

POSITION DESCRIPTION



POSITION TITLE:	Leader of Inclusion (Compliance & Administration)
REPORTS TO:	Principal
CLASSIFICATION:	Middle Leader in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland – Tier 2</i>
AUTHORISATION:	Executive Director

Catholic Education – Diocese of Cairns

Catholic Education - Diocese of Cairns (CEDC) is a dynamic and growing organisation that is actively inviting schools to co-create with us, schools that are places of rich learning for now and into the 22nd Century.

Our vision is to offer every student in every school a world class education enriched by their lived encounter with the Catholic Faith.

CEDC is committed to this vision through Co-Leadership with schools to build communities of learning that provide a safe, nurturing and academically challenging environment. Our schools are places where we create opportunities for every student and every staff member so that they are inspired to contribute to our society, innovate, explore possibilities, and achieve excellence.

CEDC embraces thirty (30) schools including twenty (20) primary schools, two (2) Prep to Year 12 colleges and eight (8) secondary colleges. One of these colleges is a Special Assistance College with campuses in Cairns, Cooktown, and Edmonton. This community also includes Catholic Education Services located in Cairns itself. Over the next five years there are two new schools planned.

All schools and colleges, except three, are within a two-hour drive of Cairns. Cooktown, Waibeni Island (Thursday Island) and Weipa are accessed by daily flights and located in some of the most beautiful parts of the country. In total, there are 11 500 students and 1500 staff.

Leadership and strategic management is the responsibility of the Executive Director of CEDC. Through a team of professionals, and in Co-Leadership with principals, the Executive Director manages and facilitates a number of significant delegations which include:

- Support of the mission of the Church as delivered through Catholic Education
- Support of schools by providing services that strengthen school capacity
- Provision of leadership and forward planning to develop organisational capability
- Distribution to schools of government allocated funds and their accountability
- Monitoring quality of schools and compliance/accountability with requirements of governments, Church, and parents
- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach

Our staff are supported to experience success and satisfaction in their vital role.

Cairns also offers many lifestyle opportunities that can be found in few other places and is surrounded by World Heritage listed areas including the Great Barrier Reef and the Daintree Rainforest, all within an hour's journey from the growing City of Cairns. It is the gateway to our Asian neighbours with direct flights to China, Japan and Singapore as well as having direct flights to all the east coast capital cities, Darwin, and Queensland's Sunshine and Gold Coasts.

Newman Catholic College Overview

Newman Catholic College, co-located on James Cook University site, Smithfield, is Cairns Catholic Education's newest college, joining a system of 29 other catholic schools and colleges. Opened in 2022, with approximately 140 Year 7 students and growing a year level each year until Year 12 is reached in 2027, its location on and interaction with the University presents endless opportunities to meet the diverse learning needs of our students. Newman Catholic College works collaboratively with James Cook University so that learning and teaching is enhanced at all year levels.

Our curriculum at Newman Catholic College centres on design, digital and inquiry-based learning. It is strategic in its intent to promote the development of skills such as problem solving, critical analysis, and creative thinking; a curriculum that is innovative, digital and design focused, and forward thinking for all students, wherever they are on their learning journey.

Newman Catholic College has as its heart the Gospel and as such supports an inclusive enrolment policy. Our charism is guided by our patron saint, St John Henry Newman with an underlay of St Francis of Assisi and his approach to ecology. Through this we hope that students see themselves as led to humility before the mystery and wonder of our universe (Psalm 104 and Psalm 148). It is our desire that through growth in ecological awareness students will be encouraged to participate in practical programs and initiatives that serve others.

Staff play a vital role at Newman Catholic College in developing opportunities of holistic education for young people and promoting the message of Christ. It is essential that staff see themselves in genuine partnership with families and the wider community, and together, seek to support the Newman Charism. Young people in our care are invited to develop skills based on the positive faith filled role modelling provided by their staff, families, and community. Teaching practices at Newman Catholic College will be in line with our Newman Catholic College Learning Framework and Standards of Practice.

Purpose of the Role

The primary purpose of the Leader of Inclusion (Compliance & Administration) at Newman Catholic College is to ensure that the school upholds the highest standards of organizational excellence, compliance, and resource management in the realm of inclusive education. This role is crucial in actualising a framework where every student is afforded an equitable and accessible educational experience, guided by the tenets of Catholic teaching and the insightful perspectives of St. John Henry Newman.

