



Emmanuel Catholic College

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www.emmanuel.wa.edu.au

God is with us

"The world no longer cares how much our students know: Knowledge is a commodity as they can look it up. The world cares about what our students do with what they know, which is an entirely different education problem."

(Wagner, T. 2009)

Dear Applicant

Emmanuel Catholic College is a vibrant, contemporary, innovative, learning environment, situated 23 km's south of the Perth CBD. Situated in a high population growth area, the College has experienced a steady increase in student enrolment since its foundation in 1998. With such growth a 'Permanent Change of Operation' occurred in 2024 culminating with the current student population standing at approximately 1230, the highest in the College's history.

The College's innovative practice and the success experienced in recent years has been nothing short of outstanding, receiving numerous accolades, media attention and widespread interest from a large number of schools both at a state, national and international level. The College has firmly placed itself at the cutting edge of educational transformation and is delivering exceptionally high outcomes for both staff, students and the wider community.

A distinctive feature is our emphasis on fostering innovation and ingenuity among both students and teachers, cultivating an environment of continuous improvement and adaptability. Our introduction in 2023 of Emmanuel Flexiday, a four-day week for Year 12 students and 100-minute learning blocks exemplifies this approach. The College's educational philosophy is centred on the acquisition of skills over content and places the health and wellbeing of both students and staff at the centre of all we do. We seek to transform education away from the traditional paradigm towards an engaging and inspirational model that has significantly enhanced both the day-to-day experience and overall secondary educational journey of both staff, students and the wider community.

The College strives to provide a 'fit for purpose' engaging education through the provision of a multitude of pathways that span all learning areas. Across the College we focus on real world application, enhancing student capabilities, fostering student independence and embracing community links. Our aim is to ensure our students are provided with an authentic opportunity to positively contribute as a global citizen in today's world and find their niche, discover a passion, and inspire them to reach previously unimagined heights.

Please see below items included in this package:

- Position Information
- Duty Statement
- General Information for Applicants

Kind regards

Mr Paul Watson
Principal

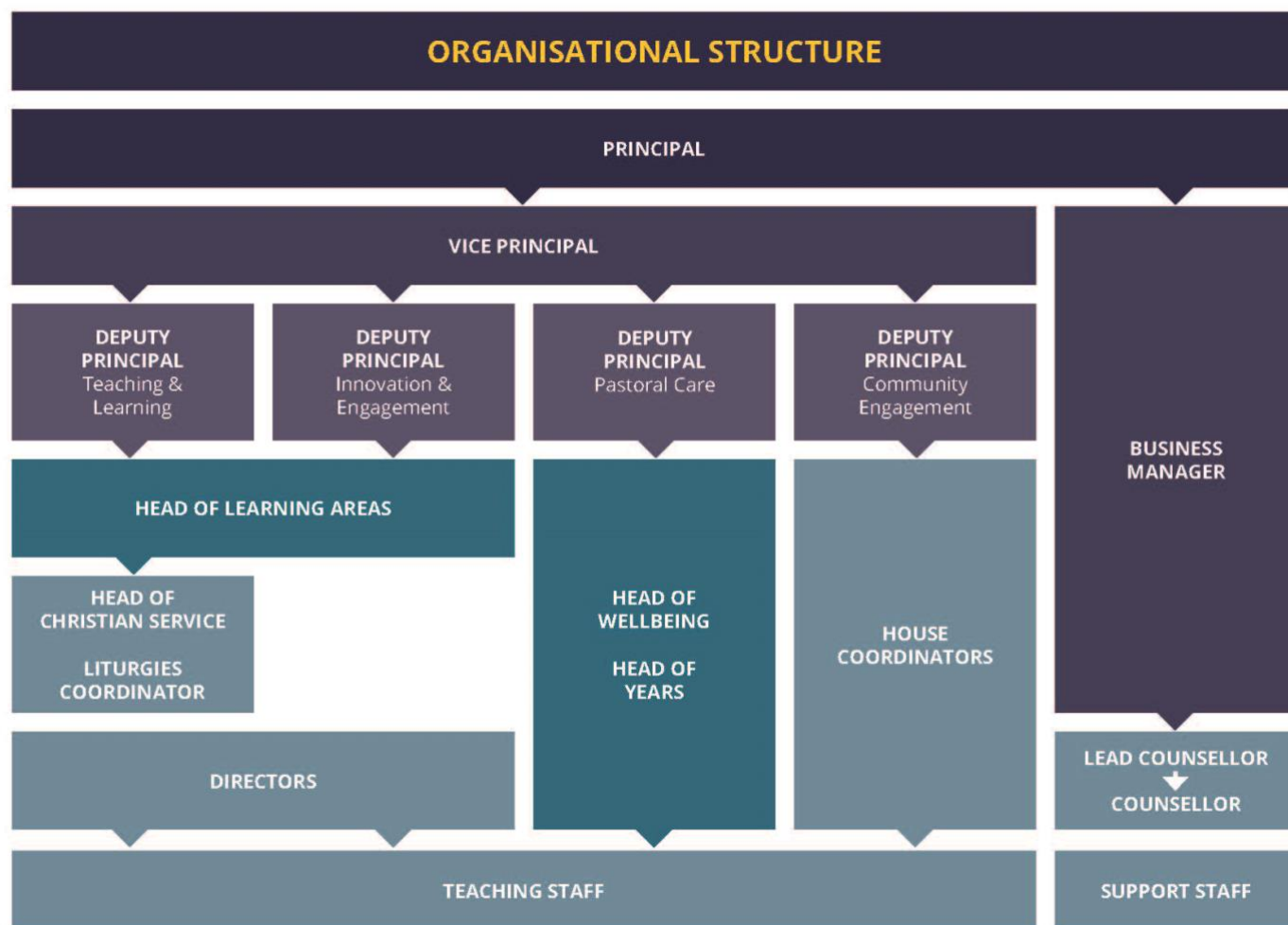
"Make no mistake, the world needs all types of children. The quiet, easy going peacekeepers that sit still and observe, the loud, shake it up, feel it deep, changemakers that are always on the go, And every unique soul in between."

