

Status:	Fulltime Inclusive Education Specialist Teacher Up to 0.2 administration time as negotiated with the Principal Permanent Teaching Role
Commencement date:	ASAP, 2026
Area of appointment:	Complementary Learning Studio
Position Reporting to:	Director of Teaching and Learning and Principal
Key Relationships:	Inclusive Education Leaders, Director of Teaching and Learning, Heads of School, Classroom Educators and Inclusive Education Support Team
Pre-requisites: (Please provide a copy with your application)	These qualifications/certificates are required before commencing employment at HILLS and must be updated for the duration of employment at HILLS:- <ul style="list-style-type: none"> • Registered, or eligible for registration, with the Teachers Registration Board of South Australia • Relevant Qualification and/or Experience in Inclusive Education • Current Working with Children Check • Current Responding to Risks of Harm, Abuse & Neglect Certificate (RRHAN-EC) • Current First Aid Certificate • Current Driver's Licence

Introduction

All members of staff of The Hills Christian Community School Inc. are expected to uphold and demonstrate personal qualities and behaviours which are consistent with the School's Statement of Aims and Objectives, and its Statement of Belief. These include:

- A personal Christian faith, which is reflected in his/her daily living
- A love of children and teaching
- Acceptance and respect for people from diverse backgrounds and viewpoints
- The ability to work cooperatively and harmoniously as part of a team
- Being supportive and encouraging to students, colleagues and parents
- Having positive relationships and open communication with the whole school community
- A positive outlook on life which enhances relationships
- A commitment to personal and professional growth

Role Purpose

To support the inclusion, access, and meaningful participation of students with disability, particularly those requiring extensive adjustments under the NCCD, across all areas of the curriculum. Working in the Complementary Learning Studio (CLS), the Inclusive Education Specialist Teacher will provide personalised, evidence-informed instruction in Literacy, Numeracy, and Community Studies. They will collaborate with teachers to modify the curriculum and implement reasonable adjustments that enable learning engagement in classroom environments.

The position requires excellent communication skills, initiative, and the ability to collaborate effectively with a range of stakeholders. The successful applicant will demonstrate strong decision-making, problem-solving, and planning capabilities, ensuring that teaching practices and supports remove barriers to learning and uphold each student's dignity and wellbeing.

The Inclusive Education Specialist Teacher will contribute to the development, implementation, and review of Individual Learning Plans, and ensure all documentation and NCCD evidence is accurate, current, and compliant with legislative and school requirements.

Key Results Area

1. Teaching and Learning in the Complementary Learning Studio (CLS)

- Provide explicit, structured, and individualised instruction in Literacy, Numeracy, and Community Studies informed by current research and each student's learning profile.
- Design and implement personalised programs aligned with relevant frameworks, and students' individual goals and relevant pathways.
- Use diagnostic, formative, and functional assessment data to plan instruction, monitor progress, and refine adjustments.
- Promote independence, communication, problem-solving, and life skills within a supportive and predictable learning environment.
- Embed therapeutic recommendations (e.g., communication supports, sensory strategies) into everyday teaching practice.
- Assist with the allocation, coordination and management of support staff in the CLS in conjunction with the Director of Teaching and Learning and Inclusive Education Leaders.

2. Supporting Inclusion in Classroom Environments

- Collaborate with teachers and support staff to design and implement reasonable adjustments to ensure students with disability can access curriculum, assessment, and classroom learning experiences where appropriate.
- Provide advice and modelling of modified instruction, accessible learning materials, sensory regulation strategies, and communication supports for students requiring extensive support in the classroom.
- Engage in co-planning and co-teaching as appropriate to support students with extensive needs in classroom environments.

3. Documentation and Data for Students with Extensive Needs

- Develop, implement and review Individual Learning Plans (ILPs), Behaviour Support or Regulation Plans, Personal Safety Plans, and Personal Care of Medical Plans.
- Ensure documentation meets NCCD requirements, reflects evidence of adjustments, and aligns with school policy and legislative obligations.
- Support and facilitate the regular collection of student achievement and learning behaviour data.
- In conjunction with the Director of Teaching and Learning, meet school reporting timelines and reporting formats.
- Maintain accurate and confidential records of learning progress, adjustments, and communication.

4. CLS Partnerships With Families, Allied Health Professionals and SSEs

- Build strong, respectful partnerships with parents/caregivers, keeping them informed and involved in goal setting and review processes.
- Liaise with Allied Health professionals to integrate therapy-informed strategies into daily classroom practice.
- Coordinate case meetings, transition planning, and collaborative problem solving conversations.
- Provide clear guidance, coaching, and modelling for SSEs and ensure they understand student needs, goals, safety considerations, and required adjustments.

Key Selection Criteria

- A personal Christian faith, which is reflected in your daily living.
- Desirable: Additional training or qualifications in Special Education, Inclusive Education, Learning Support, or related fields.
- Demonstrated experience working with students who require extensive support and adjustments.
- Strong understanding of inclusive education, disability legislation, the NCCD, and evidence-based practice.
- Ability to build positive relationships and collaborate with students, colleagues, and parents.
- A demonstrated commitment to continual personal and professional growth, and the ability to positively respond to change within a dynamic working environment.