Drawing from Scripture, the role echoes the sentiment of 1 Corinthians 14:40, "But all things should be done decently and in order." This Biblical principle underpins the role's focus on orderliness and proper administration, emphasising the importance of a well-structured and compliant educational environment as a foundation for effective learning and inclusion. St. John Henry Newman's insights into the value of systematic and thoughtful organisation in education further illuminate this role's purpose. Newman believed in the power of well-ordered systems to enhance educational outcomes, asserting that "Good order is the foundation of all things." In the context of Newman Catholic College, this translates to an emphasis on meticulous compliance, efficient administration, and strategic resource allocation to support inclusive education.

The role is not primarily concerned with the pastoral aspects of inclusivity but is focused on the processes that enable it. Responsibilities include ensuring that the school's policies and practices are in strict adherence to educational laws and standards, managing the complexities of funding for inclusive education programs, and overseeing the administrative tasks that these endeavours entail.

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Essential Duties and Responsibilities

Typical duties performed may include, but are not limited to:

MISSION OF THE CHURCH

- Understands and supports the role of Catholic Education in the Mission of the Church
- Demonstrates a willingness to articulate the implications of the model and message of Christ and the school's Mission Statement in the curriculum
- Committed to the life and practice of one's faith tradition
- Demonstrates a willingness to review and reflect teaching practices in light of the school's mission statement
- Incorporates gospel values in the curriculum
- Actively supports school worship and liturgy and retreats
- Nurtures personal spiritual development and an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behaviour

LEARNING AND TEACHING

- Develops a relational platform as a basis for learning and teaching
- Understands the nature of the learner and the learning process and tailors teaching programs to meet the diverse needs of students
- Plans and prepares effective, quality learning and teaching programs and practices, which are consistent with the National Professional Standards for Teaching and diocesan and school based learning area plans and policies
- Maintains teaching competency and currency of knowledge of relevant curriculum programs, as required by school and Diocese, including Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School
- Creates a nurturing and stimulating learning environment, which is inclusive, learner centred and academically challenging
- Demonstrates effective classroom management, which provides an environment that is conducive to learning
- Provides assistance to students with individual educational needs
- Maintain appropriate behaviours when engaging with children
- Assesses student performance (diagnostic, formative and summative) for developmental feedback and reporting purposes
- Maintains student records and samples of work and reports on student performance to students, parents, the school, diocesan and statutory authorities.
- Exercises professional responsibility in engendering a love of learning and developing lifelong learning
- Effectively uses ICT in learning and teaching

(In accordance with National Professional Standards for Teachers, Number 1, 2, 3 & 5)

STUDENT WELLBEING

- Facilitates personal development and social participation of the learner
- Demonstrates effective behaviour management practices
- Provides for the physical, social, cultural and emotional well-being and physical safety of students
- Enhances student development towards effective citizenship and responsible adulthood, through participation in planned and extra curricula activities

(In accordance with National Professional Standards for Teaching, Number 4)

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PROFESSIONAL GROWTH

- In consultation with the leadership team of the school or a nominated support person, regularly monitors the effectiveness of the teaching / learning program
- Participates in and supports professional learning
- Implements knowledge, skills and strategies gained from professional learning
(In accordance with National Professional Standards for Teachers, No 6)

PARTNERSHIPS

- Participates in collaborative development and evaluation of curriculum, school policies and procedures.
- Establishes and maintains appropriate interpersonal relationships within the school, as well as between the school and community, particularly in regard to the Diocesan 'Code of Conduct'.
- Is aware of and actively supports school and Diocesan policies
(In accordance with National Professional Standard, Number 7)
- Serve as the Centre of Expertise on NCCD Funding
 - Expert Guidance and Oversight: Providing comprehensive guidance on the Nationally Consistent Collection of Data (NCCD) funding model and its implications for the school.
 - Staff Training and Development: Facilitating training sessions for staff to enhance their understanding and application of NCCD requirements.
 - Policy Formulation and Implementation: Developing and implementing policies to align with the requirements of NCCD funding.
- Build, Refine and Manage NCCD Processes
 - NCCD Register Management: Maintaining and updating NCCD registers in line with compliance requirements.
 - Support Decision-Making: Assessing and deciding on the levels of support for students listed on the NCCD register.
 - Identification and Support Process Management: Overseeing the identification and support processes for students on NCCD registers.
 - Moderation: Ensure NCCD moderation occurs with relevant stakeholders prior to census.
- Act as a Resource for Leaders
 - Advisory and Strategic Input: Offering expert advice and strategic input to the school leadership on inclusive education practices and compliance.
 - Resource Development: Developing resources to assist school leaders in implementing inclusive education strategies.
- Together with the Leader of Diversity & Inclusion, develop and Implement a Diversity & Inclusion Strategy
 - Strategic Development: Collaborating with the leadership team to develop a comprehensive Diversity and Inclusion (D&I) strategy.
 - Effective Implementation and Monitoring: Implementing and regularly monitoring the effectiveness of the D&I strategy.
 - Community Engagement and Communication: Engaging with the school community to support and communicate the D&I strategy.
- Establish an Internal Audit and Reporting System
 - Audit System Development: Creating an effective internal audit system to evaluate D&I initiatives.
 - Data Analysis and Reporting: Analysing data and providing regular reports on the progress of D&I programs.
- Manage Documentation and Compliance Audits
 - Comprehensive Documentation Management: Ensuring the meticulous management of documentation related to inclusion and compliance.

