POSITION DESCRIPTION

Director of Diverse Needs

This document is your roadmap to success. It is an important tool that supports your career and development at Cire and beyond. Our aim is to be clear about what you need to do to achieve success personally and professionally. We will describe the types of activities, tasks and responsibilities that shape your role, as well as showing you what it looks like when you have been successful. It is also important to understand that your behaviours, attitude and demonstration of Cire's Values form part of your success.

Organisation Profile

Cire Services Inc. is an advanced, community based, not for profit organisation. Cire operates a range of services to meet community needs through education and provision of services.

- We are a **Registered Training Organisation** (RTO) offering accredited, pre-accredited, work skills and leisure courses.
- Our **Community School**, a registered independent school, provides secondary curriculum to students in an alternative school environment.
- **Cire Early Learning** supports children's services for long day care, pre-school programs, occasional care, vacation care and before and after school care.
- **Community Hubs,** bringing people together to connect, learn and contribute in their local community through social, education, recreational and support activities.

Our Values

OVERVIEW	
Title	Director of Diverse Needs
Business Unit	Community School
Department	Community School
Reports To	Executive Manager - Education
Primary Location	Across all Cire Community School Campuses
Award and Classification	Educational Services (Schools) General Staff Award 2020
Date Prepared	August 2022

POSITION PURPOSE
Reporting directly to the Executive Manager – Education, the Director of Diverse Needs is responsible for promoting an inclusive educational environment through leadership, coordination, oversight, and monitoring of students with additional learning needs. The Director of Diverse needs will provide leadership to a committed team of Teachers, Wellbeing Specialists and Learning Assistants in planning and coordinating the delivery of additional support and intervention programs for students requiring additional support.

PARAMETERS	
Direct Reports	Nil

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Key Internal Stakeholders	Campus Principals, Wellbeing Leaders, Teachers, Student Wellbeing Specialists, Positive Behaviour Specialists, Learning Assistants, Campus Administration Assistants, Executive Assistant to the Executive Manager – Education
Key External Stakeholders	External providers, allied health professionals, families/guardians
Key Challenges	Maintaining up-to-date knowledge of NCCD, collaborating and working effectively across multiple sites

QUALIFICATIONS AND CERTIFICATIONS

- A Degree or Diploma in either Education, Psychology or Social Science
- Postgraduate qualifications in Special Education highly regarded
- Current Working with Children Check
- Clear Police Check
- Clear Australian Right to Work Check
- Full Australian drivers' licence

KNOWLEDGE AND EXPERIENCE

- Extensive knowledge of NCCD requirements in years 5 to 12, including adjustments, evidence, recording and reporting.
- Thorough understanding of adjustments, and their impact on young people.
- Ability to build rapport with students who require extra support.
- Demonstrated ability in creating student programs which benefit students' learning and provide successful outcomes.
- Strong understanding of the role of allied health professionals and the benefits of their work with students.
- Demonstrated ability to work collaboratively and professionally with all stakeholders at varying levels
- Ability to be sensitive to the needs of young people from different economic, social and cultural backgrounds.
- Integrity and strong professional boundaries.
- The ability to lead a team to achieve successful NCCD objectives for students.
- The ability to work independently and also as a team member.

CAPABILITIES

- Computer and ICT skills including confident use of Microsoft Office suite
- Case noting and record keeping skills
- Clear and effective communicator with a diverse range of stakeholders
- Ability to work autonomously, and also within a team
- Strong time management and organisational skills, including high attention to detail

YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
Documentation	• Outline roles and responsibilities of stakeholders • Maintain an up-to-date list of all students who are eligible for NCCD funding	• Support levels are recorded accurately for all students • All adjustments are documented in line with NCCD requirements

YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
	• Document specific adjustments in order to assist and support students receiving NCCD funding • Assist teachers in adapting Individual Learning Plans (ILPs) for students who need a more personalised approach to their learning • Maintain a register of attendance at all support sessions, including a record of what was taught/learnt in literacy support sessions • Work collaboratively with stakeholders in the submission of NCCD funding applications	
Provision of adjustments	• Develop supporting personalised plans that address specific learning and support needs of the student as well as records of their implementation • Provide necessary adjustments to learning materials such as the provision of learning materials in alternate formats, adjusted worksheets or reworded tasks. • Keep records of professional learning that supports the students meeting identified needs. • Monitor the impact of adjustments • Record student progress data, including assessments • Review and record relevant additional adjustments or interventions (e.g. behaviour, health care, communication, attendance and learning achievement) • Keep records of meetings to review adjustments.	• ILPs reflect the needs of individual students. • ILP implementation is recorded • Professional development is recorded
Teamwork	• Work collaboratively with the principal, teachers, school staff and members of the school leadership team to promote community wellbeing • Liaise with external professionals, Cire teachers and student families to support NCCD students • Build and continue networking with selected stakeholders, other agencies, schools and local community • Attend relevant staff meetings	• Positive feedback from internal stakeholders, external professionals, families and community • A professional network is in place • Meetings are attended as required and you actively participate

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YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
Communication	• Provide effective information and guidance to other CCS staff to facilitate student engagement and progress • Inform school leadership of any significant wellbeing concerns for students or staff	• Strategies to support students are shared with staff along with relevant supporting material • All relevant matters are referred to school leadership

Values	• Demonstrate and work with:
	  ○ Integrity;
	  ○ Respect; and
	  ○ Quality.
		• We do what we say, and we stay true to our values and commitments
		• We respect those in our communities and we actively seek to engage all stakeholders so that we can deliver on what we promise
		• We focus on providing high quality services across all aspects of our organisation

OH&S	• Understand Worksafe requirements and act responsibly • Comply with OH&S standards and responsibilities • Report hazards and incidents immediately or within 24 hours at the latest • Regularly check the workplace for safety • Ensure other employees are operating safely, and address unsafe practices	• Workplace incidents and hazards are addressed within the required timeframes • You operate safely at all times
Ad hoc	• Other duties and projects as reasonably directed from time to time	• Demonstrated flexibility and adaptability to ad hoc requirements

I confirm that I have read and understand my requirements, accountabilities and outcomes as outlined in this Position Description.

I understand that my Performance and Success Review will assess the Success Measures included in this Position Description.

_____ _____

Employee name Employee signature

Date