(O'Kane, M. 2022)



Duty Statement

Head of Inclusive Education (Learning Support)



Emmanuel Catholic College continually strives to create and enable a variety of engaging learning opportunities for students that provide the necessary skills, knowledge and experiences to prosper as global citizens in the world. In doing so, we seek to inspire a passion for life-long learning in meeting the individual needs of all students so that they may achieve their true potential. In acknowledging parents and care givers as the first and most influential educators and with strong links to the local community and industry, the College provides students with opportunities to immerse themselves in an education centred around real life, informed by contemporary research and best practice.

Teachers at Emmanuel Catholic College are expected to be passionate and innovative educational practitioners, committed to engaging students in a meaningful and purposeful manner within a 21st Century contemporary educational landscape. In undertaking a commitment to a highly contemporary educational philosophy, the College does not operate a traditional timetable but rather classes are run as a mixture of 100 and 50 minute learning blocks with an optional four-day week for Year 12 students (Emmanuel Flexi).

The ability to develop and maintain positive relationships with students, colleagues and families is paramount across the College's Vision for Learning and vital in building a positive and professional learning community. Staff are required to comply with the College Code of Conduct at all times.

Inclusive Education at Emmanuel

At Emmanuel, we celebrate diversity and individual strengths. Through innovation and quality learning and teaching, our staff deliver programs to inspire and engage students of all abilities. We recognise that some students need more support, intervention and/or class adjustments to the delivery of the content or the curricular itself. Relevant plans are developed in partnership with families and other key stakeholders to improve educational outcomes and support student health and wellbeing.

Rationale

We work to establish equitable and inclusive classrooms through our program of Education Assistants and Inclusive Education Teachers who work collaboratively to promote four specific domains:

- Well-being
- Inclusion and accessibility
- Independence
- Communication and collaboration

The principle of Inclusivity as identified in the West Australian Curriculum requires the whole school community to accept responsibility to provide equitable opportunities for all students. In conjunction with government legislated standards, schools must make reasonable attempts to provide fair access to education by making reasonable adjustments and delivery to all students as well providing support for this to occur.

