

Position Description

Individual Programs Coordinator

Multi Campus

Full time, Ongoing position

Commencing January 2023

Beaconhills College acknowledges the Wurundjeri and Bunurong - Boon Wurrung peoples as the Traditional Custodians of this land on which our College is built. We honour and respect their ongoing cultural and spiritual connection with this Country which includes Traditional Custodianship of the land, waterways and skies across Australia. We honour the richness, diversity and sophistication of the cultures of First Nations peoples. We admit with sorrow the wrongs of the past that have taken place and continue into today and that sovereignty was never ceded. We pay deep respects to Elders past and present and honour the strong leadership that is evident in the emerging Elders of tomorrow. We recognise that education is the key to unlocking our understanding of Aboriginal and Torres Strait Islander Australia and seek to explore what reconciliation means at Beaconhills College by partnering together and working to build a more just and compassionate society for the traditional owners of this land.

RELATIONSHIPS AND NETWORKS

LEAD BY	<ul style="list-style-type: none">• Head of Campus• Deputy Head of Campus - Little Beacons• Centre Manager
COLLABORATES WITH	<ul style="list-style-type: none">• Educational Leaders• Operations Manager• Food Services• Junior School Staff• Little Beacons Staff• Families• Head of Individual Programs• Junior School Individual Programs Coordinators
KEY WORKING GROUPS	<ul style="list-style-type: none">• Transition Planning• Individual Programs Team
EXTERNAL GROUPS	<ul style="list-style-type: none">• DET - Kindergarten - School Readiness Funding Branch• Allied Health Providers• Inclusion Agency• Individual Programs Team
POSITION CONDITIONS	<p>This is a full-time (1.0 FTE), permanent ongoing position. Commencing 25 January 2023. Special Education Qualifications required.</p>



REFERENCE DOCUMENTATION

- Education BluePrint
 - o Beaconhills Teaching Standards and Instructional Model
 - o Curriculum Framework
 - o Student Learning Mindset
 - o EYLDF (Early Years Learning and Development Frameworks)
 - o Beaconhills online learning document
 - Educational Leaders Manual
 - Little Beacons Staff Handbook
 - QIIP (Quality Improvement and Innovation Plan)
 - Staff Code of Conduct
 - College Policies and Practices
 - Report Style Guide
 - Curriculum documentation (Curriculum site)
 - Inclusion Support Guidelines
 - School Readiness Guidelines
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PRIMARY PURPOSE OF THE POSITION

The purpose of the role is to support educational leaders in providing engaging and inclusive programs that support children's individual care and learning needs across a variety of programs. Referral and consultation with external providers is also a requirement of this position. The Individual Program Coordinator will support staff in the identification and implementation of inclusive practices that support all elements of the Little Beacons programs. They will develop and support the delivery of a high quality curriculum and engagement with best teaching practice within the program. This role will work directly in enabling and role-modeling a culture of reflective practice, continued development and professional learning as well as an ongoing passion for excellence in practice.

The Individual Program Coordinator is a key member of a team who actively works towards the development of an inclusive, innovative and effective program that is delivered to our students by leading programs in line with the Beaconhills College Education BluePrint, the National Care and Education Regulations, the Early Years Framework and our Vision and Mission.

Key responsibilities within the position include:

- To provide oversight of the support for children with additional and diverse learning needs who require adjustments and/or modifications to their learning program, as a result of their identified learning diversity.
- To liaise with key Leadership and educators on the child's learning and developmental needs.
- Ensure that the management and inclusive support for children with learning and developmental needs is within College policies and governance requirements.
- To provide regular updates to the Head of Little Beacons and the Head of Individual Programs, pertaining to operational requirements and support services.

All staff are expected to uphold the Little Beacon's Learning Centre philosophy, aims and objectives.

This position takes direction from the Head of Little Beacons and the Head of Individual Programs and is accountable to the Executive Principal.

As an advocate and support to Education Leaders, the Individual Programs Coordinator will support learning through:

- Continually engaging in informed reflective practice and professional learning activities that support personal and professional growth as well as support of ongoing innovations of the College
- Acting as a role model for young people
- Supporting the learning outcomes of students through well designed curriculum, effective teaching pedagogy and practice and the provision of a safe learning environment that provides meaningful feedback
- Continually supporting the wellbeing of members of the Beaconhills Learning Community

The Individual Programs Coordinator will demonstrate an understanding of current research and will have experience in delivering programs based on best practice in early childhood.

TEACHER IN TRAINING

The training needs for this position are:

- Little Beacons protocols and procedures (e.g. Operoo, Synergetic, KIM - Kindergarten Information Management)
- Little Beacons Policies
- Individual Programs documentation processes and procedures

KEY RESPONSIBILITIES FOR THE POSITION

Programs and Interventions

- Support the development of adjustments within programs to support inclusive practices for the learning and developmental diversity in children
- Deliver appropriately developed early intervention programs; referred to as the Looking Glass Learning program

Leadership and Management

- Assist in the ongoing development and implementation of early intervention programs and inclusive practices at Little Beacons
- Assist in the establishment of a culture of effective and ongoing development of educators
- Ensure practices align with College requirements
- Expand early years knowledge, keep abreast of current issues and research and liaise with relevant early childhood services, other professional services and organisations within the community
- Undertake all duties in a professional manner and ensure requirements of DET, the Regulations and the Act and the policies and procedures of Little Beacons Learning Centre are upheld

