



Mary MacKillop

Catholic Regional College

Position Description

Position Title	Inclusive Learning and Differentiation Teacher
Reporting Relationships	<ul style="list-style-type: none"> • Deputy Principal – Culture, Excellence and Growth • Director of Learning, Pedagogy and Innovation • Learning Adjustment Leaders • Relevant Learning Area Leaders
Classification Level	Classroom Teacher
Teaching load allocation	<p>Teach at least one class at Years 7 to 10 in area of pedagogical expertise.</p> <p>Deliver targeted intervention programs (small group and/or individual) to support literacy, executive functioning, engagement and learning growth for identified students.</p>
Tenure	Ongoing

Role Summary

Learning Adjustment and Differentiation Teacher is a classroom teacher who contributes to the College's strategic priorities of improving learning growth for all students, strengthening evidence-informed teaching practice, and ensuring inclusive and equitable access to the curriculum.

This role combines a teaching allocation (preferably English) with a focus on modelling high-impact, differentiated teaching practices aligned to the College's instructional model. The role supports staff in implementing consistent, effective adjustments that meet obligations under the Disability Discrimination Act (DDA) and strengthen the quality and integrity of the Nationally Consistent Collection of Data (NCCD).

Through collaboration and modelling, the role contributes to the College's goal of building collective teacher efficacy and ensuring that all students experience success and growth.

STATEMENT OF DUTIES

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Responsibilities	
Classroom Teaching and High-Impact Practice	<ul style="list-style-type: none"> • Deliver high-quality teaching aligned with the College's instructional model and AIP focus on explicit teaching, feedback and differentiation. • Model effective classroom practice that supports learning growth across a full range of student abilities. • Use formative and summative assessment to monitor progress and inform responsive teaching. • Demonstrate strategies that reduce cognitive load, scaffold learning and increase student engagement.

	<ul style="list-style-type: none"> • Provide a visible model of best practice in differentiation through classroom teaching.
Differentiation and Inclusive Practice	<ul style="list-style-type: none"> • Support the implementation of Quality Differentiated Teaching Practice (QDTP) across learning areas. • Assist teachers to design and implement adjustments that ensure equitable access to curriculum and assessment. • Provide practical strategies that support diverse learners, including those requiring Tier 2 and Tier 3 intervention. • Contribute to the development of a consistent, whole-school approach to differentiation. • Assist teachers in interpreting educational and allied health recommendations into practical classroom strategies. • Develop and share examples of differentiated learning materials, scaffolds and adjustment strategies.
NCCD and Evidence-Based Practice	<ul style="list-style-type: none"> • Support staff in gathering, documenting and evaluating evidence of adjustments in line with NCCD requirements. • Contribute to ensuring that NCCD processes are authentic, consistent and evidence-informed. • Assist teachers to align adjustments with student data, learning needs and curriculum expectations. • Promote the use of data (formative, summative, diagnostic) to inform decisions about adjustments. •
Building Staff Capability	<ul style="list-style-type: none"> • Work alongside teachers to strengthen their capacity in differentiation through: <ul style="list-style-type: none"> ○ Co-planning ○ Team teaching ○ Modelling practice ○ Providing feedback • Share strategies and resources that support effective inclusive teaching. • Contribute to a culture of professional collaboration and continuous improvement. • Support staff to interpret and apply recommendations from allied health professionals. • Model inclusive pedagogical practices through team teaching, demonstration lessons and collaborative planning. • Support colleagues through observation, reflection and feedback conversations focused on differentiation and student engagement.
Student Support and Learning Growth	<ul style="list-style-type: none"> • Support identified students through targeted interventions (small group or individual where appropriate). • Contribute to the development and monitoring of Individual Learning Plans (ILPs/PLPs). • Participate in Student Support Group (SSG/PSG) processes as required. • Monitor and evaluate the impact of adjustments on student learning growth and engagement.

