



Position Description

INTRODUCTION TO OUR COLLEGE

Our college commenced in January 2001 in functional facilities provided by Parklands Christian Church. Each year we continue to grow in student numbers, class levels offered, facilities and resources. We see the day when over 1200 students will come on our site each day. The College is divided up into 7 areas, these being: Little Learners Early Learning Centre (6 weeks – school age), Lower Primary (Prep-3), Upper Primary (4-6), Middle School (7-9), Senior College (10-12) and Outside School Hours Care (Prep – 12).

POSITION TITLE:	Inclusion Support Educator
CONTRACT:	
REPORT:	ELC Director
DEPARTMENT:	Education
HOURS OF DUTY:	NB: some responsibilities throughout the year may fall outside of normal work hours.
PROBATION PERIOD:	6-month probation in accordance with EBA
LOCATION:	Parklands Christian College, Park Ridge, QLD

POSITION PURPOSE AND OBJECTIVES

To provide professional Inclusion Support for children with additional needs, as well as Early Learning Educators in their role of providing Christian education and care to children within the services faith and values framework implemented by the National Quality Framework.

KEY RESPONSIBILITIES AND PERFORMANCE INDICATORS

The Inclusion Support Educator uses appropriate knowledge and skills to support the Early Learning teacher in ensuring that all children are given the appropriate resources and support to receive a quality education consistent with the Christian faith, achieved through effective planning, organisation and review of inclusion support strategies.

Professional Practice

- An Inclusion Support Educator at Parklands Little Learners demonstrates effective pedagogical practices and supports the development and maintenance of positive relationships with children and colleagues by:
- Assisting in creating a nurturing play-based learning environment which is child centered, supportive, cooperative and aligned with Queensland Kindergarten Curriculum guidelines and the Early Years Learning Framework.
- Assisting in developing and implementing quality curriculum programs and appropriate pedagogy; evaluating their effectiveness; assessing and reporting children's progress as a way engaging in ongoing reflective practice and continuous improvement as per the Strategic Improvement Plan (SIP).
- Implementing effective, adaptive, inclusive and equitable practices and inclusion support strategies.
- Proactively and collaboratively engaging in professional renewal practices to enhance children's outcomes.
- Working collaboratively with the ECT's and other staff members in contributing to the professional life of the service.
- Providing effective supervision of children and contributing to the health and safety of the workplace.

Professional Engagement

An Inclusion Support Educator at Parklands Little Learners fosters and develops appropriate professional relationships with parents, carers and the wider school community by:

- Valuing and supporting the distinctive role of parents and carers as partners in the learning and teaching process
- Encouraging and supporting the involvement of the service and children in the life of the church
- Engaging the wider community, where appropriate, in learning and teaching programs
- Supporting, as appropriate, the involvement of the community in special events and celebrations.

Professional Learning

An Inclusion Support Educator at Parklands Little Learners commits to maintaining currency of professional knowledge and skills and participating in professional development activities by:

- Assisting with evaluating the learning and teaching practices using appropriate pedagogical frameworks.
- Maintaining and demonstrating knowledge of relevant contemporary pedagogy
- Maintaining a high level of academic knowledge relevant to the inclusion support space.
- Regularly engaging in collaborative processes through which they share knowledge of key learning areas and pedagogical approaches with colleagues.

CORPORATE RESPONSIBILITIES

The work of the Inclusion Support Officer will be consistent with the College's mission statement, [CLEAR values](#), [Code of Conduct](#) for employees, and published [policies, procedures and practices](#).

All non-teaching staff are required to observe the following corporate accountabilities:

General requirements

- Demonstrate a commitment to spiritual and moral practices consistent with Biblical principles.
- Be in agreement with the Statement of Faith as stated in the Parklands Christian College Constitution and [EBA](#).
- Support and implement the [College Mission Statement](#), policies and procedures, core values and commitment to Workplace Health & Safety.
- Maintain confidentiality and professional responsibility.
- Maintain a degree of flexibility in working hours from time to time as required for the position.
- Accept that the College reserves the right to modify the position to meet its operating needs.
- Assist and relieve in other positions from time to time.
- Undertake other reasonable and relevant duties within skills, knowledge and capabilities and as directed by the Principal or delegate.
- Practice and demonstrate good grooming and presentation as per the [College Staff Dress Guidelines](#).

Mandatory requirements

As per our [Student Protection Policy](#), Parklands Christian College is committed to the safety and wellbeing of children and young people. We believe every child's social, emotional and spiritual wellbeing matters deeply to God.

PERSONAL ATTRIBUTES

A suitable candidate for this position will be an effective communicator, logical, highly organised, be loyal to the Head of Primary, present a professional image, demonstrate an active faith and involvement in their local church.

Qualifications/Certifications

- Qualifications relevant to the administrative tasks of the role would be desirable.
- Current Senior First Aid / CPR certificate or we can assist you to obtain
- Current Working with Children Check or willing to obtain one prior to start

Skills

- Proven Administrative experience in a similar role would be preferred.
- Excellent written communication and technology skills
- Highly developed interpersonal and verbal communication skills.
- Strong organisational and documentation skills, with the ability to establish work priorities and work to deadlines with minimal supervision.
- Good analytical skills with the ability to communicate simply and clearly as you will liaise with various school departments.

Abilities

- Demonstrated ability working within a team in a busy environment to achieve daily goals.
- Demonstrated ability to manage and allow for some flexibility around simultaneous projects and needs, at times with short notice.
- Ability to interact professionally and effectively with diverse groups.
- Ability to use initiative to problem-solve and forward plan.
- Flexibility and adaptability to changing situations and priorities.
- Ability to use discretion, tact and maintain confidentiality.

Moved to new template by: Alison Kingdom
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