- Support the development and delivery of the professional learning program, working in conjunction with the Head of Teaching and Learning
- Demonstrate knowledge and implementation of the EYLF
- Develop and manage specified resources required to facilitate and support the Individual Programs Department
- Undertake relevant professional learning both at the Learning Centre and in the broader education community
- Attend and contribute to Learning Team and Staff meetings
- Attend the Early Explorers camp program
- Attend events directly related to the program, including Celebrating families and student progress meetings
- Assist with special events, which may include Family Evenings, Open Days and Information Evenings

Administration

- Establish trusting and respectful relationships with staff, students and parents
- Communicate with members of the school community in a timely and professional manner
- Support all aspects of the Learning That Matters curriculum which includes participation in the Experiential program
- Develop, record and maintain information and reports that reflect the individual objectives, incorporating regular written observations across all aspects of a child's development
- Manage the input of evidence and data through administrative processes, to record relevant information regarding the adjustments for children.

Funding

- Current funding requirements including School Readiness Funding, Kindergarten Eligibility Criteria, Second Year Funding, Inclusion Development Fund Funding and Kindergarten Inclusion Support Funding.

Assessment and Identification

- Liaise with external specialist therapy services and internal support agencies, such as the Wellbeing team
- Complete Individual Programs Referrals with educators to determine learning needs and develop strategies to assist the child in their learning environment
- Ensure Individual Education Plans are developed for children requiring substantial adjustments within the learning environment
- Develop learning profiles through the use of appropriate assessment and reporting tools, such as observations, standardised and diagnostic assessments to provide parents with an accurate developmental profile of their child

QUALIFICATIONS

Early Learning Teachers must hold:

- a Victorian Institute of Teaching Registration and supporting qualification
- A Special or Inclusive Education qualification



- a current Police Certificate
- Australian citizenship or permanent residency
- appropriate first aid training certificates, that comply with the requirements of the Children's Services Regulations 1998 (including a current CPR certificate)
- **HLTAID012 - Provide an emergency first aid response in an education and care setting** (previously HLTAID004)

OR

- **HLTAID011 - Provide First Aid** (previously HLTAID003)

The below certificates are required in addition to HLTAID011 to comply;

22300VIC - First Aid Management of Anaphylaxis

22556VIC - Management of Asthma Risks and Emergencies in the Workplace (previously 22282VIC)

SELECTION CRITERIA

To be successful candidates would meet the following criteria to the satisfaction of the selection panel and the Executive Principal:

1. Demonstrated knowledge of, and alignment with the principles of Learning That Matters.
2. Demonstrate a high level of knowledge of relevant teaching and learning practices.
3. Demonstrated proven understanding of the Early Years Learning Framework.
4. Demonstrated ability to integrate learning technologies, and the capacity and motivation to develop personal knowledge of, and skill in contemporary and future learning technologies.
5. Demonstrate a proven capacity to deliver quality early childhood programs and promote best practices.
6. Demonstrated commitment to on-going professional learning and a proven capacity to model and share excellent teaching skills and knowledge within the learning environment.
7. Demonstrated clear understanding of assessment and reporting procedures, including the delivery of standardised diagnostic assessment tools.
8. Display a high level of early years teaching and management skills.
9. Demonstrate an ability to work as part of, and contribute to, a committed team of educators.
10. Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and staff.
11. Demonstrate the ability to lead educators in reflective practice and support Educational Leaders to consider ways to continually improve outcomes for children.
12. Knowledge of computer systems and Microsoft packages.
13. Demonstrate proactive contributions to early years' programs.

The Individual Programs Coordinator must hold;

- an approved appropriate teaching qualification recognized by ACECQA
- appropriate first aid qualifications (HLTAID003 or equivalent) or be willing to gain
- full registration with the Victorian Institute of Teachers
- Australian citizenship or permanent residency

PHYSICAL CAPABILITIES

- Sitting (occasional 1-33%)
- Standing (frequent 34-66%)
 - Walking (frequent 34-66%)
 - Talking (frequent 34-66%)
 - Listening (frequent 34-66%)



- Steps/stairs (frequent 34-66%)
- Carrying (occasional 1-33%)

WORKPLACE HEALTH AND SAFETY RESPONSIBILITIES

- Ensure that any hazards, incidents (including near misses) and injuries are reported immediately to relevant management
- Co-operate in relation to activities taken by the College to comply with Work Health and Safety (WHS) legislation
- Participate in consultation, meetings, training and other health and safety activities where required
- Ensure only authorised, adequately trained staff undertake assigned tasks
- Take reasonable care for personal health and safety and the health and safety of others in the workplace

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

Aboriginal and Torres Strait Islander peoples are encouraged to apply for all positions at Beaconhills College.

CHILD SAFETY AND EQUAL OPPORTUNITY STATEMENT

Beaconhills College has zero tolerance for child abuse. Beaconhills is a child safe employer and is committed to the welfare of children and their protection.

Beaconhills has systems to protect children from abuse, and will take all allegations and concerns very seriously and respond to them consistently, in line with our policies and procedures.

All potential employees and volunteers will be required to comply with the College's *Child Safe Policy* and *Code of Conduct*, which are available on our website [here](#). Beaconhills performs thorough assessments of potential and existing employees in accordance with the legislated Child Safe Standards. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person and is suitable for work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, criminal record checks, *Working with Children Check* (WWC Check) and checks of social media accounts.

Beaconhills College is committed to Equal Employment Opportunity principles and is committed to the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

