

Inclusion Support Teacher (IST)

Working across three schools;

- St Mary's Catholic Primary School, Armidale
- St Mary of the Angels Primary School, Guyra
- St Patrick's Primary School, Walcha

Position Description

[Click here to apply.](#) Applications close 5 December 2022

Enterprise Agreement	NSW and ACT Catholic Systemic Schools EA 2020
Base salary range (full-time)	\$66,494 - \$117,060 gross per annum (in accordance with the Enterprise Agreement based on skills, experience & NESAA accreditation)
Allowance (full-time)	\$8,551 gross per annum (to compensate for working from three different locations)
Reports to	Principals
Location	St Mary's Catholic Primary School, Armidale St Mary of the Angels Primary School, Guyra St Patrick's Primary School, Walcha
Employment type	0.8 - 1.0 FTE negotiable
Employment status	Permanent

About this position

The Inclusion Support Teacher will work across the three primary schools listed above. The days at each school will be negotiated between the Principals and successful applicant.

An allowance equal to the Coordinator 1 rate (pro-rata for part-time) will form part of the salary for this position, which compensates for travel between the three schools.

About St Mary's Catholic Primary School, Armidale

St Mary's Catholic Primary School was founded in 1848 by the lay community. The school's story and traditions have been shaped by the Ursuline sisters, the Patrician brothers and the De La Salle brothers and is the oldest school in the Armidale Diocese. The staff, students and parents of St Mary's form a close knit educational community. The school is two streams from K-6 and has 319 students.

St Mary's is located in the Cathedral precinct of Armidale adjacent to the CBD. The Cathedral, Bishop's House, Catholic Chancery, Parish Hall, Ursuline Convent, Centacare, Catholic Schools Office and Armidale Diocesan Investment Group are all located in the same block.

Armidale is an attractive and graceful city of tree-lined streets where the academic world of the University of New England mingles with a major rural service centre at the heart of rich, old world pastoralism. It is the major centre of the Northern Tablelands and the major city in the New England area of northern New South Wales. The city has four distinct seasons and it becomes like New England in the USA when in autumn the introduced birch, ash and poplar set the district ablaze with reds, golds and browns.

Armidale is located on the New England Highway 475 km north of Sydney and 460 km south-west of Brisbane. It stands 980 metres above sea level and is home to the highest commercial airport in Australia.

Armidale was named by G.J. Macdonald, the Commissioner of Crown Lands, who decided to name the area around the town after the Macdonald's estate of 'Armadale' on the Isle of Skye.

For further information on the school, please visit <http://www.stmarysarmidale.catholic.edu.au/>

About St Mary of the Angels, Guyra

As an integral part of the Parish Community consisting of Students, Teachers and Parents & Friends and Parish Priest, teaches and upholds gospel values. These values are demonstrated by concern and love for each individual in the community according to the teachings of Jesus Christ. St Mary of the Angels Community works together to provide a Christian example and influence in the wider community, and to offer a choice of educational systems. St. Mary of the Angels strives to develop each child spiritually, morally, emotionally, academically and physically to the individual's full potential, instilling self-discipline and self-worth.

St Mary of the Angels School (previously called The Convent) was established in 1919 with the Ursuline Sisters in charge. No premises existed and the opening was effective after some 10 years. The school provided education for primary schooling and lessons commenced in the old Convent. The original blue-brick building was in use by the end of 1919. In 1960 the first lay teacher was appointed. In December 1969, the Ursuline Sisters departed Guyra and the late Cardinal Freeman, then Bishop of Armidale, invited the Sisters of Mercy from Monte St. Angelo, North Sydney to succeed them. The Sisters remained here teaching until December 1979. In 1980 the first lay Principal was appointed.

Located at 1330 metres above sea-level, Guyra is the highest town of the New England Tablelands and as such has a reputation for coldness and snow in the winter months. It is the coldest, northernmost town in the country. The town is primarily a service centre for the surrounding wool, beef, potato and fat lamb-producing properties and it celebrates this economic base with a sculpture which combines a sheep with potatoes - it is located on the New England Highway - and an annual Guyra Lamb and Potato Festival. The town sits on the watershed of the Great Dividing Range with rivers and creeks to the east flowing down to the Pacific Ocean and rivers to the west heading towards the Murray-Darling basin and South Australia. Guyra is located 509 km north of Sydney via Stroud and Walcha, 551 km via Muswellbrook and Tamworth, and 425 km south-west of Brisbane via Warwick and Glen Innes.

