

INCLUSION AGENCY: INCLUSION PROFESSIONAL

Vision Statement

‘Leading learning and wellbeing practices for children, families and educators in South Australia through co-designed and future oriented programs.’

The Inclusion Support Program (ISP) is funded by the Federal Government to:

Support eligible services to improve their capacity and capability to provide inclusive practices; and address participation barriers. This support should allow eligible services to include children with additional needs in mainstream services alongside their typically developing peers.

Summary of the Position and its Responsibilities

Inclusion Professionals will provide coaching and mentoring to services to build their capacity and capabilities in addressing participation barriers for all children through implanting and embedding quality tailored support for inclusive practice.

This position is provided through funding from the Australian Government Department of Education and Training from the 1 July 2025 to 30 June 2026. Should funding be withdrawn or varied, this contract position will end.

The Inclusion Professional job description is designed as a roadmap for what is required and expected of an Inclusion Professional to meet the Federal Government’s Inclusion Agency contract, KPIs, funding agreement, reporting requirements, and ISP guidelines.

Agreement, Award and Conditions

- Out of business hours work and travel will be required.
- To meet the majority of needs of services, business (work) hours are between 8.30am and 5.30pm. Hours will vary outside business hours, based on service visit or staff meeting needs.
- Working from home provisions may be offered in accordance with Gowrie SA policies, procedures and IA Manual guidelines (as varied from time to time)
- Attendance at Gowrie SA after-hours organisation-wide staff meetings is a requirement
- Attendance at other relevant meetings is a requirement, including staff or team meetings at services when requested
- Working up to 38 hours per week
- Adhering to Gowrie SA Policies and Procedures and IA Manual guidelines
- The salary is paid over and above the terms and conditions provided for by the Social, Community, Home Care and Disability Services (SCHDS) Industry Award 2010. Legislated minimum standards from the Fair Work Act (Cth) also apply to the position.

The Inclusion Professional is expected to meet the Inclusion Support Program’s contract KPIs, funding agreement, reporting requirements, and deliverables at all times.

Educational Qualifications/Experience

Essential

- Diploma of Children's Services or equivalent as a minimum; or
- Degree or post graduate qualifications in Early Childhood teaching, Special Education or a related discipline in Education, Allied Health or Disability (or working towards one of these qualifications) is preferred.

Desirable

- Experience in a context working with, and promoting, the inclusion of children with additional needs
- Experience working with or in the early learning sector
- Experience in facilitating reflective dialogue and adult learning that influences improvements in early childhood leader and educator inclusion practices.

Statement of Key Responsibilities

The Inclusion Professional is expected to spend significant amounts of time working directly with eligible services and educators in eligible services with a focus on evidence-based practices and continuous improvements.

Inclusion Professionals will support services to build their capacity and capability to provide and embed inclusive practice and provide solutions to barriers to inclusion. Responsibilities will include:

Strategic Inclusion Plan and Portal

1. Supporting services to develop and implement a Strategic Inclusion Plan (SIP) on the Portal and assisting services to implement the SIP through continuous monitoring of progress
2. Supporting services to engage in ongoing critical reflection and continuous improvement regarding inclusive practice through the development of a Strategic Improvement Plan (SIP) online, through the designated Portal
3. Using the SIP as a tool to build educator capabilities to increase access and participation of all children
4. Maintaining the currency of SIPs for all services through reminding services one month prior to renewal date and ensuring that services with expired SIPs are supported to develop new ones

Service Support

5. Assessing the service environment, particularly the physical and human environment for effective inclusion
6. Provision of advice, relevant strategies, and support related to inclusion of children relevant to the service context
7. Using a range of strategies relevant to eligible services and different age groups to support inclusion, including provision of coaching and mentoring
8. Sharing evidence-based practice, approved inclusion information and resources with eligible services
9. Maintaining a visit schedule, in accordance with the IA Manual guidelines, which considers the priority of service needs as well as initiating support for services considering other indicators for support (including National Quality Standard rating of Working Toward NQS, services in flood and bushfire affected areas, services in areas with high vulnerability based on AEDC data; services affected by COVID-19)
10. Maintaining appropriate records of service contact in CRM including all phone calls, emails and visits within 48 hours
11. All service visits and phone support to receive a follow up email summarising the support provided, actions required, and timeframe of next visit or contact within 48 hours
12. Responding to all service contact and queries via email within 48 business hours
13. Responding to all service contact made by phone within 48 business hours
14. Assisting services to access Gowrie SA approved resources that will enhance inclusion, including facilitating access to information sessions, hub groups, Expos and the Specialist Equipment Library
15. Supporting services to work in partnership with families, early intervention professionals, external agencies and relevant community groups
16. Once all other provisions for support offered as an Inclusion Professional have been explored, assisting services to access the Inclusion Support Program's funding streams to achieve inclusion of a child with additional needs when required, (i.e. Additional Educator, Time limited, Innovative solutions, FDC Top Up)
17. Building professional and collaborative partnerships with services, service leaders and educators.
18. Finding ways to support educators to understand SIP requirements and identified inclusion strategies, and assist educators in their practical implementation in the service/room environment

