

WMYC and WSSC Position Description

Job Title	Student Inclusion WMYC		
Line Manager	Assistant Principal Student Operations	Year	2018

Purpose of Position

In addition to the professional standards expected of a Leading Teacher, the Inclusive Programs portfolio will lead the development, implementation and evaluation of enhancement programs at WMYC, beyond the core and elective programs. To implement and manage innovative teaching and learning practices, consistent with school goals and DET initiatives.

Inclusive Programs include:

AAP, AVID, Academic Intervention, PSD (Liaise' with the AP overseeing PSD), Student Leaders, Gifted and Talented, Koori, Exhibitions, Art Club, HOLP, EAL, Transition and Careers/Pathways.

Objectives

- To ensure Wodonga Senior Secondary College and Wodonga Middle Years College has engaging and innovative curriculum that maximises student outcomes in line with the AIP and Strategic Plan
- To lead the team by continuously challenging, setting high expectations and raising the standards of student achievement
- To provide engaging and authentic individually tailored and group student programs.
- To create a safe, supportive and positive learning environment in which students in Inclusive Programs are engaged, challenged and inspired.
- To foster a strong collegial Professional Learning Community to support teachers in the team.

Major Areas of Responsibility

- Visible Leadership
- Contributing to the staff performance review, VIT mentoring and induction processes.
- Strategic direction for Inclusive Programs within the school in liaison with the House Leaders (including Koori, Camps and Excursions and PSD)
- Inclusion Team leadership and support of teaching staff and House leaders
- Promoting and monitoring student achievement
- Transition
- Manage major inclusion programs within the school

Key Tasks

Visible Leadership

- Lead and manage the implementation of whole-school improvement initiatives related to school and DET priorities (including, but not limited to DET Values, Child Safe Standards and Respectful Relationships)
- Model high levels of educational leadership, promoting a safe, positive and inclusive environment for all staff, students and members of the community
- Implement the college learning and teaching pedagogies and support the ongoing development of all staff through feedback, coaching and making yourself available to be observed in your classroom practice
- Implement ongoing monitoring and tracking of progress for programs implemented within your role and provide relevant data as appropriate (e.g. Census, Annual Reports, attendance, program review recommendations)
- Lead the development and review of school policies and processes and ensure these are consistently implemented by all staff

Contributing to the staff performance review, VIT mentoring and induction processes

- Lead allocated staff through the staff review process
- Support allocated staff through the VIT mentoring process
- Contribute to the staff induction process as appropriate

- Lead staff in professional development and implementation of both college's teaching & learning expectations

Strategic direction for Inclusive Programs within the school in liaison with the House Leaders (including Koori, Camps and Excursions and PSD)

- Develop in students and parents the culture and the ethos of our school as it is articulated in the strategic plan.
- Contribute to the development and implementation of school strategic plan priorities and goals and be responsible for the collection, analysis and interpretation of relevant data for the school's Annual Report.
- Establish a vision and development plans for student pathways management and welfare that set clear goals and targets
- Use a continuous improvement approach to monitor the effects of development plans and review and refine policy and procedures for student pathways management and wellbeing

Inclusion Team leadership and support of teaching staff and House leaders

- Provide general leadership to staff consistent with the school vision of inclusive education, goals and priorities including the pathways approach to student management through the school
- Support teachers and ES Staff in whole school inclusive education practices and learning culture coordinators in the development of strategies for assisting teachers with taking responsibility for classroom management.
- Participate in professional development that enhances the role
- Promote and lead the development of appropriate professional development activities.
- Work as part of the staff review team within the school.

Promoting and monitoring student achievement

- Establish and operate processes that monitor student progress, encourage goal setting that identifies and responds to individual needs and interests and effectively communicate progress to parents.
- Recognise and promote student success and achievement through positive feedback and the utilisation of forums such as assemblies, award ceremonies, parent information evenings, bulletins, newsletters and the local media.
- Organise the delivery of pathways advice to students in cooperation with the Assistant Principal

Transition

- Implement, review and refine transition processes within the College
- Develop effective communication channels and relationships with other personnel, particularly the Curriculum Coordinators and House Leaders.
- Identify and promote opportunities to promote student leadership and role modeling activities.

Manage major inclusion programs within the school

- Manage exam provisions
- Manage the NDIS
- Collect, collate and report on the NCDC (Nationally Consistent Data Collection)
- Manage the PSDMS funding allocation, including staffing and applications.
- Manage IEP's for inclusion students
- Supporting testing of students with additional learning needs