

Inclusive Education Teacher



Cornish College is seeking a passionate and knowledgeable Inclusive Education teacher to join our growing team in 2024.

A message from the Principal

Education for a sustainable future is education of a different kind. It is education that aims to take students to depths of understandings that are transferable beyond school, preparing them to make a difference for a better world.

The Cornish College Rings of Sustainability provide a lens through which we can operate, design curriculum and engage in critical thinking. The Rings represent four dimensions of sustainability that are interdependent – personal, socio-cultural, urban/technological and natural. We understand that each of these dimensions must be in balance in order to ensure a future where there is enough for all, forever.

Our educational vision is about so much more than numbers. Every outcome that our students achieve, whether it be related to their ATAR; sporting achievements; participation in gifted and talented programs; social justice initiatives or the assessment of a unit of inquiry, should be an outcome that develops essential understandings about our world and builds upon the skills, knowledge and attitudes young people require for a sustainable future.

Employment at Cornish College offers teachers the opportunity to design and implement curriculum that makes a difference. It offers the opportunity to be part of a team where responsibility is shared, ideas are welcomed and pushing the boundaries of a curriculum framework is encouraged.

Background

Located on 100 acres of natural parkland next to the National Water Sports Centre and adjacent to the suburbs of Patterson Lakes and Chelsea, Cornish College opened in 2012 and offers programs from Early Learning Centre (ELC) to Year 12. Cornish College has a double stream at all primary year levels and triple stream in all secondary year levels with a fourth stream Year 11 in 2024. Currently there are 710 students from ELC to Year 12. The College offers an ELC program influenced by the Reggio Emilia approach to education and runs the International Baccalaureate Primary Years Programme from ELC to Year 6. This approach to teaching and learning is embraced in a multidisciplinary, concept-driven and inquiry-based program in the secondary area. The Victorian Certificate of Education is offered in the senior secondary years.

With a strong emphasis on inclusion and respecting individual differences the College strives to see all young people thriving in the areas in which they have special aptitude. In line with this thinking, the College offers vibrant programs across the curriculum



At Cornish College we're doing things differently today so that our students can make a real difference tomorrow

Inclusive Education Teacher



Position Description

Position Allocation:	This is a 0.8 - 1.0 FTE permanent position
Commencement:	2024
Reports to:	Deputy Principal - Head of Learning

The Position

This position centres on student academic learning, community learning and wellbeing for education of a different kind and, at its core, is the leadership of people. The role requires leadership of students, Learning Assistants and team members, in a culture of growth to ensure the continuing success of the College in educating for a sustainable future.

We are seeking a team member who demonstrates the College's values of compassion, respect, integrity and creativity...always with courage, in all that they do and will embrace a culture where individual differences are appreciated and celebrated and where strengths are acknowledged and nurtured.

The position description focuses on the key responsibilities and outcomes outlined below.

Key Responsibilities and Outcomes

- Implementing a range of case management processes including the identification and implementation of appropriate assessment used for planning evidence-based intervention plans, which are then communicated to all stakeholders
- Using a range of current and evidence-based diagnostic and standardised tools to conduct comprehensive assessments with identified students, in the areas of learning difficulties, literacy and numeracy skills, writing competencies, comprehension and generalised abilities
- Assist in writing comprehensive education and learning plans to support student learning and provide guidance for teachers in making adjustments for student learning. These reports will form the basis of NCCD compliance and school record keeping through the NCCD database
- Excellent communication skills to engage with all members of staff and key stakeholders to improve student learning and comply with NCCD requirements
- Interpretation of external specialist reports to provide strategies and recommendations that support student learning. These reports may include Paediatricians, General Practitioners, Speech Therapists, Occupational Therapists, Psychologists, Psychiatrists, Audiologist and Optometrists
- Implementation of assessment processes and procedures to assist classroom teachers, specialist teachers and Learning Assistants, in gaining a thorough understanding of student learning. This may include differentiation and modification of learning
- Implement a comprehensive range of strategies to support and enhance student's individual learning requirements, utilising a wide range of relevant teaching resources to support student's additional need
- Timely maintenance of student records, including maintaining documentation of academic progress, learning achievements, assessment results and next steps
- Consistent reporting to parents via Parent Support Group meetings, email and telephone communication on matters relating to a student's learning progress
- Continued professional development in learning diversity, including the ability to disseminate and actively share information with colleagues
- It is preferred, but not essential, that the candidate has experience in VCE Special Provisions

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- Fulfill other relevant tasks and duties as requested by the College Executive, Inclusive Education Team Leader and/or their delegates

Qualifications and Experience

- The person should be a qualified teacher with appropriate graduate or post-graduate qualifications in Special Education
- The person will also need to be an excellent communicator and an active team member; actively contributing to team culture. It is essential that confidentiality and respect for parent/child privacy is maintained
- All teachers at Cornish College must be registered with the Victorian Institute of Teaching

Summary

This Position Description should not be seen as limiting and may be altered to meet the needs of the College at any time.

To Apply for this Position

To apply for this position, please write a letter to the Principal, Nicola Forrest, outlining your interest in this position and giving us an insight into who you are.

Accompanying your letter should be your resume including contact information for three confidential referees and your personal response to the Position Description (preferably as one combined PDF file). Applicants should quote their VIT registration number in their application.

Applications should be submitted by 9.00am on Friday 12 April 2024 to:
employment@cornishcollege.vic.edu.au

Advice to Applicants

In your cover letter please outline your qualifications and your main areas of expertise in working with young people. We'd like to get to know you a little through your letter. Your response to the Position Description should focus on the following:

- Your experience as a teacher in the education and care of young people, with a focus on students with diverse needs
- Your experience with working in teams
- Any other information demonstrating your suitability to working in this role at Cornish College



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Cornish College Staff Expectations

Engagement with Cornish College

- Cornish College staff are expected to be involved in the College's cocurricular program depending upon their skills and interests. With all these tasks it is the expectation of the College that staff will work collaboratively to share responsibilities as evenly as possible
- The College is committed to an active partnership with parents and that parent expertise is used to enhance the educational program, wherever possible
- All staff are expected to attend staff meetings as arranged
- There is also an expectation that all members of staff will attend the major school functions of the year
- All staff are expected to be supportive of the Christian ethos of the College as would be expected of a school associated with the Uniting Church

Child Safe Statement

Cornish College is committed to the safety and wellbeing of all children and all staff are expected to observe the [College Code of Conduct](#).

The College is a Child Safe employer and is committed to the safety and welfare of children in our protection.

Cornish 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 Safety and Wellbeing Policy and Code of Conduct, which are available on the website www.cornishcollege.vic.edu.au

Cornish 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 child related work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, Police Checks, Working with Children Checks, identity, qualification, VIT registration and reference checks.

Equal Opportunity

Cornish 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.

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



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