

NCCD Administrator

Classification:	CEMEA 2022, Education Support Staff, Category B, Level 2
Employment Type:	Fixed Term, Monday-Friday 8.30am-3.30pm
Reports to:	Inclusive Learning Coordinator (POL)
Direct Reports:	N/A

Context

Sacred Heart College is a proud, dynamic, high performing school community with strong traditions, a rich history and a deep sense of community and welcome. Our Catholic Identity is best exemplified through a program of education that encourages students and staff to pursue the Mercy values of compassion, justice, respect, hospitality, service and courage. The Sacred Heart Way is identified through actions that uphold and advance Catherine McAuley's vision of the lived Gospel, which is at the heart of our community.



Strategy 2021 and Beyond articulates our vision of educating girls in the Mercy tradition to make a difference in our changing world. Key elements of the strategy focus on opportunities to reimagine learning that enables members of our school community to be creative, self-directed and critical thinkers, who are inspired to learn, whose natural inquisitiveness is nurtured and who strive for excellence.

The Nationally Consistent Collection of Data (NCCD) Administrator works as part of a team to empower and enable all students to flourish in an inclusive, engaging and mutually respectful environment. The College's approach to inclusion and diversity is informed by the Universal Design for Learning Principles which offer a framework for curriculum development that provides all students with equal opportunity to learn. The framework provides a blueprint for creating challenging instructional goals, methods, materials and assessments that accurately assesses learner progress (Rose and Meyer 2011).



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Primary Purpose and Key Priorities

The NCCD Administrator provides administrative expertise and support related to the Nationally Consistent Collection of Data (NCCD) processes and submissions within the College. The NCCD is an annual collection of information about Australian school students with disability. The NCCD enables the College, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school to best enable equal access to learning.

Key responsibilities include but are not limited to:

- Develop an in-depth understanding of the NCCD processes and requirements, and assume responsibility for the coordination and administration of the timelines and processes within the College
- In partnership with Teachers and the Inclusion and Diversity Network, collate and document relevant data and evidence, and provide support on submission requirements
- Maintain accurate NCCD records and database information, and support the accuracy of Inclusion and Diversity data and information generally
- Support the Inclusion and Diversity Coordinator with extraction of data and creation of meaningful reports
- Coordinate and schedule relevant meetings, and provide comprehensive administrative support for the meetings including agendas, minutes, and overseeing any follow up actions
- Provide general and directed support to the Inclusion and Diversity Coordinator and Inclusion and Diversity Network as required
- Develop and document procedures relevant to the position
- Ensure confidentiality and privacy to maintain the dignity of the person at all times

Other accountabilities and duties

In addition to the primary purpose and key priorities, the NCCD Administrator will:

- Undertake other reasonable duties as directed
- Document and maintain procedures relevant to the position
- Comply with the standards of a Child Safe organisation
- Maintain and contribute to individual and collective responsibility for Health and Safety at the College
- Undertake relevant professional and technical development

The NCCD Administrator will have responsibility for ensuring administrative tasks, protocols and procedures relevant to the role are undertaken.

Key Relationships

Key relationships include:

- Inclusive Learning Coordinator
- Program Support Administrators
- Inclusion and Diversity Teachers
- Inclusion and Diversity Organiser
- External stakeholders including external agencies



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Experience, Skills and Qualifications

Essential:

- Demonstrated success in a previous Administration position, preferably within a fast-paced environment
- Experience in administering annual projects and leading others in the adherence to timelines
- Strong general administration skills, including meeting planning, coordination and administration
- Excellent working knowledge of MS Excel for storing, manipulating and accessing data and information
- Exceptional interpersonal and communication skills, including the ability to liaise with stakeholders under sensitive circumstances
- Competence and ease navigating a variety of systems and platforms, with an ability to recognise and recommend new and improved ways of working
- Experience managing highly confidential and sensitive information/data
- Highly capable building trusted relationships with young people
- Understanding and/or appreciation of the principles of a Catholic community organisation
- Commitment to work within, and positively advance, the College's:
 - Vision
 - Mercy values
 - approach to child safety and wellbeing

Desirable:

- Understanding of NCCD requirements
- Understanding of the challenges students may encounter in their education
- Relevant qualification

This position requires a current Police Check (no more than 3 months old) and an Employee Working with Children Check.

Child Safety

The NCCD Administrator will be committed to the College's child-safe policy, comply with the Safeguarding Children and Young People Code of Conduct, Mercy Education Limited Code of Conduct and all other policies and procedures relating to child safety. They will demonstrate a duty of care to students in relation to their wellness for learning and will proactively support a child safe environment.

Acknowledgment

A holder of this position does so acknowledging:

- they have read and understood the general requirements of the position;
- they are suitably qualified and capable to undertake the responsibilities within;
- this position description serves to describe the position as accurately as possible but does not constitute a full statement of duties; and
- that other reasonable duties may also be allocated.



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GENERAL WORK DESCRIPTION - EDUCATION SUPPORT SERVICES, LEVEL 2 (CEMEA)

Competency	i. Competency at this level may include Level 1 competencies. In addition, competency at this level involves the application of knowledge with depth in some areas and a broad range of skills. There is generally a variety of tasks, roles and contexts. There is some complexity in the ranges and choice of actions required. Some tasks may require limited creative, planning or design functions.
Judgement, Independence and Problem-Solving	i. Roles at this level will generally require employees to exercise judgment to identify, select and apply the most appropriate available guidelines and procedures, interpret precedents and adapt standard methods or practices to respond to variations. ii. Roles may require an employee to: <ul style="list-style-type: none">• Apply diagnostic skills, theoretical knowledge and techniques to a range of procedures and tasks; and/or• undertake tasks requiring expertise in a specialist area or a broad knowledge of a range of functions.
Direction	i. Supervision is generally required to establish general objectives relative to specific tasks, to outline the desired end product and to identify potential resources for assistance. ii. Some positions will require routine supervision to general direction depending upon experience and the complexity of the tasks.
Supervision	i. Roles at this level may be required to: <ul style="list-style-type: none">• supervise students while performing their normal duties but may not be used instead of a Teacher.• Supervise other employees at lower levels and within the general work area.
Qualifications and Experience	i. Level 2 duties typically require a skill level which assumes and requires knowledge or training equivalent to: <ul style="list-style-type: none">• completion of a trades certificate or Certificate III;• completion of Year 12 or a Certificate I or II, with relevant experience; or• an equivalent combination of relevant experience and/or education/training.