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- Audit Preparedness and Response: Preparing for and managing responses to internal and external audits related to inclusion.
- Working with other staff
 - Staff Training and Development Programs: Developing and conducting training programs for staff on inclusion processes and legislation.
 - Continuous Learning and Development: Promoting continuous learning around inclusion and compliance among staff.
 - Collaborating with Staff: Collaborating with staff on the development of processes that may affect them. Work closely with Leader of Inclusion (Diversity and Pastoral Care) and the Leader of Pedagogy where relevant.

Fundraising and Resource Acquisition

- Fundraising Initiatives: Identifying and exploring fundraising opportunities, including grants and sponsorships.
- Grant Writing and Management: Engaging in grant writing and managing the application process for funding.

Maintain Accurate and Organised Records

- Efficient Record-Keeping: Developing and maintaining systems for accurate and organised record-keeping.
- Data Integrity and Confidentiality: Ensuring the integrity and confidentiality of all records.

Update and Inform Leadership on Legislative Changes

- Information Dissemination: Keeping the leadership team informed of changes in legislation related to inclusive education.
- Policy Adaptation and Updating: Adapting school policies in response to legislative changes.

Ensure Compliance with CES Policies

- Policy Alignment and Communication: Ensuring that school practices are aligned with CES policies related to inclusive education.
- Regular Communication with CES: Maintaining communication with CES to ensure compliance and alignment.

Project and Change Management

- Change Management: Ensure that staff are made aware of changes (and reasons for changes) to policies, processes and procedures as they are made. Ensure that necessary training and development occurs to facilitate these changes.
- Research Projects: Lead research projects into current trends emerging from data and drawing on best practice, nationally and internationally to identify approaches and systems which best support an inclusive and diverse culture and business objectives of the College.

Genuine Occupational Requirements

- Share in the Church as a professional within the school faith community
 - Support the Catholic ethos of our schools
 - Participate in worship and prayer in our schools
 - Develop in students an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behavior
- Plan, prepare and implement for effective learning and teaching (Refer to National Professional Standards for Teachers, Number 1, 2, 3 & 5)
 - Appropriate knowledge to plan and prepare teaching and learning programs which meet the diverse characteristics, needs and learning styles of students, and are consistent with relevant curriculum and policies

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- Implement effective and inclusive teaching and learning processes, including the use of technology, to establish a challenging learning environment to encourage students to work toward their full potential
- Create and maintain safe, supportive and caring environments (Refer to National Professional Standards for Teachers, Number 4)
 - Facilitate the prevention of child harm by recognising and responding appropriately
 - Communicate effectively with students including using appropriate interpersonal skills
 - Plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a safe and supportive learning environment
- Engage in professional learning and reflection (Refer to National Professional Standards for Teachers, Number 6)
 - Model continuous learning through participation in professional development activities
 - Review and evaluate personal teaching practices to improve student learning
 - Engage with colleagues to discuss teaching practices to improve educational outcomes
- Engage professionally with colleagues, parents/carers and the community (Refer to National Professional Standards for Teachers, Number 7)
 - Comply with professional ethics and understanding
 - Understand the need to work collaboratively with school staff, parents and members of the wider community to establish effective partnerships and achieve educational outcomes
 - Contribute to the school community
- Accountable and responsible for ensuring professional behaviour
- Ability to cope with own emotions and behaviour effectively
- Ability to comply with legislation and professional regulations to reduce the risk of harm to self and others
- Ability to maintain an appropriate level of confidentiality
- Ability to communicate in English both verbally and in writing to meet necessary standards with respect to clarity, accuracy and professionalism appropriate to the position
- Ability to locate appropriate and relevant information from multiple sources and convey, integrate and implement knowledge in practice
- Ability to prioritise workloads and manage multiple tasks with competing timelines for the smooth running of the College
- Ability to accept responsibility for own work
- Advanced skills in Microsoft and System applications necessary to demonstrate the required range of skills and tasks
- Highly competent use of digital technologies necessary to demonstrate the required range of skills and tasks
- Highly organised and capable of timetabling and making good judgements for staff and student wellbeing
- Proven ability to problem solve, apply algorithms and analytics, interpret data, draw conclusions for planning, timetabling and scheduling purposes within a complex school environment.

