

Title:	Inclusion Leader
Reports To:	Deputy Principal Inclusive Practices
Position of Leadership	3
Time Allowance:	18 periods, per cycle
Base Campus:	NDC x10 SPC x6
Commencement:	28 January 2026
Tenure:	3 years

Emmanuel College operates within a Catholic ethos based on Gospel values - respect for personal dignity, peace and justice, integrity and reconciliation – as expressed in its Marianist tradition. All leaders bear witness to these values in their interactions with staff, students and parents. Emmanuel College's mission is to support all dimensions of the growth and learning of the students whom the College serves.

All College staff must remain familiar with Emmanuel's [Child Safe Code of Conduct](#) which recognises the critical role that school staff play in protecting the students in our care and establishes clear expectations of College employees, volunteers, contractors and clergy for appropriate behaviour with children in order to safeguard them against abuse and or neglect [Victorian Catholic School Statement of Commitment to Child Safety](#)

All Positions of Leadership at Emmanuel College are underpinned by the Characteristics of Marianist Education: Formation in Faith; Family Spirit; Service Justice, Peace and Integrity of Creation; Integral, Quality Education; Adaptation and Change, the strategic direction of MACS 2030, and our College's Vision for Learning and Vision for Engagement. Leaders are called to foster a faith-filled, inclusive, and dynamic learning environment where every student is known, valued, and supported.

Central to this shared vision is the development and implementation of *Learn Well at Emmanuel*, a College-wide framework that integrates academic excellence with wellbeing and places the needs of each learner at the heart of all we do. Leaders work collaboratively to build a culture of high expectations, strong relationships, and purposeful engagement, ensuring every member of the Emmanuel community is empowered to grow, lead, and contribute to the world with integrity and hope. All Leaders at Emmanuel College are committed to obtaining and then maintaining their Accreditation to teach Religious Education or Lead in Catholic Schools.

The Inclusion Leader is based at a given campus and reports to the Director of Inclusion.

Given that Emmanuel is one college across two campuses, there is strong interaction between each of the campus teams. This includes travel from one campus to the other to collaborate effectively with colleagues, for observations and mentoring and for relevant meetings and planning.

Responsibilities

The Inclusion Leader coordinates learning support for identified students with learning needs in a given year level.

The duties of the Inclusion Leader are defined to:

Student Case Management:

- Coordinate and chair Program Support Group (PSG) meetings for supported students, keeping all relevant documentation of these meetings and communicate these outcomes to teachers.
- Maintain ongoing consultation with parents to support student needs.
- Actively monitor the progress of students with learning needs in their assigned year level including liaising with teachers and regularly reviewing students' academic results and challenges in their learning.
- Review and collaborate with subject teachers to ensure the relevant adjustments have been documented correctly in the end-of-semester student reports.
- Construct and maintain Personalised Learning Plans (PLP) for all required students and assist teachers in implementing the PLP learning goals developed.
- Work directly with teachers providing support to ensure the learning needs of supported students are being met.
- Provide relevant information as needed to support teachers with the provision of learning programs that address students' learning needs.
- Facilitate a smooth transition for students with learning needs as they transfer between campuses and/or between year levels through thorough record keeping and by communicating with relevant leaders.
- Make recommendations to the Counselling Team for a student's inclusion in the Social Skills group.
- Provide advice to assist with the provision of accessible learning and teaching programs for all students in their assigned year level, including excursions, incursions, and other relevant activities.
- Be the point of referral for staff if they recognise students in a particular year level who need assessment and/or support.
- Initiate and implement the academic referral process for further assessment of students of concern, ensuring the referral includes input from the student's House Leader before submitting to the Deputy Principal Inclusive Practices.
- Collaborate with Directors of Inclusion to give recommendations on the students who require intervention in the Literacy and Numeracy intervention programs in Years 7 - 9.
- In conjunction with the Careers Practitioners and Heads of Student Engagement, advise students and their families of pathway options and appropriate Subject Selection preferences.
- Complete individual risk assessments for any physical needs and or chronic health condition of students attending excursions and or camps.
- Create modified/adjusted timetables for students unable to attend school full-time.
- In collaboration with parents, create Student Health Support Plans (SPC only until nurse is appointed).

- Collaborate with the relevant House Leader to issue Student Passes required to support student needs.
- Collaborate with Student Engagement Teams to create Behaviour Support Plans, Safety Plans, and Return to School Plans.
- Liaise with external allied health services to support student needs.
- Year 7 Inclusion Leaders to attend Year 6 Testing morning.

Nationally Consistent Collection of Data (NCCD) Processes:

- Support the NCCD process through identifying the NCCD category and level for each student who requires adjustment and ensuring accompanying data to support the assessment is correctly recorded.
- Assist in the preparation of compliance data required for students in their assigned year level.
- Work with the Directors of Inclusion, Directors of Student Engagement and Learning, and Student Engagement Teams in assisting with the development of individual short-term programs for students returning to school after prolonged absence or illness.
- Coordinate and undertake internal testing of identified students, ensuring any resulting actions required are taken.
- Year 12 Inclusion Leaders will work with the Director of Inclusion to complete applications for Special Provisions.
- Participate in the Moderation process to document and collect data to inform the NCCD level of the student.

Support and Provision of Professional Learning for Teachers and Learning Support Officers (LSO):

- Support teachers to develop appropriate adjustments for students identified as having learning needs in their year level.
- Be available for staff support and to actively encourage teachers to discuss concerns regarding students deemed to be at risk.
- Support the Professional Learning of colleagues that guides their teaching of students with learning needs.
- Support the Director of Inclusion in offering workshops to teachers that support their understanding of disabilities in the classroom.
- Model best practice in adapting teaching to meet the diverse learning needs in their own classes.
- Be available to support LSOs with any professional learning that may be required for them to support student needs.
- Coach teachers to ensure they are providing appropriate feedback for students in their Monitoring and Review feedback.

Other duties as directed by the Principal.

Through mutual agreement some variation in the specified responsibilities may take place during the term of appointment as a part of a normal process of ongoing evaluation of the College's operations.

All employees at Emmanuel College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and the Equal Opportunity Act.

