



Carey
Baptist
College
Forrestdale

Position Description Inclusive Education Coordinator

Overview of Carey

Carey Baptist College Forrestdale was established by Carey Baptist Church in 2016 as a missional platform to equip young people within the community to be of Godly character and influence. The College is a centre of learning, focused on effective teaching and holistic education, providing support and community for the whole family.

Carey Forrestdale is a unique expression of the Carey vision, utilising the beautiful natural surroundings to incorporate an outdoor learning focus within the diverse curriculum. These rich learning experiences, facilitated by skilled educators, see students encouraged to explore their strengths and God-given talents.

The leadership and pioneering educators at Carey Forrestdale are able to glean from over 20 years of experience at the Harrisdale Campus, while developing innovative approaches to cultivate this new community. Featuring purpose built, state-of-the-art facilities, this growing campus provides students and families a space to connect, explore and grow. Carey Forrestdale has a brand new community hub, which includes an auditorium, café kiosk, break out spaces, offices and classrooms.

Carey Forrestdale is co-educational and currently educates students from Kindergarten to Year 9, growing each year to eventually offer Kindergarten to Year 12. We serve to equip students for optimal choice at the conclusion of Year 12 and we are committed to honouring God in all that we do.

Carey is a highly relational community of faith on mission in the world. As such, how we live and serve together matters. Mission, faith and relationships are three words that are used to describe Carey. In order to ensure that we remain a relational community of faith on mission in the world, we have identified a number of core values that we believe are essential in shaping us as a community.

- **Courage** - Not the absence of fear but the ability to act despite it.
- **Integrity** - Acting in public as you would act in private.
- **Humility** - Meeting the needs of others before meeting the needs of yourself.
- **Kindness** - Sharing freely with others.
- **Respect** - Honouring the God-given dignity of another.

The gospel is the foundation from which we serve, in an environment that respects the diversity of our students, their families and the broader community. As such we believe that we 'earn the right to speak' by delivering an excellent education to our students in an environment that values courage, integrity, humility, kindness and respect.

With an open enrolment policy, we understand that not all families will have a Christian faith, so we strive to create an environment where students are supported as they consider their spiritual development and objectively examine the teachings of the Bible.

Position Overview

This position works across both Primary and Secondary schools and reports to the College leadership team, made up of the Principal and Assistant Principals Curriculum for Primary and Secondary. The Inclusive Education Coordinator also collaborates with a team of people to ensure our Students at Educational Risk receive the literacy and numeracy support they need to achieve their personal best. This team includes classroom, specialist and elective teachers as well as English and Mathematics support teachers.

Responsibilities

- Coordinating a Referral Team which investigates teachers' concerns for students who have potential learning support needs but have not had an official diagnosis. This referral team would include the Assistant Principals of Curriculum (Primary and Secondary) and the School Psychologist.
- Together with the referral team, oversee the application for special needs funding through AISWA and the NCCD.
- Literacy and numeracy support coordination and diagnostic investigation.
- Assist classroom teachers in devising appropriate strategies to aid students' learning.
- Investigating and implementing curriculum differentiation for students with special needs, negotiating support plans with students, their families and staff. This also involves being a consultant for teaching staff who need assistance in modifying courses and assessment criterion and rubrics for students in Foundations and Support Streamed courses.
- Coordinate WACE Special Provisions and all adjustments for disability (OLNA, NAPLAN).
- Undertake supervisory line management for EAs including support and accountability.
- Gathering diagnostic data of all students entering the College in order to ascertain which students require support or extension and determine the nature of support or extension needed.
- Meeting with new students and their families to discuss the curriculum supports available and draft support plans and/or modified curriculum. In the Referral Team, assist in discussions as to what support and action plans are needed for complex cases.
- Perform curriculum investigations to determine if students are struggling due to learning issues which sometimes leads to referrals to external agencies for testing.
- Coordinate and run OLNA preparation workshops for senior students.
- Provide PL and mentoring of new and existing teachers in:
 - a) curriculum differentiation,
 - b) how to use Education Assistants effectively
 - c) PL opportunities for staff who are teaching students with additional needs
- Providing advocacy and mentoring for students with additional needs.

Qualifications and Experience

- Current registration with the TRBWA with a minimum of five years of teaching experience.
- Ability to influence others positively to achieve outcomes.
- Empathetic, with good listening skills.
- Self motivated with a disposition to embrace new opportunities.
- Proactive and collaborative work style.
- Innovative with a willingness to look for new opportunities and ways of working.
- Excellent organisational and time management skills.
- Ability to work accurately under pressure and to tight deadlines.
- Attention to detail.
- Discretion and a mature understanding of the importance of confidentiality.
- The ability to professionally communicate with a broad cross-section of the community including students, parents, teachers and external agencies.
- A willingness to go the second mile to achieve excellence.