

Our values

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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.

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	April 2023

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, 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 and consultative services at the individual, group, whole site and group of preschools/school 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. Seek to better understand Aboriginal cultural perspectives and take steps to weave these into everyday practice.

6. 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.
7. Pr

Direct working relationships:

- Team Manager
- Senior Educator
- Other Inclusive Educators
- Special Educator/hearing
- Behaviour Support Educators

Internal working relationships:

- Speech Pathologists, Psychologists, Occupational Therapists, Social Workers
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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