

Role Description



POSITION TITLE:	Visiting Teacher – Learning Diversity
REPORTS TO:	Senior Education Officer – Learning Diversity
TEAM LEADER:	Team Leader: Wellbeing
TEAM:	Wellbeing
DATE:	October 2022

Organisational Tradition and Context

Diocese of Ballarat Catholic Education Limited (DOBCEL) is a company limited by guarantee, created to govern 58 schools located across Western Victoria. DOBCEL and its administrative arm, Catholic Education Ballarat (CEB) work together to support the leadership of all Catholic Primary and Secondary schools, to promote Catholic identity, to deliver quality learning, provide effective stewardship and nurture respectful and trusting relationships with the community.

The Executive Director of Catholic Education Ballarat acts with a delegation from the Bishop of Ballarat to organise, administer, support and service all matters related to DOBCEL Schools and Catholic Education Ballarat.

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 role purpose is to build the capability of Principals and school leaders to:

- implement multi-tiered systems of support aligned to the CECV Intervention Framework;
- implement inclusive teaching practices within the context of the Victorian Curriculum (A-D, F-10) responsive to the diverse needs of students (cognitive, communication, behavioural, sensory, health, physical and social/emotional);
- model, guide and support schools in developing effective school processes aligned to the Intervention Framework and multi-tiered systems of support, e.g. to assess student need, provide required adjustments, document, monitor and review progress, and consult with students and/or parents/carers/guardians;
- ensure school processes adhere to legislative requirements e.g. DDA, DSE, NCCD, Privacy, Health Records and Child Safety.

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.

Under the direction of the Team Leader, this role will:

- build the capability of school leaders to utilise DOBCEL and CECV policies and guidelines (e.g. CECV Intervention Framework, CECV Positive Behaviour Guidelines, CECV Guidelines for the Provision of Personal Care Support in Schools) to accurately identify, assess and monitor students who may require adjustments;
- provide expert advice to school leaders to Inform school improvement plans and initiatives, inform and improve the educational outcomes for students requiring an adjustment, inform targeted teaching, document personalised learning plans, behaviour support plans, student health support plans, and support effective consultation and communication with families and stakeholders;
- build the capability of school leaders and teachers with curriculum development and teaching strategies consistent with the Disability Standards for Education, to inform and improve the educational outcomes of students with physical disability, chronic health vision and or hearing needs;
- develop and deliver professional learning that outlines the key principles of inclusive teaching practices to accurately identify, support and monitor students who may require adjustments (academically, behaviourally, health and wellbeing needs);
- support schools to implement the NCCD Model with fidelity, moderate and quality assure NCCD evidence;
- accurately document case notes and consultations with schools and related recommendations, consistent with DOBCEL/CECV policies, ICT tools and Learning Diversity guidelines;
- keep abreast of current research, government policies and effective practices designed to support students requiring targeted assessment and intervention within multi-tiered systems of support;
- provide evidence-based consultancy services to program support groups to ensure that the teachers and school staff are supported in meeting the needs of students with diverse learning needs;
- support teachers and schools with the intervention process (identification, targeted assessment, data analysis, learning and teaching and evaluation) and relevant documentation (PLP, BSP, SSP, MMP, SHSP, RA, NCCD);
- liaise with external agencies specific to individual student needs to support access to education;
- other duties as required by the Executive Director.

Skills, Capabilities and Key Selection Criteria

To be successful in this role the employee needs to have the following skills and capabilities:

- demonstrated understanding of state and national policies and curriculum in relation to inclusive teaching practices, including multi-tiered systems of support, NCCD, Response to Intervention, universal design for learning to support the health, wellbeing, academic and/or behavioural needs of students;
- demonstrated successful experience in the development of contemporary, evidence-based teaching and learning approaches including a broad range of assessments to inform adjustments for students with diverse learning needs;
- extensive experience in supporting leaders and teachers to select and develop strategies for assessment, targeted intervention and to provide adjustments for students with diverse learning needs with a particular focus on students with chronic health, physical disability, vision and/or hearing needs;
- demonstrated evidence of well-developed oral and written communication skills, and ability to engage with stakeholders including, school leaders and teachers;
- demonstrated ability to produce, organise and deliver Professional Learning programs using online/blended modes of engagement, asynchronous learning, webinars and online modules;
- demonstrated ability to build the capability of teachers and leaders within schools in relation to inclusive teaching practices and curriculum provision for students with diverse learning needs (cognitive, behaviour, sensory, health, physical, social/emotional);
- outstanding interpersonal and communication skills, including: (i) experience in working collaboratively with school leadership teams; (ii) ability to operate effectively within a multidisciplinary team; (iii) capacity to communicate effectively across a broad range of contexts;
- a commitment to the Catholic ethos, the principles of Catholic teaching and to the policies of DOBCEL and the CECV.

Essential Requirements

The following are requirements for this position:

- a commitment to work within and align to the DOBCEL Vision and Mission;
- tertiary qualifications in Education;
- postgraduate or further qualifications in Special Education or in fields relevant to the role;
- current registration with Victorian Institute of Teaching
- extensive experience in teaching and leadership in Catholic schools or other relevant settings particularly with students with diverse learning needs;
- 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 CECV 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.