

# Role Profile



## Role Details

<b>Job title:</b>	Inclusive Education Teacher	<b>Reports to:</b>	Middle School Team Leader
<b>Tenure:</b>	Permanent	<b>Classification:</b>	Teacher
<b>Weeks Per Year:</b>	41	<b>Hours Per Week:</b>	22.8
<b>Last Review Date:</b>	16 June 2025_Draft		

## Role Purpose

The Inclusive Education Teacher plays a pivotal role in supporting the diverse learning needs of SASY's young people. Central to this position is the ability to assist in the development of inclusive environments that support the engagement, participation, and success of all young people. This includes those with sensory impairments, complex health needs, and other additional learning requirements.

In addition to direct young person support, the Inclusive Education Teacher is key to building staff capacity to create positive, inclusive learning environments. Working closely with SASY's Teachers, Youth Workers, and external stakeholders, the Inclusive Education Teacher will provide staff with advice, consultation, and evidence-based strategies to support inclusive teaching practices, and appropriate educational adjustments that support every young person's growth.

## Key Objectives

- **Support Diverse Learning Needs:** identify and respond to the individual learning needs of young people, to support their participation and success in SASY's learning environment.
- **Build Staff Capacity:** provide professional guidance, coaching, and evidence-based strategies to staff to enhance their ability to implement differentiated instruction and inclusive teaching practices that build engagement, belonging, and achievement.
- **Facilitate Collaborative Planning:** work closely with internal teams and external stakeholders, including parents/caregivers and support services, to co-design and implement individual learning plans (ILP's) and education adjustments that meet the needs of individual young people.
- **Contribute to a Culture of Inclusion:** actively promote a SASY wide approach to inclusion by contributing to improvement initiatives that reflect SASY's commitment to equity and inclusivity.

## Key Relationships and Areas of Influence

- **Young People:** develop personalised strategies, to promote equitable access to education and encourage positive learning experiences.
- **Teachers and Youth Workers:** work alongside educators to implement inclusive practices, offering guidance and professional development to enhance learning outcomes.
- **Parents/Guardians:** build constructive partnerships with families based on clear communication of progress, current barriers and potential learning strategies.
- **External Stakeholders:** engage with support networks, and specialists, and to develop cohesive plans for positive engagement at SASY.

## Role Specific Competencies

You must demonstrate understanding of SASY's vision and values to be successful in this role.  
In addition to:

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- Demonstrated experience in inclusive and / or special education.
- Strong understanding of the NCCD, Disability Standards for Education, and inclusive pedagogies.
- Proven ability to lead and manage specialised programs effectively.
- Excellent interpersonal and communication skills, with the ability to engage with staff, students, and families.
- Collaborative, solutions-focused, and approachable.
- Organised, proactive, and able to manage competing priorities.

## Essential Role Requirements

- Postgraduate qualifications in inclusive education, special education, or educational leadership.
- Registered teacher with the Teachers Registration Board of South Australia.
- Current driver's license
- WWCC clearance (working with vulnerable children)
- First Aid certificate

### Desirable role requirements:

- Experience working with students with diverse needs in a secondary school setting.
- Experience with funding submissions and resource management.
- Experience with digital Learner Management Systems
- Personal Attributes
  - Empathetic, student-focused, and committed to equity in education.

## Other Conditions

- Shortlisted candidates will be required to undergo satisfactory pre-employment checks, including two professional referees, a working with children check, and proof of identity and qualifications
- All Terms and conditions of employment are in accordance with your employment agreement and SASY policy and procedures
- SASY staff are offered the opportunity to participate in Salary Sacrifice
- All staff have access to the Employment Assistance Program
- Some out of hour's work may be required for school-based activities or professional development

## About us

Specialised Assistance School for Youth (SASY) is a fee free independent secondary Specialised Assistance School (SAS) operating specifically for disengaged young people who have complex needs between the ages of 13 and 25. We offer a safe place for young people to reignite their learning through holistic practices that support their health and social emotional wellbeing as the precursor to personal growth and community engagement.

SASY is innovative in its practice, flexible and responsive in its delivery, and focuses on providing an environment which enables young people to recognise and achieve their potential. Through research and practice, SASY's unique approach to re-engaging young people is made up of the following four components: holistic learning, restorative practice, trauma informed practice, and an inclusive community.

We acknowledge that academic and personal growth best occurs in a safe and supportive environment where physical, emotional, cognitive and behavioural development is supported as part of a holistic learning approach. As such, wellbeing and education is holistically intertwined throughout all programs, which are personalised and differentiated to encourage, support and maximise student development in emotional regulation, self-awareness and readiness to learn.

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Across SASY's individual and collaborative learning, we support the development of what we call the SASY 5 Cs; character, culture, capacity, connection and celebration, which is specifically designed to develop young people at SASY into lifelong learners, who are reconnected, with a newfound meaning and purpose and increased holistic wellbeing.

We believe that all young people have the right to learn and be supported with personalised care, fair assessment, collaborative learning programs, practice critical and creative thinking, find their voice, and actively engage in the community as an individual with a positive sense of self.

## Our vision, values, and Culture

**VISION:** To create a caring environment where disengaged young people with complex needs are connected through holistic educational experiences that improve wellbeing and reignite their interest in learning.

Our values underpin our every decision:

### VALUES:

**RESPECT** – For self and others, including both character and culture.

**TRUST** – Be honest, sincere and seek the truth.

**ACCEPTANCE** - Respect and welcome others' diversity.

**RESILIENCE** – Care for self and others as we build our capacity and try new things.

**CONNECTION** – Nurture authentic relationships to self, others, and our environment.

**CELEBRATION** – Sharing opportunities, achievements, and ideas with others.

**CULTURE:** We are very proud of the culture we have nurtured from SASY's beginnings. At its core is; collaboration, inclusion, an enduring commitment to the wellbeing of young people and a shared passion for learning and teaching. We focus on a purposeful culture that extends collaboration, builds leadership, has honest conversations, is agile, where everyone feels accountable and empowered to be creative in their work.

As we continue to grow, we will keep on building a place of belonging that encourages, supports and celebrates diversity.

## Ethics and Safety Commitments

All employees are expected to become acquainted with, and work in accordance with all SASY and statutory policies, standards and procedures. This includes any changes or amendments SASY may make to the policies from time to time. This includes, but is not limited to:

- WHS Act and policies
- Financial authorities and procedures.
- Appropriate use of information and systems.
- Department of Human Services 'Working with children' obligations.
- 'Responding to abuse and neglect' obligations.

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

*This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.*