There are a variety of contexts in which this occurs in Catholic secondary schools. Emmanuel Catholic College attempts to ensure the provision of a quality education to all students with a disability in line with relevant legislation and systemic guidelines.

The Head of Inclusive Education reports to the Vice Principal and will work in close collaboration with Deputy Principal – Teaching and Learning, alongside the teaching staff of the College in providing adequate support and ensuring all legislative and system compliance is met in a timely and efficient manner to the highest possible standards.

Areas of Responsibility:

- Promote best educational practices to enhance access, participation and learning outcomes for students with disability and those identified as requiring additional support, including the development of Individual Education Plans.
- Funding SWD students. Review all SWD and NCCD plans twice yearly.
- Collaborate closely with the Deputy of Teaching and Learning to ensure timely and efficient submission of applications, exemptions and special arrangements for internal exams and assessments, standardised testing and ATAR examination special arrangements.
- Complete NCCD Funding in collaboration with VP/Deputy Teaching and Learning, Student Services and Pastoral Staff.
- Oversee the schedule for multidisciplinary specialists who visit the College.
- Transition of relevant students from Year 6 to Year 7.
- Oversee the collation of reports from allied health professionals to support students' diagnoses.
- Oversee Inclusive Education Department Budget.
- Liaising with the relevant Deputy Principals, Head of Wellbeing, Heads of Year and their representatives to identify and monitor Students at Educational Risk including students currently with a documented plan.
- Lead and oversee Education Assistants.
- Lead and oversee Inclusive Education teachers.
- Involvement in pathway counselling for subject selection – Foundation/Preliminary etc.
- Provide PD to staff – formally and informally.
- In collaboration with the Principal, meet with parents regarding enrolment enquires and IEP/PLP meetings.

- Work collaboratively with Deputy Principal Innovation and Engagement to analyse data informing plans/pathways to meet students' needs.

The Head of Inclusive Education will demonstrate competency in the following areas:

- Collaborating with external specialist agencies as required.
- Assisting with the preparation and delivery of appropriate academic programs.
- Ability to maintain a high level of integrity, professionalism, and confidentiality.
- Ability to develop appropriate strategies to maximise student learning and participation.
- Strong organisational and interpersonal skills.
- High standard of effective verbal and written communication skills.
- The ability to work within strict Privacy Act Guidelines.
- Understand the obligations of education under the Disability Standards for Education 2005.
- Develop and lead a high performing team.

Learning Support Program:

- Liaise with the Deputy Principal Teaching and Learning - to coordinate the Learning Support Programs: Literacy & Numeracy Intervention Year 7-10 and preliminary courses.
- Implement appropriate strategies for academic support.
- Liaise with parents and relevant stakeholders regarding Students at Educational Risk and students with diagnosed Learning Disabilities.
- Preparing students for career pathways and post school options: liaise with Head of Careers & VET regarding students who may need to access VET courses and Endorsed Programs or Work Placements.
- Liaise with external service providers and communicate with relevant staff.
- In consultation with the VP/Deputy Principal of Teaching and Learning, timetabling and daily management of Education Assistants and overseeing their performance and development.
- Develop IEP and PLP documents in line with student learning support requirements and fulfill all student reporting processes.

Curriculum Support for Students:

- Oversee the development and implementation of plans for other students requiring such intervention. E.g. social/emotional category of NCCD.
- Reviewing documented Plans of students identified as having a disability.
- Collate data from incoming primary schools for students on CEWA module or from Department of Education schools.
- Identify all students at academic risk coming into the College for the start of Year 7.
- In conjunction with the Head of Wellbeing, liaise with Primary Schools regarding incoming students and obtain data from our Enrolments Officer.
- In conjunction with the Head of Wellbeing, arrange visits to feeder primary schools with Deputy of Pastoral Care or a Pastoral representative.
- In conjunction with the Head of Wellbeing, Organising and coordinating Transition visits for families/Students with Disabilities in Term 3 and Term 4.
- Prepare and organise relevant orientation programs and the transition for students and their parents / guardians.
- Responsible for funding applications for all students identified as SWD via CEWA Module.
- Works collaboratively with the Pastoral team: Head of Wellbeing and Deputy of Pastoral Care to develop Behaviour Plans for students with disabilities.
- Provision of Individual Transition Plans (ITP) for the CEWA Disability Consultant.
- Liaise with the Case Management Team: Deputy Principal Teaching and Learning, Deputy of Pastoral Care and Head of Wellbeing to prepare NCCD Reporting Requirements.