Physical requirements of the position:

- Work is normally performed in a typical interior office and/or classroom environment
- Maneuvering within the office/College environment appropriate to the position
- Frequently uses telecommunication and electronic equipment

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Mandatory Qualifications and Requirements

- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education
- Holds Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School (Teachers of Religious Education).
- Promote child safety at all times
- Registered or eligible to register with Queensland College of Teachers
- Professional qualifications in Education, Inclusion and/or other relevant field
- Possesses a strong familiarity and understanding of the Disability Discrimination Act, Disability Standards for Education, NCCD, NDIS, WHS and other similar legal or compliance frameworks
- Written and verbal communication skills of a high order
- Current drivers' license

Related Documents

- Statement of Principles for Employment in Catholic Education
- Code of Conduct for Employees of Catholic Education
- Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland
- Senior Leadership positions in Catholic Schools in Queensland (QCEC Policy)
- Leadership Framework in the Cairns Diocese

Additional Information

The incumbent will need:

- The appointee to this position will be required to complete a period of 6 months' probation, in accordance with The Fair Work Act 2009
- An in-depth understanding of and commitment to the mission and objectives of Catholic Education in the Diocese of Cairns
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.

HOW YOU WILL BE ASSESSED

How we do things is as important as what we do, therefore you will be assessed on your ability to use your experience, knowledge, skills and competencies confidentially with good judgement and wisdom. You will be assessed on your ability to demonstrate the following four capabilities – Personal, Professional, Relational and Organisational within context to the key accountabilities identified above.

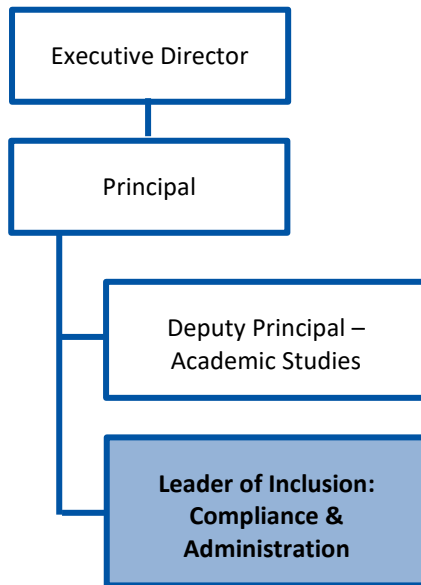
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Capabilities	
Personal	Professional – Knowledge and Understanding
Engages in self-reflection	Is aware and responsive
Gives witness to personal faith and commitment	Integrates a Catholic stance in area of responsibility
Displays a sense of self-efficacy and personal identity	Supports and engages change processes
Displays intuition as well as logic and reason	Demonstrates appropriate styles of decision making
Projects confidence, optimism and resilience	Inspires a collegial purpose and vision
Demonstrates honesty and integrity	Supports efficient and robust structures and systems
Demonstrates ethically responsible behaviours	Focuses on core outcomes and accountabilities
Is morally courageous	Engages in workplace learning and relevant professional development
Demonstrates a commitment to personal spiritual growth	Operates with a commitment to sound educational focus
Displays imagination and vision	Operates with a spirit of service and professionalism
Integrates work and personal life	Develops moral purpose
Engages with the Catholic culture	Demonstrates capacity to provide professional support
Is culturally sensitive	
Social and Interpersonal	Organisational
Is relationally adept	Gives priority to the Church's mission in education
Is emotionally mature	Engages in future thinking, aware of the big picture
Is guided by the spirit and teachings of the Gospel	Supports organisational capacity to respond to contemporary and future needs
Communicates with confidence	Avoids imposing old paradigms on new realities
Is authentically present	Supports a growth promoting workplace
Displays a trusting disposition	Exercises committed and ethical stewardship
Supports collaborative and productive working environments	Contributes to organisational sustainability
Engages in positive politics	Supports a sharing organisational culture that focuses energies and talents
	Operates in fidelity to Catholic social teaching and environmental responsibilities

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Report and Other Relationships

The Assistant Principal – Administration and Projects is accountable in the first instance to the Principal.



Version Control

Developed By:	Principal & Leadership Team			
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