



Position Information Document

Leader of Inclusive Practices and Wellbeing POR 3

Name:

Date: 19 January 2026

Position Title	Leader of Inclusive Practices and Wellbeing
Position Reporting to	Principal through Deputy Principal
Tenure	3 years
Commencement Date	19 January 2026
Conclusion Date	31 January 2029
Release	1.0 FTE

L E A D E R of I N C L U S I V E P R A C T I C E S A N D W E L L B E I N G

The Leader of inclusive practices and wellbeing role is determined according to the needs of the school and the directions of the Strategic Plan and Annual School Improvement Plan. Its function is to develop and support projects, foci or initiatives within the school that support the professional learning of teachers and improved wellbeing and learning outcomes for all students.

Key Working Relationships

- Principal
- Deputy Principal
- Leadership Team
- Teachers
- School Counsellors
- ESO Staff
- Students
- Parents
- External Agencies

Vision Statement

Catherine McAuley School seeks to fulfil Catherine McAuley's vision of providing quality educational opportunities to all children in surrounding communities.

"Be ever ready to praise, to encourage, to stimulate, but slow to censure, and still more slow to condemn."

Values

This vision is lived out through the core values of Faith, Growth and Unity.

It is these core values that inform every aspect of our work at Catherine McAuley School as we educate our young students in partnership with their parents.

The Leader of Inclusive Practices and Wellbeing will be able to demonstrate a commitment and capacity to actively contribute to and lead whole school improvement initiatives. They will lead and manage intervention and support initiatives and demonstrate a commitment to ongoing professional learning for self to enable further development of skills, expertise, and teaching practice.

They will engage with evidence-based pedagogies and language that promotes high quality teaching and learning and builds a culture of high expectations for learners. The Leader of Inclusive Practices and Wellbeing will assist in the collection and use of assessment and other data to develop strategies that strengthen student identity and agency, ensure curriculum accessibility for all students, and promote wellbeing.

The Leader of Inclusive Practices and Wellbeing works in collaboration with students, staff, families, and external agencies and advises the school on issues relating to current research and best practice in learning and learning environments for students with diverse learning needs. They will lead a team (ESO & School Counsellors) and work as a member of the Leadership Team to develop a highly effective and progressive inclusive education approach of students with identified learning needs (learning, social, emotional needs), gifted and talented and Indigenous students.

SPECIFIC RESPONSIBILITIES

The Leader of Inclusive Practices and Wellbeing will have responsibility for:

Administration:

- Work collaboratively with teachers, School Leaders, CESA personnel, parents/caregivers, government and non-government agencies and private providers to develop and maintain individual student Personalised Plan for Learning (PPL's) for Students with Disability, Students with Learning Disability, Indigenous, Gifted and Talented, CESA Scholarship students, and students with imputed needs.
- Coordinate annual review of PPL's for all relevant students including:
 - establishing effective relationships with staff and families to collaboratively support relevant students, identify students 'at risk' and 'general accommodations and modifications' to enable students to access the regular classroom.
 - Facilitating the process of PPL review meetings/discussions with staff, parents/caregivers and Inclusive Education Consultant (CESA) and seeking feedback from those not present.
 - working with staff to amend PPL's as required.
 - ensuring the uploading and maintenance of any updates on SEQTA.
 - supporting teachers in their planning and documenting PPL's and evidence of adjustments for students.
 - leading PPL review meetings/discussions with staff, parents/caregivers and CESA consultants for Scholarship students, students in the extensive/substantial categories and other more complex student scenarios
 - working with staff to build their capacity in leading PPL meetings and developing PPL documentation.
- In collaboration with teachers, input data into PPL's ensuring information is concise, describes impact on student learning, adjustments being made and correctly summarises professional reports or assessments.
- Ensure PPL's, relevant reports, documents and meeting notes are uploaded to the SEQTA and monitor adjustment documentation.
- Maintain accurate and complete student records using appropriate templates and forms in accordance with legislative and Catholic Education guidelines and procedures.
- Read, summarise and share with staff professional reports regarding current students, as well as those that accompany enrolment applications and post acceptance.

- Manage annual reporting requirements, reviewing with a focus on school improvement for student growth and development, including the College's NCCD submissions.
- Work with teaching staff and key leaders to prepare and upload (to SEQTA and other platforms as required) the documentation and evidence required for NCCD funding support and/or disability provisions for relevant students.
- Work with CESA personnel and the School Principal to ensure NCCD data, evidence and documentation is completed and submitted to the relevant authorities according to system expectations and timelines.
- Manage the functioning of the Wellbeing Centre.
- Attend professional development and disseminate information to the School Leadership Team, Leaders of Learning, teachers and ESO staff as appropriate.
- In partnership with other Leaders, lead and manage the implementation of NAPLAN, Pulse, PAT R & PAT M and other diagnostic assessments.
- Support other Leaders with the Assessment and Reporting procedures.