Communication and Professional Relationship Building

19. Working collaboratively and consulting with other IPs in the team, that have specialised knowledge in other disciplines or age groups to problem solve and increase knowledge of strategies available to support eligible services
20. Using adult learning principles including appropriate communication styles and active listening skills adapted to suit clients and services
21. Facilitating information sessions, webinars, organisational staff meetings, service staff meetings, hub groups and Expos, as required
22. Asking for assistance from, and consultation with the leadership team on a regular basis, and as required for more complex services
23. Informing the leadership team of any issues or any potential issues that may arise, and proactively work to resolve these
24. Representing yourself, the Inclusion Agency and Gowrie SA in a professional manner, including dress, communication style (face to face, on telephone and via email), and body language, and in accordance with Gowrie SA's Code of Professional Practice
25. Responsiveness to service leaders, service educators, leadership team, Inclusion Development Fund Manager, and colleague's needs and requests

Inclusion Agency Funding Agreement and Deliverables

26. Participate in all activities directed by the Funding Agreement or Gowrie SA including:
 - o increasing the number of services with an online SIP
 - o completion of reporting information and/or Portal requirements or data
 - o completion of survey or evaluation activities,
 - o actively promoting Inclusion Aware certification, and
 - o any other measures or activities as required
27. Communicate any issues in relation to meeting KPIs or work requirements with a member of the leadership team
28. Ensure services are contacted in regard to their service requests within 48 business hours, of receiving the service request
29. Advocate and represent the Inclusion Agency and Gowrie SA in a professional manner conveying the value of the Program and broader inclusion principles, in a positive way
30. Comply with Gowrie SA and Government branding requirements and use of approved resources
31. Take reasonable steps to prevent and not commit fraud, or engage in fraudulent activities
32. Report any fraud or fraudulent activities you observe or become aware of to the Leadership team
33. Comply with the APS Code of Conduct, set out in the Public Service Act 1999, and APS Values
34. Hold a current DHS 'cleared' Working With Children Check, at all times
35. Comply with the National Principles for Child Safe Organisations
36. Comply with all Gowrie SA policies and procedures, the Criminal Code, and relevant Laws and Acts
37. Comply with the Privacy Act and notify of any data breaches to the Leadership Team

General

38. Participate in and take on additional tasks, as directed by the Inclusion Agency leadership team, such as but not limited to:
 - o Participation in Gowrie SA working groups
 - o Resource development
 - o Facilitating Inclusion Agency specific webinars
39. Participate in new employee inductions and provide mentoring support to new employees, as directed by the Inclusion Agency leadership team
40. Demonstrate commitment to internal professional learning
41. Demonstrate commitment to Gowrie SA vision, values, philosophy and the Code of Professional Practice
42. Demonstrate commitment to Reconciliation and implementing the Gowrie SA Reconciliation Action Plan
43. Maintain confidentiality and professionalism at all times, whether in the office or any other environment as part of your work
44. Demonstrate commitment to social justice in your work with eligible services, in particular services in low socioeconomic areas and services with National Quality Standard ratings lower than Meeting NQS.
45. Other requirements as designated by an Inclusion Agency Team Leader, Leader/s and/or Chief Executive Officer.

Person Abilities/Aptitudes/Skills

- Effective written and verbal communication
- Ability to work collaboratively and to negotiate problem solving approaches
- Ability to work autonomously and demonstrate initiative within the parameters of this J&P and Inclusion Support Program guidelines
- Strong analytical, critical reflection, and facilitation skills to maximise opportunities for service leaders and educators to support inclusion
- Ability to receive, and act on, constructive feedback
- Ability to set goals, reflect and review
- Ability to determine service priorities, and achieve identified outcomes within timeframes

Knowledge

- Comprehensive knowledge of the ISP Guidelines
- Knowledge of current inclusion principles, practices, and strategies
- Maintain a high level of understanding and knowledge of current evidence based education and care practices, including current and emerging practices
- Consistently demonstrate knowledge, understanding and practice of adult learning principles
- Knowledge of the National Quality Framework, National Quality Standard and the Learning Frameworks (EYLF & MTOP)
- Knowledge of Workplace Health and Safety principles and practices
- Knowledge of Discrimination Laws
- Computer literacy, including knowledge of Microsoft Office and online systems such as Portals, Customer Relationship Management software, and video conferencing

Additional Non-Negotiable Requirements

- The Inclusion Professional will work in flexible workspace arrangements, which may at times require desk sharing, or moving desks/rooms when necessary
- A current full unrestricted driver's license
- The use of own vehicle may be required. Approved mileage costs will be reimbursed
- Travel will be required within the state of South Australia, varying from daily to overnight trips; approved travel costs will be reimbursed in line with Gowrie SA policies
- A current cleared DHS Working with Children's Check will be required
- A signed statement of 'no adverse effects' will be required and updated annually, or as required
- Laptop computers and mobile phones are provided for work purposes; any other items will need to be requested in writing and will be funding-dependent



DECLARATION OF INCLUSION PROFESSIONAL

Job & Person Specification

Approval by Program Leader:

Name:

Signature:

Date:

Acknowledged by Employee:

I have read the Inclusion Professional job and person description and agree to carry out the responsibilities and duties of the position diligently and to the best of my ability from 1 July 2025 to 30 June 2026.

Name:

Signature:

Date:
