

Job Opening Report

Job Opening Summary

| | | | |
|--------------------------|---|------------------|------------------------|
| Department | 018045(Mildura Senior College) | Location | Mildura Senior College |
| Classification | Ed Support Level 1-Range 2 | Role Type | |
| Job Posting Title | ES1-2 Integration and Inclusion Support Officer | | |
| Subjects/Duties | | Level | |
| Begin Date | 30/05/2022 | End Date | |
| Regular/Temporary | | | |
| Hours | 27.75 | | |
| Reference # | 1275930 | | |
| Contact Name | | | |
| Phone | | | |
| School Website | | | |
| Apply By | 18/05/2022 | | |

Position Descriptions

Visible Description Type Internal and External Conditions of Employment

Description This vacancy is specifically linked to Student Support Funding and is ongoing. If the funding reduces or ceases during the first seven years of employment, employment may cease subject to the provision of at least 12 weeks ' notice.

Visible Description Type Internal and External EEO AND OHS Commitment

Description The Department of Education and Training is committed to the principles of equal opportunity, and diversity and inclusion for all. We value diversity and inclusion in all forms – gender, religion, ethnicity, LGBTIQ+, disability and neurodiversity. Aboriginal and Torres Strait Islander

candidates are strongly encouraged to apply for roles within the Department. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces.

Visible Description Type Internal and External Role

As listed in the Victorian Government Schools Agreement 2017, 5(a)(ii) an education support class employee can be required to attend for duty and/or professional development up to a maximum of 6 days of the additional leave specified in clause 26 (1)(b). Attendance can only be required during one or two school vacation periods in a year at the commencement or conclusion of a school vacation period and the employee must be provided with reasonable notice, being not later than four weeks into the preceding term.

Description *Any additional hours worked are subject to the MSC ' s ES TOIL Policy.*

Performs and/or supervises tasks that are carried out in accordance with guidelines, accepted practice and school policy. This may include the supervision and coordination of other education support class staff within the work area or educational program. Supervision and coordination would be limited to ensuring routine tasks are performed to required standards. Input into identifying training needs and development of education support class staff within the work area or educational program becomes an important feature

at range 2.

Specialised support to achieve specific outcomes is a feature of range 2. Typically this will involve accountability for a single function, (e.g. ensuring data is properly maintained) or the operation of a work area (e.g. managing the day to day operation of a school office) under the direction of the principal or another senior manager.

Provides support to teachers and students that is beyond the routine support provided at education support class Level 1, range 1. Within an educational program assists teachers with the coordination of the support function, such as directing/organising the work of other support staff or providing a specialist support role.

Undertakes medical intervention support tasks or other specialised student/teacher support roles that require specific training that must be updated from time to time. The role is for a specific purpose for which there will be direct accountability as opposed to support roles that are carried out by a range of staff performing routine tasks under direction.

Performs technical tasks that require a sound knowledge of basic technical and/or scientific principles that are used to develop and adapt work methods and make judgements where there are clear guidelines and limited options. Routine technical support in libraries, science and information technology laboratories would be typical examples.

An education support class position supports the educational services being provided to students, but must not include duties of teaching as defined in clause 2.6.1 of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.

Visible Internal and External
Description Type Other Information

Dear Applicant

*Thank you for your interest in this vacancy at
Mildura Senior College*

Description

- . Applicants should address the key selection criteria.*
- . Attaching your letter of introduction, resume and key selection criteria in one document is most helpful.*
- . Day time phone numbers are vital to make appointments for an interview in the event that you are shortlisted.*
- . If you have an Employee ID Number, please include it on your application.*
- . Three (3) Referees are required. Please provide names, contact phone numbers and e-mail addresses (Most recent employer is preferred).*

- A copy of your current Employee **Working With Children Check** will be required if successful.

Please note: Department of Education and Training employees must meet the COVID-19 vaccination requirements.

