

Position Description

Position	Individual Needs Coordinator
Award	Educational Services (Teachers) Award 2020
Position of Leadership	3
Directly reports to	Head of Individual Needs for development and implementation of the Individual Needs program Deputy Principal/Head of Campus for all other aspects of the role <i>All positions ultimately report to the Principal</i>

This position description summarises the essential responsibilities, activities, qualifications, and skills for this position and may be reviewed or modified by the Principal or their delegate, in response to the strategic direction of the school and the development of skills and knowledge for this position.

Position Summary

The Individual Needs Coordinator is a visible and effective leader who champions inclusive education across the School. This includes delivering targeted support for students with disabilities and learning difficulties, and equipping teaching staff with the information and strategies needed to provide differentiated and personalised learning experiences that support every student's growth.

The role oversees the coordination, implementation, and monitoring of learning support across the School, ensuring compliance with all relevant regulatory and funding requirements. The Coordinator leads a dedicated team of Learning Support Assistants and Individual Needs Teachers, and works closely with teaching and pastoral staff to design and deliver Individual Learning Plans (ILPs) that respond to student needs and promote progress.

Success in this role requires a collaborative approach and strong relationships with school leaders, wellbeing teams, psychologists, teachers, and families. A commitment to inclusive practice, professional learning, and innovative approaches to support student engagement, confidence, and independence is essential.

Leadership Commitment

The Individual Needs Coordinator holds a Position of Leadership (POL) responsible for the performance and the professional growth of their team, collectively and individually, and the planning, coordination, execution and review of their function or program.

As an Ivanhoe leader, the person in this role commits to the Ivanhoe Charter for Leadership, its Principles and Ethos and the observable behaviours, attitudes and attributes of leadership as characterised by this charter.

Key Result Areas

Responsibilities	Performance Outcomes
To promote and enable the Ivanhoe Strategic Vision	The Purpose and Ethos of the Strategic Vision are evident in the observable behaviours and professional practice of all staff at Ivanhoe Grammar School

Provide students with a child-safe environment	A demonstrable and leading understanding of appropriate behaviour and legal obligations relating to child safety. A leader of compliance with the School's Student-Safety Policy and Code of Conduct, and any other policies or procedures relating to child safety
To inspire, motivate and grow a positive and collaborative learning culture across the School community	An environment of professional trust, empowerment and learning is fostered. Observable professional behaviour and professional courtesy is modelled at all times. A culture of high expectations and standards is evident in staff work practices and behaviours. The Individual Needs Coordinator has an active and visible presence within the School community across their campus. They • remain informed in all areas of Secondary Years learning and school life • work effectively with all members of the School community • build and foster community spirit through positive relationships with parents and guardians characterised by trust and goodwill
To model highly visible leadership living out the <i>Ivanhoe Charter for Leadership</i> .	The Individual Needs Coordinator is an outstanding and observable leader in: • the exceptional management standards of their own areas of function and responsibility • strategic change management processes • the delegation of responsibilities to their team and direct reports • the empowerment of their team as they conduct their work • ensuring accountability processes exist to monitor progress and ensure responsibilities are met The Individual Needs Coordinator demonstrates a growth mindset reflected by: • proactively seeking feedback from all stakeholders • intentionally reflecting on their strengths and opportunities for growth • sharing their learning about their impact with trusted colleagues
To oversee the implementation of the Individual Needs Program	The Individual Needs program ensures the effective use of available resources

	Expertise is provided in the identification, development, and facilitation of all support programs to meet the learning needs of students as required Screening of selected students seeking enrolment and the administration of screening assessments is conducted in accordance with School policy Student profiles, Individual Education Plans, Modified Programs and Reports, and small group learning programs are formulated, implemented and reviewed for impact on student learning Standardised assessments and diagnostic testing: • provide accurate diagnosis and individual diagnostic assessment • guide the implementation of appropriate intervention programs • are effectively administered and managed Individual student intervention and proactive strategies are: • developed in with consultation School Psychologists and relevant key staff • communicated in a coordinated manner to teaching staff and key stakeholders Involvement in the case management of individual students as required is evident Recommendations regarding inclusion practices and initiatives to School leaders are made as appropriate
To lead the Individual Needs Team	Individual Needs team is provided with: • direction and support • coaching and career development opportunities • regular and timely meetings and communications Learning Support Assistants staff are recruited, inducted, managed and supervised in accordance with the Individual Needs program direction and School policy. Learning Support Assistants timetables and absences are managed accordingly
To manage the administration of the Individual Needs Program	Departmental budget and teaching resources are well managed and monitored Documentation, assessment, reporting and IN student data is stored centrally and in accordance with School requirements. Annual applications for Students with Disabilities funding are submitted in accordance with School and external body compliance requirements

