

JOB DESCRIPTION & PERSON SPECIFICATION

College Department:	Teaching
Position Title:	Inclusion Teacher (R-12)
Position Classification:	As per Lutheran Schools SA Enterprise Agreement
Tenure:	As per Employment Agreement

COLLEGE PURPOSE

We are a welcoming, caring, Christ-centred learning community where students grow, flourish and are inspired to make a difference.

COMMITMENT TO CHILD SAFETY AND WELLBEING

St Martins Lutheran College has a zero-tolerance approach regarding harm to children and young people and are committed to acting in students' best interests and keeping them safe from harm.

Each member of the College has a responsibility to understand the important and specific role that they play individually, and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all that they do, and every decision that they make.

JOB DESCRIPTION

1. Summary of the broad purpose of the job in relation to the College's goals.

The Inclusion Teacher supports the diverse learning needs of students from Reception to Year 12 by ensuring that every learner can access, participate in, and engage with the curriculum. The role focuses on understanding individual student strengths and challenges, designing responsive and evidence-based learning supports, and working collaboratively with teachers to create inclusive, differentiated, and developmentally appropriate learning experiences. Central to the role is fostering a safe, positive, and supportive environment that enables all students to thrive academically, socially, and emotionally.

The Inclusion Teacher is an active member of the College's Inclusion Team, contributing expertise to whole-school inclusion practices and individual planning for students who require additional support. This involves using assessment data to inform teaching, maintaining clear and respectful communication with families and staff, and partnering with other inclusion staff, teachers and learning assistants to implement consistent strategies across the College.

2. Reporting / Working Relationships

The Inclusion Teacher (R-12) reports to the Head of Learning, Teaching & Innovation (R -12). They work closely with teachers, R-12 leaders, inclusion staff, students, and occasionally parents.

All staff are accountable to the College Principal.

3. Special Conditions

Teachers are employed under the conditions specified in the current Lutheran Schools SA Enterprise Agreement. A probationary period of 20 term weeks will apply to permanent appointments.

4. Extent of Authority

The role of teacher is largely autonomous in terms of classroom practice under the ACARA framework and the College's Pedagogical Framework and guidelines. Teachers are expected to respond to the needs of students, and plan, program and engage collaboratively with other staff to provide for the safety, wellbeing and academic achievement of each student. Teachers will abide by College policy and procedures, and perform all reasonable duties as requested by the College Leadership Team.

5. Statement of Key Outcomes & Associated Activities

The role of Teacher at St Martins is underpinned by the Australian Professional Standards for Teachers, as well as practices relevant specifically to St Martins Lutheran College.

Know Students and How They Learn

- Understand and recognise the physical, social, and intellectual development and characteristics of students.
- Support students with diverse linguistic, cultural, religious, and socioeconomic backgrounds.
- Differentiate teaching to meet the specific learning needs of students across the full range of abilities, including those with disability.
- Apply strategies that enable full participation for students with disability and embed trauma-informed and social-emotional learning approaches.
- Provide timely, constructive feedback to students to support growth.
- Use diagnostic assessments, observational data, and progress monitoring tools to inform teaching and targeted interventions.

Plan for and Implement Effective Teaching and Learning

- Establish challenging, achievable learning goals for all students.
- Plan, structure, and sequence learning programs aligned with the Australian Curriculum and SACE.
- Design, implement, and evaluate individualised learning programs addressing academic, social, and emotional needs.
- Coordinate personalised learning support for students requiring QDTP, Supplementary, Substantial, or Extensive adjustments.
- Collaborate with classroom teachers to differentiate instruction and implement inclusion strategies.
- Engage parents/carers in the educative process in an open and constructive manner.

Create and Maintain Supportive and Safe Learning Environments

- Establish a positive learning environment where students feel safe to participate fully.
- Maintain student safety and uphold duty of care.
- Apply safe work practices and use ICT responsibly and ethically.
- Encourage appropriate behaviour through consistent, respectful interactions.
- Monitor student progress and liaise with relevant staff regarding individual student learning needs.

Assess, Provide Feedback, and Report on Student Learning

- Use a range of assessment tasks to challenge students and promote excellence.
- Provide timely, relevant feedback to students and use data to inform teaching practice.
- Report constructively to parents/carers through meetings, calls, emails, and formal reporting processes.
- Ensure One Plans accurately reflect the functional impact of disability and the supports provided.