Curriculum Support for Staff:

- Support teachers in devising, locating and adapting curricula and differentiated materials.
- Maintain an information data base of students with disabilities requiring support. This includes all documented Plans of students on SWD and NCCD module.

Networking and Professional Development:

- Remain abreast of emerging trends in the area of Inclusive Education.
- Promotes collaborative consultation to ensure the implementation of a whole school approach to inclusivity and curriculum differentiation.
- Engage with relevant professional networks.

Administrative and General:

- Maintain confidential, and accurate records.
- Oversee, review and update NCCD database with the Head of Wellbeing.
- Liaise with State-wide Specialist Services (SSEN), Telethon, Hearing and Speech Institute and any other relevant external agencies.
- Proactive involvement in the College's Extra & Co-curricular Program.
- Liaise with parents and students regarding learning support.
- Monitor student's academic progress surrounding OLN and provide student login and teacher login information for OLN support.
- Liaise with parents and students flagged as Students at Educational Risk in collaboration with Head of Year's.
- Coordinate on-site tours for prospective families.
- Other duties as required by the Principal.

Tenure and Conditions:

- This is a fulltime ongoing position with review every three years.
- The status and employment conditions may be reviewed at each review stage in consultation with the incumbent.
- This position has a teaching load up to but not to exceed 550 minutes and no Pastoral Care Class timetabled.
- This position has the promotional position allowance of Category 1, Level 1.
- To attend scheduled meetings of Academic Council and Pastoral meetings (and elsewhere as requested by the Principal) and actively participate and liaise with members of the group on curriculum and wellbeing issues.

After Hours Requirements at College Events include:

- College Graduation.
- Presentation Night.
- Parent Teacher Events.
- College Tours.
- Year 7 Orientation Evening.
- College events as required or as specified by the Principal.

Appointment:

On appointment, the successful applicant will be required to:

- Have a current TRBWA Registration.
- Have a current Working with Children Check (WWCC).
- Complete Mandatory Reporting Training.
- Complete Staff Code of Conduct Training.
- Acquire and/or maintain relevant Accreditation requirements.
- Complete CEWA online modules.

General Information for Applicants

Applicants must be fully supportive of the objectives and ethos of Catholic education and be involved in co-curricular activities as part of general duties.

All applicants must have a current Working with Children Check (WWC) and those applying for a teaching position must hold a relevant degree and be eligible for Registration with Teacher Registration Board of Western Australia (TRBWA).

Conditions and Salary

For Conditions and Salary, please refer to the Catholic Education Western Australia (CEWA) Enterprise Bargaining Agreement (EBA).

[Teaching Staff](#)

[Salary Schedule](#)

Applications for a position at Emmanuel Catholic College must be consist of;

1. Covering Letter

The Covering Letter should clearly state the position being applied for and highlight the applicant's skills, knowledge and experience in relation to the position being applied for. (maximum 3 pages)

2. Current Curriculum Vitae

The Curriculum Vitae should include, where relevant:

- Qualifications
- Employment History
- Subjects / Courses taught
- Relevant Professional Learning
- Reference to any Accreditation held within the Catholic sector
- Extra-Curricular Qualifications / experience
- Parish / Community involvement
- Membership of Professional Associations
- Contact details of three (3) professional Referees, one of which should be the current employer.
- If applicable, a Parish Priest should also be included.

3. Copies of any requested information

Requested Information - where applicable, applications should include copies of;

- TRBWA Registration status
- Working With Children Check (WWCC)
- Latest Academic Transcript
- Reference to CEWA Accreditation if applicable.

Applications close at 9.00am on Friday 7 August 2026.

Applications should be addressed to the Principal, and uploaded via the Emmanuel Catholic College website form: [Application for Employment – Emmanuel Catholic College](#)

Further information can be obtained by contacting the Vice Principal Mr Campbell Brown via email Campbell.Brown@cewa.edu.au