	NCCD evidence collection is conducted in accordance with School and external body compliance requirements
To ensure timely and effective communication with all stakeholders	Student progress is assessed and monitored enabling the provision of appropriately informative reports for parents and teachers Curriculum differentiation and learning strategies are developed in liaison with classroom teachers to assist students with identified learning needs Regular Program Support Meetings (PSGs) with parents of students on individual learning plans are conducted Accurate and timely communications and advice are provided to parents relating to their child's learning needs and individualised program. Prospective parents are provided with information about appropriate interventions that the School can offer.
Work within the annual budget, in consultation with the Head of Individual Needs.	Effective and timely communications on budget matters are in place The budget supports the delivery of the IN program in accordance with School policies and priorities.
Representing the School at events	Networks and community relationships are fostered. Best practice opportunities in education are explored. Relevant Associations are maintained and their resources utilised.
Other duties as directed by the Head of Individual Needs or Campus Head of Primary	Attend various committee meetings as required Engage in projects as directed by the Head of Individual Needs or Campus Head of Primary

Key challenges;

- Build on the School's reputation as a contemporary centre of excellence in education
- To create conditions for learning that are student-centred, outcomes-based, incorporate a diversity of approaches and promote excellence
- Develop Ivanhoe as a school recognised for exceptional success in promoting the wellbeing of students.

Education and experience;

- Current Full Victorian Institute of Teaching (VIT) registration
- Relevant Post-Graduate studies (or working towards a further qualification) and experience in secondary or primary special education provision and intervention
- Evidence of quality teaching i.e. improving student learning outcomes
- Expert knowledge of child safety protocols and compliance requirements.

Knowledge and skills;

- A high standard of teaching practice based upon an understanding of varied teaching and learning approaches.
- The ability to create learning environments where individuals feel secure and valued while challenged to define and pursue their own level of excellence.
- An ability to differentiate the curriculum to cater for different learning abilities.
- A demonstrable competency to engage with new technologies for the effective and efficient functioning of the Individual Needs program
- Expert knowledge of learning and cognitive disabilities, and learning difficulties
- Demonstrated commitment to the academic and wellbeing needs of students and those who are part of the Individual Needs team
- Knowledge of Individual Needs/Support funding requirements
- Outstanding interpersonal skills including a demonstrated ability to build community
- Strong capacity to consult, collaborate and interact with staff, students and parents / guardians
- Demonstrable understanding of contemporary learning theories, practices and the AITSL Standards for Teaching

Attributes;

- Be a suitable person to engage in child-connected work
- Supportive and an avid promoter of the Ivanhoe Grammar ethos and values
- Highly developed verbal and written communication skills
- Demonstrated ability to work with others towards a common goal
- Personal resilience, enabling effective management of multiple and conflicting demands.

Reporting Relationships

Reports to:	Head of Individual Needs Deputy Principal/Head of Campus or Head of Campus
Direct Reports:	Individual Needs Teachers Learning Support Assistants
Associated Relationships:	Campus Senior Leadership team Student Care Leadership team Academic Leadership Team (Heads of Pedagogy and Curriculum Leaders) Individual Needs Coordinator Team (Cross Campus) Academic Intervention Specialists Student Care Team and School Psychologists Teachers Parents and guardians
Team/s:	Individual Needs Team Member of Academic Staff

Additional Information Relating to the Position

Child Safety Commitment

All schools have a moral responsibility for the safety and wellbeing of students. At Ivanhoe Grammar School we take this responsibility very seriously. We are committed to a school culture where protecting children forms a part of our everyday thinking and activity. Protecting students is the responsibility of everyone who is employed at, or is engaged by, Ivanhoe in child-related work. Detailed information about our commitment to child safety and wellbeing, is set out in our code of conduct, policies and procedures located on our Child Safety page.

Committed to child safety, children's wellbeing and protecting children from abuse, the School requires that all staff comply with the School's Student Safety Code of Conduct, Student Safety Policy, Student Safety Concerns Management Procedure, Health and Safety Policy and Respectful Workplace Behaviour Policy.

All teachers and non-teaching staff working directly with or caring directly for students are required to have a working knowledge and understanding of our Child Safety Code of Conduct, Student Safety Policy and Student Safety Concerns Management Procedure.

Where any staff member breaches any of the School's policies or codes of conduct, the School will take appropriate disciplinary action.

Teaching Staff Commitment

All teachers are expected to support our students in our three academic pillars of curricular, co-curricular and pastoral care. All teachers are expected to teach vertically across a range of year levels, 3- and 4-year-olds in ELC, Prep to 6 in the primary years and Years 7 to 12 in secondary years. Teachers are expected to support and extend the School's ethos and culture, foster in their students the enjoyment of learning and challenge, provide opportunities for students to have a whole of school experience, while striving for a broad world outlook. Staff must continue their professional development and participate in any mandatory training provided by the School.

Occupational Health and Safety (OHS) Commitment

All School staff are required to take reasonable care for their own health and safety and that of other staff who may be affected by their conduct.

All staff are responsible for:

- Participating in OHS related training
- Reporting OHS hazards and incidents
- Actively participating in the development of risk assessment and or job safety analysis
- Assist with workplace inspections
- Adhere to Ivanhoe Grammar School's OHS policies and procedures

Policies and Procedures

All employees of Ivanhoe Grammar School are expected and required to understand and adhere to all School policies and procedures. It is a condition of employment that all employees participate in all training provided to them regarding policies and procedures in accordance with legislative requirements. A breach of School policy may result in disciplinary action.

Approval

Developed by	Head of People and Culture
Approved by	Principal
Approval date	May 2025

