Position Description

Inclusive Educator

Why work with us

Every child and young person deserves a great education.

We have a strategy that aims to unlock every child's potential now and into the future, one that in partnership with learners, students, parents and the wider South Australian community will build a world-leading public education system. One that is equitable and prioritises learning and wellbeing.

Together we will make our education system the best it can be.

When our children and young people thrive, so do our communities and our state.

Our values

We are part of the South Australian public sector and share the values of:

SERVICE	PROFESSIONALISM	TRUST	RESPECT	COLLABORATION & ENGAGEMENT	HONESTY & INTEGRITY	COURAGE & TENACITY	SUSTAINABILITY
We proudly service the community and the South Australian Government.	We strive for excellence.	We have the confidence in the ability of others.	We value every individual.	We create solutions together.	We act truthfully, consistently, and fairly.	We never give up.	We work to get the best results for current and future generations of South Australians.

About this role

Consultancy, coaching, capability building and cultural responsiveness underpins Inclusive Educator work.

Inclusive educators provide proactive, targeted, and intensive services to preschools and schools to support children and young people with additional needs, including disability, sensory impairment, and complex health needs. They do this by working collaboratively with educators and families to establish optimal learning environments, differentiated teaching practices and appropriate supports and adjustments to ensure each child or young person is engaged and participating in the preschool or school environment.

A critical aspect of the Inclusive Educator role is to promote an inclusive environment that supports engagement and best outcomes for all children and young people. They provide support to preschools and schools to implement the Disability Standards for Education to meet their legal obligations under the Disability Discrimination Act (DDA) for children and young people with additional needs.

Inclusive educators work with a range of key partners to ensure the best outcomes for children and young people. Collaborating with families, preschools, schools and local education teams, internal agencies and external agencies will ensure that the expertise and knowledge from each of these stakeholders can contribute to supporting children and young people with additional needs achieve optimal outcomes.

Inclusive Educators work as part of a larger multidisciplinary team in Student Support Services (SSS) who

provide proactive, targeted, and intensive intervention services to support additional needs of learners. The SSS team works in partnership with schools, preschools and families and may be available for children and students who have:

- developmental delay/disability
- learning difficulties
- displayed unsafe and/or unproductive behaviours
- health or wellbeing needs
- challenges with disengagement or non-attendance
- communication difficulties.

Student Support Services are on a cultural response journey, as such we value and prioritise Aboriginal ways of knowing, doing and being.

Position title	Inclusive Educator
Classification	Seconded Teacher Level 2
Division	Support and Inclusion
Directorate	Student Support Services
Location	Various Offices
Reports to	Senior Educator
Direct reports	Nil
Role description date	October 2024

What you will do (key outcomes)

1. Working alongside educators and site leaders, support in the development, implementation and review of adjustments for children and young people with additional needs (including disability, sensory impairment, and complex health needs) where there are barriers to access or participation. This includes collaborative planning, modelling, and observation of practice.
2. Apply specialist knowledge and professional judgment in the selection and implementation of evidence-based proactive, targeted, and intensive interventions to support children and young people with additional needs, within an educational context.
3. Work collaboratively with school and preschool staff, psychologists, and parents/carers to explore suitability and eligibility for a special options placement (Inclusive Preschool Program, special class, disability unit, special school, and specialised setting) and support key transition points.
4. Provide a broad range of expert direct and consultative services at the individual, group, whole site and group of preschools/schools level, including supporting sites to develop personalised learning plans, adjustments and accommodations, curriculum modifications, reports and recommendations (including special options, facility upgrades), in partnership with families.
5. Work with preschools and schools to ensure culturally inclusive environments and support improved outcomes for Aboriginal children with additional needs.