Visible Description Type Internal and External Selection Criteria

Description

SC1 *Demonstrated experience and skills in the development and implementation of individual, group and whole school strategies or programs that address social and emotional needs of students*

SC2 *Demonstrated capacity to coordinate the work of other support staff and to develop procedures and guidelines relating to the work area.*

SC3 *Demonstrated ability to monitor and assess data at the individual, cohort and whole school level and to use this data to inform evidence-based approaches and strategic planning.*

SC4 *Highly developed communication, interpersonal and networking skills with a demonstrated commitment to working collaboratively with students, parents and carers, school-based teams and teachers, education support staff and other professional agencies.*

SC5 *Demonstrated commitment to professional learning and growth for both self and others.*

Visible Internal and External
Description Type Responsibilities

Role Specific Responsibilities

Description

- . In partnership with Leading Teachers and our Wellbeing Coordinator, assist the coordination of supports for students who experience barriers in accessing mainstream education due to social, emotional physical or learning challenges.*
- . To work in partnership with students, staff and families to help them reach their full potential by addressing barriers to engaging in education (including supporting Tier 2 Inclusive Education identified students)*
- . Work as part of a wellbeing team in the development and implementation of strategies that foster resilience in young people, to address their social emotional and educational needs.*
- . Under the direction and support of our Leading Teachers and Wellbeing Coordinator, coordinate and complete the required documentation for the Diversity Inclusion Profile.*

Student Support

- *Coordinate the support of students who experience barriers in accessing mainstream education due to social and emotional challenges (including Tier 2 Inclusive Education identified students); including liaising with families, external agencies and regular Student Support Group meetings*
- *Support the documentation of Individual Education Plans*
- *Provide support to the Wellbeing Coordinator, including following emergency management processes*
- *Liaise with external providers of support services about clearly defined support needs and resources*
- *Coordinate and complete the required documentation for special provision for VCAA exams.*
- *Support the application of VCAA special provision.*
- *Support of special provision of VCAA derived exam scores.*
- *Assist students on an individual or group basis in specific learning areas as determined by the Leading*

Teacher.

- Provide support to the Integration Team when leave replacement is required.*

General

- Communicate effectively and foster positive relationships with all members of the school community.*
- Actively seek and participate in professional development (subject to College P&D guidelines).*
- Attend and participate in ES and relevant team meetings.*
- Participate in the College's performance and development processes in line with DET requirements.*
- General duties as directed by the Principal within the requirements of ES1-2 dimensions of work as listed in the Victorian Government Schools Agreement 2017.*

Project Management

- *Analyse data for internal purposes*
- *Collaborate with the Wellbeing Coordinator to develop and implement strategies to address emerging issues based on data analysis*
- *Design, resource, manage a budget and deliver small group programs to support students who experience barriers in accessing mainstream education due to social and emotional challenges (including identified students with Tier 2 needs); to become happier, safer, connected and to feel a sense of achievement.*
- *Maintain student support spaces as required.*

Desirable Skills

- *Excellent communication skills with all stakeholders: parents, students, team and wider support services*
- *Strong sense of 'team' and working with others to better*

improve outcomes for students

- . Ability to manage emotive situations with a consistently calm, measured and supportive approach*
- . High level organisational skills: thorough documentation and follow up in high pressure role*
- . Experience with Social and Emotional programs and strategies*
- . Experience of planning and supporting students on the Program for Students with Disabilities or Tier 2 needs in a practical environment*
- . Experience of working with community services e.g. Student Support Services*
- . Experience of liaising/working with parents/carers*
- . Ability to use a range of ICT tools and programs, including Microsoft Office Suite (e.g. Word, Outlook & Excel).*

THE DISABILITY INCLUSION PROFILE

The profile is a new strengths-based process to help schools and families identify:

- *the student's strengths and needs*
- *the educational adjustments schools can make to help students with disability.*

This role is completed in partnership with:

- *the student*
- *their family*
- *school staff*
- *others, as appropriate.*

A newly created facilitator role will help schools and families work together through the new approach.

For further information re. the Disability Inclusion Program.