	<ul style="list-style-type: none"> • Assist with the case management of selected students requiring supplementary and substantial adjustments under NCCD. • Participate in and contribute to Student Support Group (SSG/PSG) meetings, including supporting documentation and follow-up actions. • Support the development of SMART goals within Individual Learning Plans (ILPs/PLPs). • Assist in monitoring and reviewing the effectiveness of adjustments and interventions. • Communicate professionally with parents/guardians regarding learning adjustments, interventions and student progress as required.
Curriculum and Assessment Support	<ul style="list-style-type: none"> • Assist staff to design differentiated assessment tasks that allow students to demonstrate learning in multiple ways. • Support the modification of assessment and examination conditions where appropriate. • Promote assessment practices that are aligned with learning intentions, success criteria and feedback cycles. • Contribute exemplars of differentiated curriculum and assessment to support consistency. • Support teachers to modify assessment tasks and examinations for students requiring adjustments. • Assist with the implementation and review of internal assessment and examination provisions for identified students. • Support consistency and fairness in differentiated assessment practices across learning areas.
Catholic Identity	<ul style="list-style-type: none"> • Demonstrate a capacity to model the witness of the Catholic and Josephine Ethos of the College. • To promote the Catholic Identity of the College
Commitment to child safety	<ul style="list-style-type: none"> • A commitment to the College's Child Safety Policy, upholding the College's statement of commitment to child safety at all times • A demonstrated understanding of child safety • Experience working with children • A demonstrated understanding of appropriate behaviours when engaging with children • Familiarity with legal obligations relating to child safety (e.g., mandatory reporting) • Proactively monitor and support student wellbeing. • Exercise pastoral care in a manner that reflects school values • Implement strategies that promote a healthy and positive learning environment.
Professional Learning	<ul style="list-style-type: none"> • Explore professional learning opportunities for self and others to develop knowledge and understand the area you lead. • Be open to researching areas of interest relevant to directions provided in the school's strategic plan. • Continue development of ICT skills as technologies evolve. • Participate in the staff appraisal process.

	<ul style="list-style-type: none"> • Be an active member of a relevant professional association as duties permit. • Support collegial learning by acting as a mentor or supervising and supporting a pre-service teacher.
Co-curricular involvement	<ul style="list-style-type: none"> • Support and be involved in the co-curricular program. • Proactively encourage students to participate in co-curricular activities. • Act as a role model for participating students. • Keep accurate records of student attendance and participation within the co-curricular activity as appropriate. • Create and maintain a safe environment in which students may enjoy their participation. • Oversee the provision and care of relevant equipment, materials, and first aid requirements.
Administrative duties	<ul style="list-style-type: none"> • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. • Maintain currency of first aid, mandatory reporting, and anaphylaxis training. • Demonstrate duty of care to students concerning their physical and mental wellbeing. • Attend reasonable school meetings and after-school services/assemblies, sporting events, mass, community and faith days, as well as professional learning opportunities. • Participate in duty supervision as rostered and other supervision duties when required. • Demonstrate professional and collegiate relationships with colleagues. • Uphold the professional standards expected of a teacher • Other duties as reasonably directed by the Principal
Legal Compliance and Policy Development	<ul style="list-style-type: none"> • To be aware of and adhere to legislation and College policy relevant to the duties undertaken, including but not limited to: Child Safety; Equal Employment Opportunity, supporting equity and fairness; Occupational Health and Safety, supporting a safe workplace; Privacy; Staff/Student Relationships; Conflict of interest, etc; and • Be aware of and comply with College policies and relevant legislation relating to inclusive education, child safety, privacy and duty of care.

SELECTION CRITERIA	
Education and experience	<p>Essential:</p> <ul style="list-style-type: none"> - Teaching qualification - Current Victorian Institute of Teaching (VIT) registration - Accreditation to teach in a Catholic School (or be working towards such accreditation) <p>Desirable</p> <ul style="list-style-type: none"> - Accreditation to teach Religious Education

	<ul style="list-style-type: none"> - Appropriate qualifications and experience to lead in this area - Relevant postgraduate studies (or working towards such qualifications)
Key Selection Criteria	<ol style="list-style-type: none"> 1. Commitment to Catholic Mission and Vision by witnessing the ethos and mission of a Catholic school in the Josephite tradition. 2. Educational Expertise <ul style="list-style-type: none"> • Proven effectiveness as a classroom teacher (preferably English). • Demonstrated ability to implement high-impact teaching strategies that improve student learning growth. • Strong understanding of differentiation and inclusive teaching practices. 3. Data and Evidence Use <ul style="list-style-type: none"> • Demonstrated ability to use student data to inform teaching and adjustments. • Understanding of NCCD processes and requirements. 4. Collaboration and Influence <ul style="list-style-type: none"> • Capacity to work collaboratively and build the capability of others. • Strong interpersonal skills and ability to engage in professional dialogue focused on improvement. • Work collaboratively with Learning Support Officers to support consistent implementation of learning adjustments and interventions. 5. Professional Attributes <ul style="list-style-type: none"> • Reflective practitioner committed to continuous improvement. • Highly organised and able to manage competing priorities. • Maintain confidentiality and professional discretion when managing sensitive student and family information. <p>Qualifications and Experience</p> <ul style="list-style-type: none"> • Current Victorian Institute of Teaching (VIT) registration. • Accreditation to teach in a Catholic school (or working towards). • Experience or further study in inclusive education or learning diversity (desirable).
Applicants are required to submit the following:	<ol style="list-style-type: none"> 1. An introductory letter indicating how they meet the Key Selection Criteria and their interest in the position 2. A detailed curriculum vitae, including contact details for referees, one of whom must be from the applicant's current setting
Through mutual agreement, some variation in the specified responsibilities may take place during the term of appointment as part of the College's ongoing evaluation of its operations.	