

Job Title:	Inclusive Education Leader, Adelaide Hills
Classification Level:	Band 2, Level 2
Sub-School:	Early Years & Junior School
Campus:	Adelaide Hills
Reporting relationships:	Head of School, Adelaide Hills

The 'King's Way'

King's Baptist Grammar School (King's) is a place where every student is seen, heard, known and feels a sense of love. Our school is a place of connection and belonging in which reciprocal relationships between staff, students and families reflect (and invite us into) the perfect relationship of our triune God; Father, Son, and Holy Spirit.

King's is the only Baptist School in South Australia providing a complete ELC-Year 12 experience as a part of a Jesus-centred community. We inspire hope by creating opportunities for people and families to do life better, together.

Our Vision of Faith (Visio Fidei) provides excellence in teaching and learning, in a faith-based community, where every student is provided with a breadth of opportunities, empowering individuals in partnership with their families.

King's is a place where people come first; a community workplace that's built on relationships and mutual respect, bringing out the best in each other. A supportive, faith-based work environment strengthened by prayer, devotion and opportunities for spiritual and practical support. We strive for meaningful, individual and professional development that enhances the King's Community.

Our leadership values guide the behaviour, culture and mind-set that underpin the 'King's Way'.

Servant Leadership	Demonstrating Humility and Service by leading with empathy, awareness and a commitment to the growth of others.
Pastoral Leadership	Caring for the person is behind every decision, action and conversation by treating each other with Fairness and Respect .
Accountable Leadership	Being reliable, responsible and building trust with others by acting with Excellence and Integrity .

Position Purpose

The Inclusive Education Leader plays a key leadership role across the Adelaide Hills campus, providing strategic leadership for inclusive education and supporting the diverse learning needs of students from Reception to Year 6. Working collaboratively with the Head of School, Deputy Head of School, teachers, co-educators and families, the Inclusive Education Leader fosters a culture where every student is known, valued and supported to achieve their full potential.

The Inclusive Education Leader leads the identification, planning, implementation and monitoring of educational adjustments for students with additional learning needs. The role builds staff capacity in inclusive pedagogies, ensures compliance with relevant legislative and educational requirements, and coordinates partnerships that enhance student learning and participation.

The role demands a high level of moral and Christian spiritual integrity, with leadership guided by prayer and the Holy Spirit.

Key Responsibilities

The Inclusive Education Leader has the following key responsibilities:

Inclusive Education Leadership

- Approach leadership with a posture of prayer and seek guidance from the Holy Spirit
- Provide strategic leadership for inclusive education across the Adelaide Hills campus.
- Foster a culture of inclusion that enables all students to participate meaningfully in learning and school life.
- Collaborate with the Head of School, Deputy Head of School and teaching staff to ensure inclusive practices are embedded across the campus.
- Monitor emerging trends and best practice in inclusive education and implement initiatives that support improved student outcomes.

Student Support and Learning Adjustments

- Lead the identification, planning and monitoring of adjustments for students with additional learning needs.
- Coordinate the development, implementation and review of Individual Education Plans (IEPs), Individual Learning Plans and Student Support Plans.
- Collaborate with teachers and co-educators to ensure adjustments are appropriate, effective and responsive to student needs.
- Support transitions for students entering, moving within or exiting the school.
- Maintain accurate records relating to student support, adjustments and intervention strategies.
- Teach intervention groups and cover release lessons for other position of responsibilities.

Staff Capability and Inclusive Practice

- Build staff capacity in differentiation, inclusive pedagogies and evidence-informed teaching practices.
- Support teachers in implementing classroom adjustments and curriculum access strategies.
- Facilitate professional learning opportunities that strengthen inclusive teaching practice.
- Promote collaborative approaches between teachers, co-educators and support personnel to maximise student learning outcomes.
- Provide coaching, guidance and support regarding the educational needs of students requiring adjustments.

Family and External Partnerships

- Coordinate communication and partnerships with families regarding student learning needs and support provisions.
- Convene and contribute to meetings with families to review student progress, adjustments and support plans and assisting families in accessing relevant services and support as appropriate.
- Liaise with allied health professionals, external agencies and specialist service providers to support student learning and participation.
- Promote collaborative partnerships that contribute positively to student outcomes.

Compliance and Accountability

- Oversee all Nationally Consistent Collection of Data (NCCD) requirements and ensure accurate record keeping.
- Ensure compliance with the Disability Standards for Education and other relevant legislative requirements.
- Maintain systems and processes that support documentation, monitoring and reporting requirements.
- Compile and report data relating to students receiving educational adjustments and support.
- Ensure compliance with school policies, procedures and directives established by the Executive Team.

Other

At times, the Inclusive Education Leader may be required to perform other duties. These will be requested by the Principal or Head of School.

Key relationships and accountability

- The Inclusive Education Leader reports to the Head of School, Adelaide Hills
- Works collaboratively with the Adelaide Hills Early Years and Junior School Leadership Team and relevant leaders across King's Baptist Grammar School.
- Accessible to the Hills Campus Early Years and Junior School staff, students and families.

Education and experience

- Diploma of Teaching, Bachelor of Education or higher in Education.
- Registered as a teacher in South Australia (or able to be).
- A record of success in achieving agreed goals in collaboration with others.
- Has undertaken the Growth Coaching Course (or has a willingness to do so).

Terms and conditions

- The Job Description for a Teacher at King's underpins the role of Inclusive Education Leader.
- The role of Inclusive Education Leader is for a fixed term and attracts the additional salary of a Position of Responsibility (POR) Level 2. The role holds a typical teaching load of 0.4 FTE.
- At the conclusion of this term the incumbent will return to their substantive teaching position and associated salary at their Band 1 incremental step.
- Beyond the first term of appointment, the incumbent will be entitled to apply along with any other applicants should they wish to do so.
- Employment conditions are contained in the current Enterprise Agreement.