framework
- Provide advice to schools on the impact and application of the Disability Discrimination Act (DDA) and Disability Standards for Education (DSE)
- Provide evidence-based consultancy services to support groups to support teachers in meeting the needs of students with additional learning and support needs
- Provide induction for new teachers and leaders on the role and responsibilities of the Learning Diversity, Education Officer as requested.
- Provide advice on specialist equipment required to support learning outcomes

Learning and Teaching

The Education Officer will work with the Learning Diversity Team to engage with schools to determine the current requirements and establish a detailed program to support identified needs including:

- Work directly with school leaders and teaching staff to support the implementation of necessary adjustments to the learning program and environment.
- Work collaboratively with teachers to carry out detailed assessments of any additional educational support required to improve educational outcomes
- Support teachers with curriculum development and teaching strategies as required, including planning, monitoring and evaluation of teaching programs
- Implementation of CEOB and CECV initiatives to support students to successfully engage and progress in learning. e.g. CECV Intervention Framework, ABLES, Inclusion Online, Nationally Consistent Collection of Data on Students with Disabilities.
- The development and production of specialist educational resources
- Provision of support to promote inclusive practices and to aid the effective teaching of students who are deaf, hard of hearing or visually impaired.
- To monitor and maintain accurate records of teaching, meetings, planning and pupil progress.

Teacher Development

- Build the capacity of school leaders and teachers to implement the CECV Intervention Framework
- Build the capacity of school leaders and teachers to create inclusive classroom environments and personalise learning for students with disabilities.
- Deliver professional learning for teachers and school learning support officers as appropriate.
- Support schools to develop teaching strategies, approaches, specialist materials and resources
- Support teachers to attain relevant and required qualifications for the effective facilitation of inclusive education.

Team Work & Communication

- Establish and maintain professional relationships with schools, parents, students and external agencies as required.
- Facilitate transition of skills acquired at school to the broader community
- Support families
- Participate as a team member promoting and contributing to team meetings and a positive work environment
- Establish professional relationships with internal and external partners
- To work as a member of a multi-disciplinary team as required
- To facilitate professional learning for teachers and school leaders as required
- To present to CEOB teams and meetings as required
- Provide reports to the CEOB team as requested

Training & Development

- Maintain professional awareness and competency in current research and best practice pertaining to the education of children with additional learning needs
- Attend all mandatory and recommended training.

Quality & Risk

- Contribute and participate in any quality improvements and risk mitigation strategies as required.

Other duties as required by the Senior Education Officer and Leader Wellbeing

Key Responsibilities on commencement

1. A demonstrated commitment to the Catholic ethos, the principles of Catholic Social Teaching and to the policies of Catholic Education Office Ballarat (CEOB) and the Catholic Education Commission of Victoria (CECV).
2. Demonstrated success in the development of contemporary, evidence-based teaching and learning approaches.
3. Demonstrated ability to provide expert advice in relation to appropriate adjustments and inclusive technologies for students with sensory impairments.
4. Demonstrated understanding of state and national policies and curriculum design for students with disabilities.

5. Demonstrated ability to build the capacity of teachers and leaders within schools in relation to inclusive teaching practices and curriculum provision for students with sensory impairments.
6. Outstanding interpersonal and communication skills, including:
 - a) experience in working collaboratively with school leadership teams;
 - b) ability to operate effectively within a multidisciplinary team;
 - c) capacity to communicate effectively across a broad range of contexts.

Qualifications, Skills and Experience

1. Tertiary qualifications in Education.
2. Postgraduate or further qualifications in learning diversity or related discipline.
3. Current registration with the Victorian Institute of Teaching.
4. Wide experience in teaching in Catholic schools or other relevant settings.
5. Relevant ICT skills.
6. A current Victorian driver's licence

Key Relationships

- Senior Education Officer – Learning Diversity
- Wellbeing Team Leader
- Wellbeing Team
- Education Services Team