



Inclusion Teacher (Junior Years, 7, 8 & 9)

Role Purpose

The role of the Inclusion Teacher (Junior Years: 7, 8 and 9) role is a unique opportunity for an experienced teacher to work within the Learning and Enrichment Department where individualised and personalised learning is prioritised for students diagnosed and/or imputed disabilities. These students present with diverse learning needs and require interventions and adjustments to enable them to flourish and succeed.

This position works under the direction of the Learning and Enrichment Head of Department as part of the wider Learning and Enrichment team, towards whole of school inclusive education practices. It is designed to support students diagnosed with special needs, learning difficulties and/or social-emotional stressors, to achieve and succeed in their education through enhancing the capacity of teaching teams, building upon inclusive practices within the junior school.

Major Accountabilities

The Inclusion Teacher (Junior Years) will have responsibility for the leading and delivery of supporting students with additional needs, coordinating personalised learning plans, collaborating with teachers, providing targeted interventions, liaising with families and specialists, maintaining compliance, and promoting inclusive practices across the school:

1. Inclusive Teaching and Learning

- Develop and maintain effective professional relationships with teaching teams building capacity of teaching teams to meet the individualised needs of our diverse learners.
- Plan and deliver targeted support for students with disability or additional learning needs.
- Adapt curriculum, teaching strategies, and assessment to enable participation in mainstream classes.
- Use differentiated instruction and evidence-based inclusive practices.
- Support students to achieve their academic and personal learning goals.

2. NCCD & Individual Education Planning

- Follow the whole of school Nationally Consistent Collection of Data (NCCD) procedures including planning, gathering, monitoring and evaluating and reflecting upon the implementation of the process.
- Provide Case Management support to students identified NCCD substantial and/or extensive.
- Develop, implement, and review personalised learning plans.
- Identify student strengths, barriers to learning, and appropriate adjustments.
- Monitor student progress and update plans accordingly. Ensure documentation meets school and system requirements.
- Design ICPs (in collaboration with classroom Teachers) for students requiring substantial or extensive adjustments, including modified learning goals aligned to appropriate curriculum levels. Work with teachers to adapt learning outcomes, assessment tasks, and reporting processes for students on ICPs. Monitor student progress against ICP goals and update plans regularly.
- Record and maintain up to date and accurate records of student progress.

3. Collaboration with Teachers and Staff

- Work closely with subject teachers to design inclusive lessons and assessments.
- Provide advice and coaching to teachers about differentiation and classroom strategies.
- Participate in case meetings and multidisciplinary planning.
- Support teacher capability in inclusive education practices.



4. Student Support and Intervention

- Develop strong relationships with students using exceptional interpersonal skills and communication.
- Provide targeted small-group or individual interventions (tier 2 and/or tier 3) for students needing additional support.
- Assist students in developing academic, organisational, and social skills.
- Support positive behaviour strategies and engagement in learning.
- Test and diagnose learning difficulties using a range of reputable instruments, both diagnostic and standardised.

5. Communication with Families and Specialists

- Liaise with parents/carers regarding student progress and support strategies.
- Coordinate and liaise with external professionals such as psychologists, speech pathologists, occupational therapists, or counsellors.
- Interpret, disseminate and act upon assessments conducted by related specialists such as Speech Pathologists, Occupational Therapists, etc.
- Facilitate case conferences and collaborative support planning.

6. Compliance and Documentation

- Ensure the school meets requirements related to disability support and inclusive education policies.
- Maintain accurate records of adjustments, progress monitoring, and support plans.
- Contribute to reporting and review processes for students with additional needs.

7. Promoting Inclusive School Culture

- Advocate for inclusive practices across the school.
- Support professional learning for staff about inclusive education.
- Help build a school environment where all students feel valued and supported.

Suitability Assessment Criteria

- Well-developed interpersonal, negotiation and communication skills to liaise effectively with a diverse range of people.
- Builds and sustains positive relationships with students, parents and the wider school community, and values individual differences and diversity.
- Focuses on clear communication of key points to communicate clearly and effectively in a one on one or small group environment.
- Proven ability to maintain strict confidentiality.
- Knowledge of inclusive education, differentiation, and adjustments.
- Experience developing and implementing PLPs and ICPs and/or other relevant student support plans.
- Ability to support students with diverse learning needs and disabilities.
- Skills in planning interventions and monitoring student progress.
- Collaboration with teachers, parents, and external specialists.
- Effective communication, teamwork, and case management.
- Commitment to inclusive practice and student wellbeing.
- Teaching degree (Bachelor of Education or Master of Teaching).
- Registration with QCT.
- Experience in inclusive education.



- Postgraduate qualifications in inclusive/special education (preferred but not always required).

The role requires someone who can demonstrate:

- An open and genuine interpersonal communication style.
a supportive and positive attitude towards others.
capacity to maintain confidences and display patience when dealing with students.
- The ability to organise own work, to work independently and as a team member, to maintain confidentiality, and to reliably meet commitments.
- Effectiveness in dealing with students to ensure that the high standards of the school are met whilst focusing on continual improvement.
- A commitment to self-development in areas relevant to work programs and expectations.