# Example outline of portfolio responsibilities for a Disability Inclusion Leader/Coordinator

The roles and responsibilities outlined below are suggestions to provide an illustrative example of the types of roles and responsibilities that may be useful across a school workforce. Roles and responsibilities can be distributed across staff, or led by specific members of staff, depending on how a school is organised and the mix of current roles and staff.

The following roles and responsibilities are suggested for Disability Inclusion Leaders and/or Coordinators in schools. It is recommended these types of roles hold a relatively senior position within the school, and work with the school’s leadership team.

**Example responsibilities**

A Disability Inclusion Leader or Coordinator may ensure students with disability and additional needs are engaged in education and meeting their learning goals. To do this they work collaboratively with the school’s leadership, wellbeing staff and allied health team. They also work collaboratively with services/teams outside school, which may include Health and Wellbeing Inclusion Workforces, liaising with Student Support Services key contacts and external therapists. A Disability Inclusion Leader/Coordinator plays a key role in coordinating the team around the learner.

These responsibilities can be spread across multiple staff, depending on how a school is organised and the mix of current roles and staff. For example, a school may divide leadership and coordination based responsibilities across two different staff members.

The Disability Inclusion Leader can play a key role in the school’s transition to Disability Inclusion, which can include supporting the organisation of Disability Inclusion Profile meetings, supporting teachers to identify students who may benefit from a profile meeting, and supporting school leadership to use Disability Inclusion funding to resource evidence based reasonable adjustments, for individual students and cohorts of students.

**Disability Inclusion example responsibilities**

* be an advocate and champion for students with disability and additional needs and work with school staff to implement strategies for supporting the education of these students
* play a key role in supporting students with disability and additional needs to make a smooth transition to school, ensuring there are effective arrangements in place for efficient transfer of information between services and schools (the transition from primary to secondary school is particularly important to ensure continuity of support for students with disability and additional needs)
* prioritise resources and time to identify and consider the needs of students with disability and additional needs
* have oversight of individual education plans (IEPs) across the school, and ensure the school meets obligations for students who are required to have an IEP
* ensure each student with disability and additional needs has a quality IEP, that meets at least level 2 of the [IEP quality checklist rubric](https://www.education.vic.gov.au/Documents/school/teachers/learningneeds/IEP_Quality_Checklist_Rubric.pdf), through supporting/building capacity of teachers to develop quality IEPs
* ensure the student has a voice in setting learning targets during the IEP process
* determine whether other students with disability and additional needs could benefit from an IEP
* review school processes for student support groups, personalised goal setting and IEPs
* build staff capacity to understand, develop and implement IEPs
* collaborate with services working in the school to deliver adjustments to students
* ensure students with disability and additional needs have a learning mentor (they may also act as a learning mentor)
* promote a culture of high expectations and aspirations for the learning of students with disability or additional needs
* embed inclusion and disability expertise in strategic planning and recruitment practices of the school
* embed evidence-based inclusive education and human rights obligations into school policies and plans
* act as a source of advice for staff about differentiated teaching strategies appropriate for individual students with disability and with additional needs
* ensure full use of assessment for learning
* ensure parent(s)/carer(s) understand the importance of supporting learning at home

**Disability Inclusion specific process responsibilities (examples only)**

* lead contact for Disability Inclusion within their school, for example for the Disability Inclusion Regional Implementation Team
* promote the implementation of all elements of Disability Inclusion at the school
* register students who require a profile meeting
* respond to any requests from facilitators for additional information
* ensure Disability Inclusion profile meetings are booked for all students who require profile meetings
* support school staff and the SSG to prepare and gather supporting information for Disability Inclusion profile meetings
* liaise with the school’s Student Support Services key contact as required
* where required, support the most appropriate school staff to prepare the student and parent(s)/carer(s) to contribute to Disability Inclusion profile meetings
* ensure the establishment of student support groups (SSGs) for all students who may benefit from a Disability Inclusion profile meeting.