Student Support:

- Lead the development and implementation of interventions and supports appropriate to students with special needs or barriers to learning.
- Lead responses and interventions for students with identified social-emotional needs and behavioural concerns as outlined in their PPL.
- Work collaboratively with other Leaders to collate a database of modified curricula for students across R-6.
- Work collaboratively with the Wellbeing Team and teachers in production of PPL's to support CESA Scholarship students.
- Coordinate and support volunteers and professional consultants in the implementation of student support programs and collaborate with Administration staff to ensure required documentation is in place, including Working with Children Check (WWCC).
- Work with the School Principal, CESA personnel in relation to the enrolment of CESA Scholarship students, ensuring the School has a good understanding of student needs and accommodations required to for successful integration into our School.
- Work with relevant School leaders, Wellbeing Team and teachers to support CESA Scholarship students to access the curriculum and to monitor their academic, social, and wellbeing development.

- Coordinate reviews and case management meetings of student progress, working collaboratively with parents, CESA personnel and other agencies as necessary reviewing PPL's for student success.
- Collaborate with School leaders, teachers and support staff regarding programs to support the challenging of high performing/gifted students to ensure their engagement and extension.
- Understand the complexities and needs of students from R-6 regarding educational requirements and possible future pathways for special needs students.
- Create procedures to support students and families in being able to access and implement external provider reports and CESA resourcing in support of students.
- Liaise with high schools about transition programs for Year 6 students needing additional support with their transition to high school.

Teacher Support:

- Participate in and lead the professional development of staff in the area of inclusive teaching, learning and wellbeing.
- Support teachers in planning, teaching, recording and reporting of intervention programs and modified programs for individual students.
- Develop and review policies related to Equity and Inclusion and ensure they are updated when necessary and reflect contemporary practice.
- Advise on staff training and certification with a focus on the special needs of students.
- Liaise with external providers, including but not limited to: Department of Child Protection, Autism SA, psychologists, psychiatrists, speech pathologists, occupational therapists, as required.
- Support teaching staff with the assessment and reporting processes for students with Modified reports.
- Be an active presence in classrooms, supporting teachers in differentiating curriculum delivery and assessment, and provide assistance and advice regarding adjustments and accommodations for students.
- Support teachers to identify those students that may require extension through a process of data analysis, diagnostic reports, assessments, and other referrals.
- Support teachers with strategies for extending students with a differentiated curriculum model.

Team Management:

- Line manage ESO (support and counsellors) staff, including:
 - Coordinating and distributing the support timetable.
 - Assisting with the recruitment of new staff including interviewing, reference checking.
 - Induction of new staff.
 - Debrief on issues as relevant.
 - Organise team meetings as required.
 - Provide support staff for excursions and other events.
 - Coordinating Professional Development.
 - Working with the Business Manager to ensure roles meet EA requirements.
 - Training updates undertaken.
 - Conducting annual professional reviews.
- Maintain currency with best practices and resources required for inclusive teaching, learning and wellbeing for all students and their learning environment.
- Collaborate with Teachers, ESO staff, School Counsellors and other staff as required to monitor student progress and develop learning strategies for students accessing a PPL.

Annual:

- NCCD data collection and entry.
- Transition of students to high school for students with additional needs.
- Coordinate the annual review of PPL's for all relevant students as outlined in the 'Administration' section above.

COMMUNICATION AND PROMOTION OF CATHERINE McAULEY SCHOOL

The Leader of Inclusive teaching, learning and wellbeing will have responsibility for:

- Communicating with parents, staff, and students in relation to inclusion and wellbeing initiatives.
- Developing and nurturing positive relationships with colleagues, students, parents, and caregivers.
- Actively promoting teaching, learning and student achievement through newsletter articles, initiatives, and teaching and learning events.

PERSON DESCRIPTION

The Leader of Inclusive practices and wellbeing is expected to demonstrate:

- An understanding of Catholic traditions and commitment to upholding the vision and mission of Catherine McAuley School.
- An ability to enthuse and inspire students, and work with colleagues to create a positive collaborative working environment.
- Contemporary practices in behaviour management, harassment mediation and pastoral care in particular utilising restorative practices.
- A positive role model for young people and staff.
- The necessary communication and people management skills to interact effectively with staff, students, parents, and outside agencies.
- An empathy with and response to the complex demands of a changing education environment.
- The skills of an experienced educator.
- That they are efficient administrators, able to work well under the pressure of deadlines.
- A commitment to regular professional development and support other staff to do the same.
- Posses a sound knowledge and understanding of inclusive education testing, assessment and procedures.
- Respond to other duties as assigned by the Principal and/or Deputy Principal through due process of consultation and negotiation.

SPECIFIC REQUIREMENTS

Acquire and Maintain

- Current South Australian Teachers Registration
- Approved Responding to Abuse and Neglect Training
- First Aid Training
- Teacher Accreditation in Catholic Education SA (Graduate Certificate of Catholic Education within five years of holding a permanent position with CESA)
- Specific qualifications and / or expertise in the designated curriculum and school management area.

WORK HEALTH AND SAFETY RESPONSIBILITIES

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 27 and 28 WHS Act 2012

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.

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.



CATHERINE MCAULEY SCHOOL

Position Information Document

General Teacher

Name:

Date: 2026

POSITION TITLE	GENERAL TEACHER
EMPLOYMENT TYPE	PERMANENT
FTE	1.0 FTE

Key Working Relationships

- Principal and Leadership Team
- Leaders of Teaching and Learning
- School Staff
- Students
- Parents and Caregivers

BROAD PURPOSE

To work collaboratively with leaders, colleagues, parents/caregivers and others as applicable to facilitate positive learning by students and engage in educational reform.

The teacher will:

- Apply curriculum knowledge and teaching methods which facilitate successful learning
- Respond to learner's needs
- Develop and maintain positive and effective working relationships
- Provide a balanced and challenging program relevant to the needs of the students (including developing Individual Learning Plans, as appropriate)
- Assess, record and report learner achievement using required programs and systems
- Establish structures and processes to achieve a productive learning environment
- Employ behaviour management strategies which ensure a safe, orderly and successful learning environment
- Ensure that confidential information is handled appropriately
- Carry out other non-instructional responsibilities as required

DUTY STATEMENT

1. Professional Responsibilities

- Fulfil all requirements of the Australian Professional Standards for Teachers
- Operate in accordance with the Charter for Teachers in SA Catholic Schools
- Actively commit to uphold and contribute to the ethos of Catholic schools in general as well as that of Catherine McAuley School
- Comply with relevant legislation as well as South Australian Commission for Catholic Schools (SACCS) and the school's policies, guidelines and procedures
- Meet and teach students at designated locations and times
- Appropriately assist students who are hurt, sick or in distress
- Diligently undertake supervision duties, including regular yard duty
- Complete administrative tasks accurately and on time including record keeping
- Attend staff and other required meetings, parent teacher interviews and other school-related activities as required

2. Content of Teaching and Learning

- Plan a comprehensive learning program in line with Australian Curriculum
- Address students' varying intellectual, emotional and physical abilities in teaching practice
- Identify individual learning needs and styles, and plan learning experiences that enable all students to achieve success (Use of ILP's)
- Know and understand a range of learning methodologies and technologies and their application to the classroom
- Demonstrate best practice in teaching and learning and remain current in knowledge and application and update/adjust practice to achieve same

3. Classroom Management and Behaviour Education

- Establish positive and effective relationships with students
- Establish and maintain a task-oriented learning environment
- Set and adhere to timelines for completion of work
- Work with students to create an attractive welcoming classroom environment
- Maintain standards of tidiness and orderliness
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities to suit the learning activity
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant SACCS policies and procedures
- Consistently maintain behavioural expectations and respond appropriately to student behaviour by applying behaviour management skills as per school policy
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions
- Apply effective consequences and strategies to assist students who interfere with teaching and learning

4. Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement
- Use a variety of assessment and reporting methods to regularly monitor learning process
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement

- Provide parents/caregivers and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the school

5. Interaction with the school and broader community

- Demonstrate effective communication skills with students, colleagues, parents/caregivers and others at all times
- Work effectively as a member of the school team to actively and positively support school activities
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas
- Positively engage in and undertake professional development, training and professional reviews when required
- Perform other duties as required by the Principal (or delegate)

PERSON SPECIFICATION

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience
- Teacher Accreditation in Catholic Education SA
- Demonstrated skills, knowledge and experience relevant to the role requirements
- High level interpersonal skills to interact positively with the school community and be a positive role model and professional representative for the school at all times
- Excellent written and verbal communication skills and able to work collaboratively within a team environment and effectively teach students to achieve required learning outcomes
- Be self-directed and utilise initiative and judgement to fulfil role requirements
- Excellent organisational skills with ability to problem solve and ensure required timelines are met
- Willingness to actively and positively uphold and contribute to the culture and ethos of the School
- Proficient ICT skills and knowledge and ability to fully utilise required systems and programs, or ability to quickly learn and use effectively

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
- Being vaccinated against COVID-19 is not mandatory for CESA staff. It is highly recommended for all CESA staff to maintain vaccination status as recommended by the policy.

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.