6. Work with the team to contribute to support culturally inclusive environments. Seek to better understand Aboriginal cultural perspectives and take steps to weave these into everyday practice.
7. Work collaboratively with preschool staff and parents/carers to administer ASQ screeners, monitor responses to interventions, and use this information to inform decision-making for children's suitability and eligibility for special options.
8. Provide in-depth consultation to sites to support site staff in providing more effective differentiated teaching practices as well as direct and hands on support to model the application of quality evidence-informed differentiation and inclusive practices within an educational context.
9. Work with school and preschool staff, parents and carers, other SSS staff and external providers to support children and young people to be supported in the most appropriate and inclusive educational setting with the opportunity to access, participate and achieve in learning on the same basis as their peers.
10. Contribute to a range of capability building initiatives such as provision of training and development to staff and families, modelling, and provision of information, strategies, and resources.
11. Proactively seek opportunities to improve work practices and services, by monitoring service access and outcomes, utilising data to identify trends and community needs and contribute to ongoing evaluation of services within a framework of state-wide consistency and data-informed practice.
12. Seek client feedback on services and respond proactively to client complaints and feedback, and as required, contribute to investigations of client complaints, with a view to informing systematic improvements in services.
13. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- Demonstrates in-depth knowledge and expertise regarding evidence-based interventions for children with additional needs, gained through professional learning or recognised qualification and can apply professional knowledge and aptitude in the context of a school or preschool.
- Engages with other professionals in needs-based assessments and development, implementation, and review of evidence-based strategies (proactive and targeted) to support sites to understand and manage the range of needs of children and young people.
- Works with school and preschool educators to ensure inclusive environment exists for Aboriginal children and young people. Adapts approach to provide a culturally responsive service to drive service delivery and outcomes.
- Works effectively and maintains a positive outlook under pressure. Manages setbacks, criticism and tension in meeting the service needs of the student, site and family.
- Demonstrates high level interpersonal skills (including verbal and written communication skills) to establish and maintain effective relationships with a range of stakeholders which allows you to support, respectfully challenge and influence school and preschool staff in order to make adjustments to current teaching practice.
- Develops and accomplishes shared goals through contributing ideas, knowledge and expertise in the team. Works collaboratively to achieve team goals.

- Demonstrates knowledge and commitment to promoting and creating a safe and inclusive work environment within the legislative requirements of Equal Opportunity and Work Health and Safety legislation.
- Promotes a culturally inclusive workplace and is committed to continuing to reflect on and develop own cultural awareness and practices.

Who you will work with (key relationships)	Qualifications
Direct working relationships: • Team Manager • Senior Educator • Other Inclusive Educators • Teacher of the Deaf and Hard of Hearing • Behaviour Support Educators **Internal working relationships:** • Speech Pathologists, Psychologists, Occupational Therapists, Social Workers Truancy, educators and site leaders in pre-schools and schools, discipline leads (Behaviour and Inclusive Education), Local education teams **External working relationships:** • Government and non-government agencies, professional associations and interstate systems/sectors	**Essential:** Current full teacher registration. **Desirable:** Tertiary qualification in special/inclusive education.

Eligibility

Applicants must be either currently registered or able to be registered to teach in South Australia. If not permanent with the Education Department, applicants must meet the department's minimum employment requirements before taking up an appointment.

Minimum departmental employment requirements for teachers include recognised teaching qualifications and registration as a teacher in South Australia and, in addition, for all applicants who are not permanent with the department will include an active on-line application in the Employable Teacher Register (ETR), a cleared Education Department Employment Declaration, Australian residency or current work permit, Reporting Abuse and Neglect training (previously known as Mandatory Notification), and an approved First Aid Certificate.

At the conclusion of a term of appointment:

- permanent Education Department employees will be placed according to the terms of their substantive appointment and the policies in operation at the time
- employees originally from other public sector organisations with a right of return, will be managed according to the provisions of the Public Sector Act 2009 (SA) and any applicable public sector determination or policies
- applicants who are not permanent employees of the department do not hold placement rights with the Department for Education at the conclusion of the appointment.

Corporate responsibilities	Special conditions
Keep accurate and complete records Act appropriately in line with the Public Sector Code of Ethics at all times Support diversity and promote an inclusive workplace for everyone Maintain a commitment to Work Health and Safety legislative requirements	You may need a current driver's license and be willing to drive You may be asked to work out of hours You may need to travel within or outside South Australia You may need to work across various locations and/or teams as Student Support Services provides a state-wide function responsive to service demands You need to achieve mutually agreed performance goals You must have a current Working with Children Check You must do Responding to Risks of Harm, Abuse and Neglect – Education and Care training You must be an Australian resident or provide evidence you have a current work permit

Assessed by: Claire McInnes, P&C Advisor	McInnes	**Approved by**: Sarah Anstey, Director Student Support Services	
Date: October 2024		**Date:** October 2024	