It is accepted that "Guyra" was the name given to an early property in the district and that the word came from the local Anaiwan Aborigines and meant either "fishing place" or "white cockatoo".

For further information on the school, please visit <https://stmarysguyra.catholic.edu.au/>

About St Patrick's Walcha

The primary purpose of St Patrick's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Patrick's offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

St Patrick's is proud of its history and achievements. St Patrick's was founded by the Mercy Sisters in 1911. The sisters educated students for 64 years before handing the school to the Armidale Diocese at the end of 1975. 1976 saw Mr Maxwell McGinty appointed as the first lay Principal at St Patrick's.

The school crest and motto "Growing in Wisdom and Faith" was adopted in 1980. It was selected from the entries received by the School Board. The motto continues to be an important focus for our students. It forms part of our school prayer which is prayed at the beginning of every day. The school's mission is to provide an inclusive Catholic environment where the Gospel values of Wisdom and Faith can grow and be nourished. Our aim is to develop individuals to their full potential and instil in each person a sense of responsibility, self-discipline and respect for the needs of others and for the environment in which we live.

Walcha (pronounced 'Wolka') is a small rural service town located on the eastern slopes of the Great Dividing Range. The dominant agriculture of the area includes sheep, wool and cattle, timber and timber-processing. Its location on the route from Port Macquarie to Tamworth and Armidale has ensured its continued importance as a stopping point for transport and travellers.

Walcha is located 410 km north of Sydney via the Pacific Highway and Thunderbolt Way. It is 90 km east of Tamworth via the Oxley Highway and 1067 m above sea-level.

The first settler in the New England area was Hamilton Sempill who took up the 'Wolka' run in 1832. It is not known why he named the property "Wolka" but the word is thought to mean "sun" in the language of the local Nganyaywana and Dyangadi people.

For further information on the school, please visit <https://stpatrickswalcha.catholic.edu.au/>

Commencement

The commencement date for this position will be 27 January 2023.

Position Purpose

The Inclusion Support Teacher demonstrates strong support for the vision and ministry of the Catholic school. The Inclusion Support Teacher will liaise with the CSO Inclusion Officers and CSO Inclusion Team Leader with regard to changes in government disability regulations and inclusion practices. The Inclusion Support Teacher is a registered teacher and assists the principal and teachers to both identify and plan for, monitor and evaluate appropriate and effective support for students recognised under the Disability Standards in Education.

There is a significant coaching component in this role. The Inclusion Support Teacher works with teachers to build capacity regarding appropriate pedagogical practices relevant to inclusive education.

When teachers require specialised support, the Inclusion Support Teacher is responsible for recognising this need and enacting the CSO Request For Service (RFS) from the CSO Inclusion Team.

Key Responsibilities

Duties related to the position include but are not limited to the following:

Key area	Task
Support classroom teachers	<ul style="list-style-type: none">• All teachers employed in the Diocese of Armidale collaborate with colleagues in Professional Learning Teams as part of a Catholic Professional Learning Community.• Assist teachers to create a safe learning environment which stimulates learning, promotes excellence, and accepts and acknowledges the needs of students to be both challenged and supported.• Work with teachers of students who have been diagnosed with a language or cognitive delay, Autism Spectrum Disorder, ADHD, Dyslexia and other learning difficulties to prepare and deliver appropriate learning programs.• Build teacher capacity for the completion and implementation of high-quality Individual Plans as required.• Assist teachers in the school with inclusive education practices, monitoring, evaluating and adapting programs to meet identified outcomes.