Engage in Professional Learning

- Maintain current knowledge of pedagogy, specialist subjects, and evidence-based practices in Inclusive education.
- Identify and plan professional learning needs, engaging in College-wide and personal development activities.
- Share and apply professional learning to improve student outcomes.
- Mentor colleagues in Inclusive education practices and support understanding of DDA and DSE requirements.

Engage Professionally with Colleagues, Parents/Carers, and the Community

- Work collaboratively with the Learning Leader for Inclusion and Diversity, classroom teachers, and Learning Assistants to embed inclusion practices.
- Participate in Inclusion Team meetings and professional learning communities.

- Maintain open, respectful communication with students, families, and staff to support wellbeing and learning.
- Comply with legislative, administrative, and organisational requirements.
- Engage with professional networks and broader communities to enhance practice.

Statement of Flexibility

This job description outlines the key responsibilities of the position. As the strategic and operational needs of the College continue to develop, the scope of this role may evolve over time. The position is expected to demonstrate a high level of adaptability and leadership agility, taking on other responsibilities, as required, that align with the College's priorities and their professional expertise. A collaborative approach and willingness to contribute beyond defined duties will be essential in supporting the College's ongoing growth and direction.

PERSON SPECIFICATION

1. Educational / Vocational Qualifications

- Current registration with the South Australian Teachers' Registration Board
- A current South Australian Working with Children Check
- Evidence of current Responding to Risk Harm, Abuse and Neglect (RRHAN) training
- A minimum of Basic Emergency Life Support training
- Teacher Accreditation in Lutheran Schools Australia, or willingness to complete upon appointment
- Valuing Safe Communities training, willingness to complete upon appointment
- Qualifications in Special/Inclusive Education or significant experience in a specialised setting (desirable).

2. Personal Skills, Abilities & Aptitude

Skills

- Strong organisational and time management skills, with the ability to prioritise workloads and meet deadlines.
- High-level communication and interpersonal skills when engaging with students, parents/carers, and colleagues.
- Capacity for leadership, self-management, decision-making, and teamwork.
- Effective collaboration within multidisciplinary teams to support inclusive practices.

Abilities

- Demonstrated ability to develop and implement differentiated teaching practices and individualised learning plans (e.g., One Plans).
- Capacity to select and use a wide range of teaching and assessment strategies, including inquiry-based and critical/creative thinking approaches.
- Strong understanding of DDA, DSE, and NCCD requirements.
- Ability to incorporate ICT effectively into teaching, learning, and documentation.
- Demonstrated cultural responsiveness and experience supporting students from diverse linguistic, cultural, and socio-economic backgrounds.
- Ability to reflect critically on professional practice and commit to continuous improvement.
- Capacity to accept, promote, and manage change in a dynamic educational environment.
- Respect for the confidential nature of personal data associated with staff and students.

Aptitude

- Passion for Inclusive education and commitment to supporting diverse learners.
- Integrity and alignment with the Christian values and ethos of the College.
- Commitment to developing young people and contributing to their holistic growth.
- Willingness to learn, undertake mentoring, and follow instruction effectively.
- Team-oriented mindset with a readiness to contribute to the broader life of the College.
- Commitment to professional growth and reflective practice.
- Demonstrates adaptability and resilience in responding to the evolving needs of students and Inclusive education.

3. Experience

- Experience working with students with a disability.
- Experience working successfully and collaboratively within a team of teachers.
- Active involvement in a professional community, or a willingness to be involved.

4. Knowledge

- A sound understanding of technology as relevant to R-12 year levels.
- A sound working knowledge of the Australian Curriculum and SACE.
- A good understanding of pedagogical practice for R-12 school students.
- A sound knowledge of the development of young people.

5. Work Health and Safety

All staff are expected to comply with the College's WHS Policy by taking reasonable care for their own health and safety, as well as that of colleagues and others in the workplace. This includes using and maintaining equipment correctly, keeping work areas free from hazards, reporting safety incidents promptly, and ensuring that their actions do not place others at risk. Staff must also cooperate fully with St Martins Lutheran College in all measures required to maintain a safe and healthy work environment.

APPROVAL

Job Description & Person Specification Approved

(Principal (Print Name)

(Signature)

Date:

Acknowledged by Person Selected

(Print Name)

(Signature)

Date: