

St Francis de Sales College

EQUITY & INCLUSION COORDINATOR R-12

Position Information Document



St Francis de Sales
COLLEGE

Responsible to:	Principal
Classification:	POR 2
Tenure:	2 Years
Time Release:	tbc
Commencement date:	Term 1, 2026
Teaching Role:	Permanent

At St Francis de Sales College we aim to provide opportunities for the growth and development of all of our community members, so they may 'be who they are and be that well.' We strive to inspire all to develop a love of learning and enable them to reach their full potential by living, through a Catholic lens, the College's seven Heart Values of *Faith; Perseverance; Compassion; Integrity; Respect; Wisdom and Justice*. This is the foundation and the essence upon which this role is based.

'Be who you are and be that well'

SIGNIFICANT WORKING RELATIONSHIPS

The Equity and Inclusion Coordinator R-12 is responsible to the Principal through the Head of Equity and Inclusion and additionally has key working relationships with:

College Leadership Team	Directors of Learning
Year Level Leaders	Leaders of Learning
E-6 Literacy and Numeracy Leaders	College Counsellors
Allied Health Professionals – Occupational Therapist	Careers and VET Coordinators
Home Group and Subject / Class Teachers	Teaching and non-teaching staff

POSITION OVERVIEW

The primary role of the Equity and Inclusion Coordinator R-12 is to support students (R-12), staff and families to ensure all students have access to learning opportunities and success.

To this end, the Equity and Inclusion Coordinator R-12 works in collaboration with the Head of Equity and Inclusion, the Principal and other senior leaders to enact the College's vision and mission.

The Head of Equity and Inclusion R-12 will collaborate closely with the leaders at each year level, Leaders of Learning, Subject Teachers and Home Group/ Class Teachers to support their work in meeting students' needs and providing access to all, in line with College policy and procedures.



The Equity and Inclusion Coordinator R-12 will demonstrate visible leadership within the Religious, Educational, Community and Administrative spheres of the operation of the College.

KEY AREAS OF WORK

The Equity and Inclusion Coordinator R-12 will have responsibilities to:

Administration:

- With the Head of Equity and Inclusion work collaboratively with teachers, College 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 (children in care), and students with SACE modified programs and Special Provisions.
- Support teachers to develop PPL's for all relevant students including:
 - leading PPL review meetings/discussions with staff, parents/caregivers and CESA consultants for students in the supplementary and QDTP categories working with staff to build their capacity in leading PPL meetings and developing PPL documentation
 - supporting teachers in their planning and documenting PPL's and evidence of adjustments for students within the Equity and Inclusion Program
 - Maintain detailed records for all meetings with parents and caregivers, staff and agencies. Input data into PPL's ensuring information is concise, describes impact on student learning, adjustments being made and correctly summarises professional reports or assessments.
- Work with teaching staff and key leaders to prepare and upload (to SEQTA) the documentation and evidence required for NCCD funding support and/or disability provisions for relevant students.
- Support the day-to-day functioning of the Learning Centre.
- Attend professional development and disseminate information to the College Leadership Team, Leaders of Learning, teachers and ESO staff as appropriate.

Student Support:

- Plan and deliver intervention programs to support students' learning needs.
- Work collaboratively with external agencies to support students with diverse learning needs.
- Create and support learning environments that are engaging and inclusive of all, enhancing student wellbeing and personal responsibility.
- Understand the complexities and needs of students from R-12 regarding educational requirements and possible future pathways for special needs students.
- Support the transition of new students with disabilities and additional learning needs.

Teacher Support:

- Apply a strong knowledge of curriculum and differentiation practices that support quality learning for students with disabilities and additional needs.
- Support teachers in differentiating teaching, learning, and assessment for students with disabilities or additional learning needs.
- Work collaboratively with colleagues to plan adjustments to enable successful student learning outcomes
- Participate in and lead the professional development of staff in Equity and Inclusion and special needs.
- 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, Cora Barclay, psychologists, psychiatrists, speech pathologists, occupational therapists, as required.
- Work in collaboration with other staff in the day-to-day management of the College Wellbeing Dog.

Equity and Inclusion Team Management:

- Work with the Head of Equity and Inclusion to:
 - Support the development of the student support timetable.
 - Debrief on issues as relevant.

Annual:

- Actively support the NCCD data collection and entry.
- Transition of Equity and Inclusion students to St Francis de Sales College, including liaison with partner schools.
- Work collaboratively with the Head of Equity and Inclusion to undertake the annual review of PPL's for all relevant students as outlined in the 'Administration' section above.

GENERAL LEADERSHIP EXPECTATIONS

- Undertaking membership of appropriate College committees.
- Documenting, reviewing and upgrading of policies and procedures related to the scope of responsibilities.
- Undertaking other duties as assigned by the Principal.
- Be committed to, and live out, the Catholic values of the College.
- Possess tertiary qualifications in Inclusive Education.
- Have the capacity to nurture a cohesive and pastorally caring R-12 community.
- Possess the necessary capacity to relate to people in a variety of situations.
- Have a sound knowledge and understanding of contemporary practices in student welfare and Inclusive Education.
- Have highly developed communication, planning, analysis, interpersonal, conflict resolution and team building skills.
- Be able to work independently.
- Demonstrate and model an ongoing commitment to appropriate professional development.

ROLE REQUIREMENTS

- Act in accordance with the CESA Code of Conduct and the Charter for Staff in Catholic Schools in South Australia.
- Hold a current acceptable Working with Children Check (WWCC) clearance & screening to work in Catholic Education South Australia.
- Hold current certification in Responding to Risks of Harm, Abuse and Neglect in Education and Care Settings.
- First Aid in Education and Care setting training.
- 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.
- Undertake an Annual Professional Review.

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 and omissions do not adversely affect the health and safety of other persons.
- Comply, in so far as you are reasonable 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 intended as a comprehensive listing of all responsibilities, tasks, and outcomes.