

POSITION DESCRIPTION

Position Number:	LGT27	Type:	Contract **
Classification:	LGT EA Division B	Level:	
Position Title:	Inclusion Professional	Section:	ISP
Responsible to:	Direct - Support Services Program Leader Indirect – Learning, Development & Inclusion General Manager		

** This position is provided through variation funding from the Australian Government Department of Education for delivery of the Inclusion Support Program (Inclusion Agency Tasmania) until 30th June 2025.

The Inclusion Support Program is a Commonwealth Government funded program to support mainstream early childhood education and care (ECEC) services (inclusive of OSHC) to increase their capacity and capability to embed inclusive practices within their settings and to promote understanding of inclusion, which focuses on all children actively participating and contributing in their environment and society.

ORGANISATIONAL OBJECTIVE:

To uphold the vision, mission and values of the organisation in all aspects on the role.

POSITION OBJECTIVE:

The program's objectives are to:

- support eligible mainstream ECEC services to improve their capacity and capability to provide quality inclusive practices for all children, to address access and participation barriers and to support the inclusion of children with additional needs, with their *typically developing peers*¹

- provide parents or carers of children with additional needs with access to appropriate and inclusive ECEC services that assist those parents or carers to increase their activity including work, study and training. (ISP Guidelines pg.8)

ESSENTIAL QUALIFICATIONS:

- Minimum relevant Early Childhood Diploma.

ESSENTIAL REQUIREMENTS:

- Access to use of own motor vehicle – which is insured in relation to work related use. Current Drivers licence.
- Current Working with Vulnerable People Registration.
- Experience working in education and care setting/s.

DESIRABLE REQUIREMENTS:

Current First Aid Certificate

RESPONSIBILITIES:

Financial:

Support the financial management and accountability of the program under direct supervision by the Support Services Program Leader.

Reporting:

Consistently meet Program Guidelines, Conditions of Funding and Funding Agreement deadlines.

Contribute to planning processes, development and ongoing evaluation including collection and analysis of data and preparation of regular progress reports – submitted to the Support Services Program Leader.

Maintain statistical and qualitative data as required.

Actively participating in the program evaluation framework.

Representation:

Convey a positive and professional approach at all times.

Advocate and represent the organisation and the ISP in a professional manner conveying the value of the program and broader inclusion principles in a positive and proactive approach.

Develop and maintain effective links within the education and care sector and with relevant external

agencies and community services.

Participate in interagency projects, collaborate in service delivery with other agencies and participate in external forums, working parties or reference groups that may relate to development of service/ program standards.

Comply with Organisation and Government branding and quality control requirements.

Performance:

Consistently work at a high standard, in collaboration with relevant program personnel, Support Services Program Leader and LD&I GM according to:

- Organisation Policies and Procedures including WH&S reporting requirements of accident/incidents and/or near misses.
- Program Policy and Procedures
- Program Principles, Funding Agreement and Conditions
- ISP Program Guidelines
- ISP Work Plan
- Relevant Statutes, Regulations and By-laws

Consistently demonstrate effective time management skills, ability to prioritise, self manage, and organise own case/workload.

Ability to work independently within the role and responsibilities as well collaboratively within the team.

Consistently complete tasks in a timely, effective and efficient manner to meet specific program area deadlines.

In collaboration with Support Services Program Leader and other team members support and work towards achieving the objectives and outcomes of the ISP and the Inclusion Agency Annual Work Plan.

Consistently demonstrate flexibility, adaptability to respond positively to change within the work environment.

Maintain a high understanding of current evidence-based education and care practices, policy and sector current and emerging needs. (It is a requirement of the Inclusion Professionals to maintain thorough knowledge and understanding of inclusion and inclusive practice and ability to assist early and middle childhood education and care services to develop, implement and sustain inclusive policies and practices)

Use professional initiative and provide feedback and suggestions for continual improvement of service delivery.

Consistently undertake tasks using high level interpersonal and communication skills including verbal and non-verbal communication strategies.

Ensure high level of written and oral communication is consistently maintained at all levels.

Consistently demonstrate knowledge, understanding and practice of adult learning principles.

Demonstrate commitment to ongoing professional learning, actively participate in workplace appraisal processes and development of professional learning plans.

Demonstrate strong commitment to social justice.

Maintain confidentiality, professionalism, sensitivity and diplomacy.

Maintain and environment free from discrimination and harassment and report to LD&I GM any breaches and/or incidents of discrimination and/or harassment.

Consistently abide by privacy laws.

Role and Responsibilities

Role and responsibilities as outlined in the position description, current Inclusion Support Program Guidelines, funding agreement and state annual work plan.

The Inclusion Professional is expected to spend significant amounts of time (minimum 80%) working directly with services and educators in the field in a coaching role, facilitation of hub groups and group learning approaches. Coaching – working alongside educator’s role modeling and supporting implementation of strategies to support quality inclusive practices.

The role includes:

- Promoting access and equity
- Supporting with assistive technology
- Promoting active participation
- Building functional skills
- Environmental adaption’s
- Promoting engaging and responsive service delivery
- Consultation, coaching and collaboration skills.

Inclusion Professionals are privileged to observe and/or receive confidential and sensitive information from the sector. It is paramount that this is not shared with others (with the exception of professional support conversations within the IA team and if appropriate relevant external support agencies or as required by law).

Please note: Inclusion Professionals are mandatory reporters. In Tasmania, mandatory reporting requirements are outlined in the Children, Young Persons and Their Families Act 1997 (the Act).

Building professional relationships is fundamental to achieving quality outcomes; therefore, supporting services and educators through a strength-based approach is a starting point for determining the type and intensity of inclusion assistance and support required.

Respond promptly to all requests and referrals for inclusion support from the education and care services and support services to develop a Strategic Inclusion Plan (SIP) as the first step in accessing support from the ISP.

In collaboration with Support Service Program Leader, conduct an assessment of referrals according to priorities of urgency and complexity and make contact with services accordingly.

Support services to engage in ongoing critical reflection and continuous improvement through the development of a Strategic Improvement Plan (SIP) and coaching practices.

Encourage and support services to become self-reliant and commit to continuously improving their inclusive practice by:

- Encouraging and adopting innovative and creative solutions to inclusive practice in their service.
- Sharing best practice inclusion information with other services in the sector, and
- Only accessing support from the program's funding streams where other inclusion supports and strategies are insufficient to achieve inclusion of a child with additional needs.

(ISP Guidelines)

Support services to connect and engage with external agencies and relevant community groups, services and organisations.

Support services to work in partnership with families and early intervention professionals.

Source information and resources relevant to individual service needs.

Demonstrate initiative within the job role and responsibilities.

Maintain specialist equipment data base, log new equipment, and conduct annual audits as per specialist equipment policy and procedure in collaboration with Support Services Manager.

Support services to access specialist equipment in a timely manner (refer to specialist equipment policy and procedure)

Work with services to utilise a range of professional learning and development strategies, including the facilitation of collaborative and interactive hub group sessions.

Contribute and at times develop under the direction of the Support Services Program Leader articles, newsletters and the statewide service mini directory.

Complete additional tasks related to the program as directed by the Support Services Program leader and/or LD&I GM.

EMPLOYMENT AGREEMENT

As the incumbent of this position, I have read the position description, understand its contents and agree to work in accordance with the requirements of the position. I understand and accept that I must also comply with the policies, procedures, guidelines and systems Lady Gowrie Tasmania and the Learning, Development & Inclusion Program area.

Name:	Signature:
Date:	
Supervisor:	Signature:
Date:	

Any agreement to amend or alter this document will require it to be signed and dated as a new document.