

Role Description

DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



CATHOLIC EDUCATION BALLARAT

POSITION TITLE:	Education Officer: Learning Diversity
TEAM LEADER:	Leader: Wellbeing
TEAM:	Wellbeing
CLASSIFICATION:	Education Officer
DATE:	April 2025

Organisational Tradition and Context

Diocese of Ballarat Catholic Education Limited (DOBCEL) is the governing authority for 57 DOBCEL Primary and Secondary schools and provides support to a further 6 Diocesan Secondary Colleges across Western Victoria from the Murray to the sea.

At the heart of Catholic Education in the Diocese of Ballarat our focus is on educating the whole person and the fullness of life for all. All positions at DOBCEL have the opportunity for a meaningful career, contributing positively to school communities and the lives of our future generations.

Catholic Education Ballarat is committed to the safety, wellbeing and protection of all children and young people in its care. DOBCEL is an equal opportunity employer. We value a diverse and inclusive workplace representative of the wider communities in which we operate.

OUR VISION

As partners in Catholic education and open to God's presence, we pursue fullness of life for all.

OUR MISSION

We journey towards this vision through:

- Proclaiming and witnessing the Good News of Jesus Christ.
- Ensuring quality learning that promotes excellence and fosters the authentic human development of all.
- Living justly in the world, in relationship with each other and in harmony with God's creation.
- Exploring, deepening and expressing our Catholic identity in diverse ways.
- Enabling each one of us to reflect more fully in the image of God.

Role Purpose

The Education Officer: Learning Diversity will be a member of the Wellbeing Team and will focus on capacity building. This role will develop, facilitate, and implement support structures and processes to assist schools to create and maintain effective adjustments and programs for students with disabilities. Reporting to the Team Leader, this role implements policies, practices, and programs to strengthen schools' ability to support teachers, students and families. This work equips teachers to make reasonable adjustments that enable students to access and participate fully in their education.

Key Responsibilities

It is not the intention of this role description to limit the scope or accountabilities of the position but to highlight the most important aspects. The accountabilities described may be periodically altered in accordance with changing organisational needs.

The responsibilities of this role will include:

Build Teacher Capacity:

- Provide expert advice to school leaders and teachers consistent with the DDA and DSE regarding inclusive practices to support the participation of all students.
- Build the capacity of school staff to improve learning opportunities for students requiring adjustments within the context of the Victorian Curriculum.

Advocate and Develop Inclusive Practices:

- Build the capacity of school leaders to implement the *Intervention Framework* to create inclusive classroom environments and personalise learning to support student's requirements.
- Provide expert advice to school leaders to:
 - inform and improve the educational outcomes for students requiring an adjustment.
 - implement CEB and VCEA initiatives to support students with disabilities to successfully engage and progress in learning.
 - Assist teachers with curriculum development and teaching strategies consistent with the DSE for students with disabilities.
- Provide evidence-based consultancy services to schools via meetings such as Student Learning Teams and Program Support Groups with the aim to support teachers and school staff to meet the requirements of students with disabilities.
- Liaise with external agencies specific to individual students to support access to education.
- Consult and support schools in processes and procedures to fulfill National Consistent Collection of Data (NCCD) obligations such as Quality Assurance Moderation.

Work effectively as a member of the Student Services Team:

- Work as part of an interdisciplinary and multidisciplinary team within regions and across the diocese.
- Attend and actively engage in Team meetings; work collaboratively as a member of the Learning Diversity Team to develop CEB policy on educational issues and develop and promote system initiatives.
- Interpret complex academic, behavioural and psycho/social data to manage and inform the triage/allocation process.

Skills and Capabilities

- Demonstrated successful experience in the development of contemporary, evidence-based teaching and learning approaches.
- Demonstrated ability to provide expert advice in relation to appropriate adjustments and inclusive technologies.
- Demonstrated understanding of state and national policies and curriculum design for students with disabilities.
- Demonstrated ability to build the capacity of teachers and leaders within schools in relation to inclusive teaching practices and curriculum provision.
- Outstanding interpersonal and communication skills, including:
 - experience in working collaboratively with school leadership teams;
 - ability to operate effectively within a multidisciplinary team;
 - capacity to communicate effectively across a broad range of contexts.

Mandatory Requirements

The following are requirements for this position:

- A commitment to the Catholic ethos, the principles of Catholic teaching and to the policies of the Diocese of Ballarat Catholic Education Limited and the Victorian Catholic Education Authority (VCEA).
- Tertiary qualifications in Education.
- Postgraduate or further qualifications in Special Education or related area or aspiration to do so.
- Current registration with the Victorian Institute of Teaching.
- Wide experience in teaching and leadership in Catholic schools or other relevant settings.
- Relevant ICT skills.
- A current Victorian driver's licence.

Responsibilities of all Catholic Education Ballarat Employees

Safeguarding of Children and Young People

All DOBCEL employees must:

- Conduct themselves in accordance with the DOBCEL Safeguarding Children and Young People Code of Conduct and the VCEA Commitment to Child Safety.
- Take all appropriate action to reasonably protect children and young people, including being aware of all mandatory reporting obligations.

Health and Safety

DOBCEL is committed to providing a work environment that is safe and free of risks to health.

To achieve this all employees must:

- Take reasonable care for their own health and safety and the safety of others.
- Provide all relevant information regarding any medical condition that may require Emergency Services to be called; or that could impact on their ability to perform their duties.
- Not 'intentionally or recklessly interfere with or misuse' anything provided at the workplace.
- Report all hazards and incidents as required.

Partnering and Communication

All employees have a responsibility to demonstrate positive and effective communication.

To achieve this all employees must:

- Promote a culture of partnering and collaboration.
- Ensure appropriate and professional language is demonstrated in every interaction.
- Provide timely support to maintain teamwork.
- Maintain effective and professional relationships with all internal and external stakeholders.

Performance and Professional Development

All employees have a responsibility to undertake continuous professional development.

To achieve this all employees must:

- Participate in regular team meetings as required.
- Develop individual action and development plans, aligned to organisational and role priorities.
- Participate in performance review processes as required.
- Complete all mandatory training required as an employee of DOBCEL.
- Comply with all expected professional expectations and codes of conduct as outlined by DOBCEL or the relevant regulatory and professional body.
- Continuously update knowledge appropriate to the role.

Policy

- All employees are expected to comply with and demonstrate a positive commitment toward upholding all DOBCEL policies, procedures, and work instructions.