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/disability-inclusion.aspx#link74>

Visible Internal and External
Description Type Location Profile

Description *Mildura Senior College is an educational landmark*

located in the heart of Mildura. With a student population in 2022 of 889 enrolled students with the addition of Year 10 VCE & VET external enrolments from surrounding schools. The College is one of a small number of stand-alone Senior Colleges in the state catering exclusively for Year 11 and 12 students undertaking the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). Mildura Senior College provides access to an unparalleled level of choice in the study areas of the VCE, VCAL, Vocational Education and Training (VET) and University Enhancement studies. The College has a clear commitment to the Managed Individual Pathways Program providing timetabled classes and Pathways Teachers advocate for all students. This unique learning environment is highly valued by the school community, which sees it as essential to students developing skills crucial to future success.

The College boasts outstanding facilities, which include the Deakin Trade Training Centre, VCAL Hub, Arts Precinct, Fitness Learning Facilities and numerous undercover student recreational areas. The grounds boast three sporting ovals utilised by College students, neighbouring schools and community sporting groups.

The College is committed to providing suitable senior pathways for all senior students. We work in partnership with our neighbouring 7-10 colleges: Chaffey Secondary College, Irymple Secondary College, Merbein P-10 College, Trinity Lutheran College and Henderson College. There is close cooperation with these colleges in the areas of Instrumental Music, EAL provision, sport, professional development programs, student transition and orientation. Each year approximately

30% of enrolments come from outside these neighbourhood colleges and include public, catholic and independent schools.

The College provides a young adult learning environment and a learning philosophy built upon partnerships and strong relationships between teachers and students. Mildura Senior College provides clear pathways to further study and the workplace. Our mission is to deliver excellence in education and training opportunities for all students. Students are supported by full time careers and VETis advisors, school to work coordinator, an extensive wellbeing team, student sub-school leaders and a team of staff experienced in the successful delivery of senior studies. Mildura Senior College currently has 112 members of staff including 73 teaching staff.

Mildura Senior College is an inclusive environment that has a diverse student co-hort including Koori, Pacifica and EAL students and celebrates this diversity. The Clontarf Academy is one example of a program at Mildura Senior College, targeted at reducing educational disadvantage for students.

*The College is committed to Respectful Relationships and being a Safe School. The College values of **Respect, Responsibility, Resilience, Independence** and **Success** reflect the culture and behaviours the College aims to develop in students, to enable them to become outstanding young people as they transition on their pathways to the future.*

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|-------------------------|-----------------------|
| Visible | Internal and External |
| Description Type | Who May Apply |

Description Individuals with the aptitude, experience and/or qualifications to fulfill the specific requirements of the position.

Visible Description Type Internal and External
Child Safe Standards

Description Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department ' s exemplar available at <http://www.education.vic.gov.au/about/programs/health/protect/Pages/childsafestandards.aspx>

Visible Description Type Internal and External
DET Values

Description The Department ' s employees commit to upholding DET ' s Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DET ' s Values complement each school ' s own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools. Information on the DET values is available at <http://www.education.vic.gov.au/hrweb/workm/Pages/Public-Sector-Values.aspx>

Visible Description Type Internal and External
Vaccination Requirement

Description A person is not eligible for employment in the Teaching Service unless that person meets the [vaccination requirements](#) on commencement in the position.

| Job Postings | | | |
|---------------------|---------------------|------------------|--------------------|
| Description | Posting Type | Post Date | Remove Date |
| Internet | Internal Posting | 04/05/2022 | 18/05/2022 |
| Internet | External Posting | 04/05/2022 | 18/05/2022 |

| Job Information | |
|-----------------------------------|---------------------------------------|
| Created By | 09638123(Heidi Earle) |
| Created | 22/04/2022 |
| Opening to Fill | L(Limited Number of Openings) |
| Target Openings | 1 |
| Available Openings | 1 |
| Business Unit | DOEBU(Dept of Education and Training) |
| Company | DOE(Dept of Education and Training) |
| Status Code | 010 (010 Open) |
| Reason for Job Opening | |
| Status Date | 04/05/2022 |
| Date Authorized | 04/05/2022 |
| Fixed Term Reason Verified | |

| Staffing information | |
|-----------------------------|------------|
| Region | AUS |
| Schedule Type | Part-Time |
| Work Period | DOE Weekly |