	<ul style="list-style-type: none"> ● Ensure educational outcomes meet system and government accountability including but not limited to NESAs and NCCD. ● Integrate technology effectively into the classroom incorporating programs and hardware suitable for students with additional needs. ● Assist teachers to implement Life Skills curricula for eligible students in the secondary setting. ● Assist teachers to use contemporary pedagogy and appropriate strategies to meet students' individual needs. ● Identify learner needs, conferring with specialist's as required. ● Communicate in a clear, respectful and professional way in order to optimise each student's development. ● Maintain professional confidentiality with regard to students and their families. ● Support teachers in collaboration with families as required. ● Organise assessments, referrals and meetings as required. ● Be proficient in the use of ICTs as a teaching and administrative tool.
<p>Record keeping and reporting</p>	<ul style="list-style-type: none"> ● Ensure that all relevant students have a Personalised Plan. ● Coach teachers in the effective recording of adjustments and goals of each student with learning support needs. ● Keep accurate school-level records of each student with learning support needs. ● Keep accurate school-level records of the progress of each student with learning support needs. ● On request and in a timely manner, assess and provide effective feedback to the principal on the progress of each student with learning support needs. ● Act as an effective member of the PP moderation team. ● Communicate relevant information regarding students with learning support needs orally and in writing to parents and teachers and other professionals as required by the school community. ● Effectively carry out administrative tasks such as electronic storage of students' supporting documentation.
<p>Other duties</p>	<ul style="list-style-type: none"> ● Collate and organise the additional needs referral process, assessing and documenting eligibility. ● Communicate with, and establish effective and cooperative working relationships with teaching and non-teaching colleagues. ● Network and build partnerships with other educational systems and external agencies within the local community. ● Help to enable the best use of shared resources. ● Undertake playground and other supervisions according to rosters as required. ● Work with colleagues to review and develop the curriculum and write course documents.

	<ul style="list-style-type: none"> ● Attend and actively participate in staff and faculty professional development meetings, as required.
Professional development	<ul style="list-style-type: none"> ● Undertake regular professional development in order to meet professional growth as indicated in the AITSL Standards for teachers, and the requirements of NESAs. Keep abreast of knowledge and curriculum development in teaching areas as well as current developments in educational research. ● Contribute to the professional development of other staff members by proactively sharing knowledge, ideas and resources. ● Develop and/or deliver workshops for school staff as required. ● Actively participate in coaching to further develop self-nominated skills and abilities.
General	<ul style="list-style-type: none"> ● Attend to any other matters appropriate for the position and consistent with the skills of the incumbent.

Catholic Schools Office reserves the right to alter roles and responsibilities and requirements as required.

Selection criteria

General expectations of staff of the Catholic Schools Office

- Respect of and a commitment to the Catholic ethos and a willingness to foster it.
- Serve the employer faithfully, honestly, efficiently and diligently and exercise all due care and skill in the performance of your duties.
- Ensure appropriate behaviours when engaging with children.
- Act as a team member, developing and supporting the philosophy and ethos of the team.
- Willingness to undertake professional development.
- Maintain strict observance of school policies, rules and procedures including the reporting of improper or unethical conduct.
- Observe and comply with all WHS protocols.
- The ability to maintain strict confidentiality and to exercise discretion and sound judgement.
- Act in a professional and respectful manner at all times.
- Comply with the [Framework for the Accreditation of Staff in Catholic Schools](#).
- Employment is conditional upon successful applicants having or obtaining a valid and current NSW Working with Children Check Clearance.

Essential criteria

- Appropriate teaching qualifications and current NESAs registration.
- Demonstrated knowledge of pedagogy associated with K-6 teaching.
- Demonstrate a knowledge of and interest in disabilities and learning difficulties (K-6).
- Demonstrated skills in information and communication technologies.

- Demonstrated current teaching skills, including working collaboratively with colleagues to create innovative experiences for all learners and a demonstrated capacity for team teaching.
- Excellent interpersonal and communication skills including the capacity to develop productive and caring relationships with students, parents and staff where the focus is on the learning and well-being of the student.
- Demonstrated high standard of competency and proficiency in classroom practice and student management.
- Have a clear understanding of the Disability Standards and the impact on education.

Application

For questions regarding the professional nature of this position, please contact the Employee Services Team on 02 6772 7388 or email jobs@arm.catholic.edu.au

Before submitting your application, please ensure the following:

- You have carefully read the position description and ensure you understand the role you are applying for and that it is suited to your skills, experience and qualifications.
- Complete the relevant online application form by [clicking here](#) and attach a cover letter (optional) and CV that clearly outlines your qualifications and career history.

Preferred applicants must have the right to work in Australia and will be subject to employment screening.