

Information for Applicants Director of Inclusive Education

Thank you for your interest in the advertised position. Below you will find position details and instructions to follow when submitting your application.

On the following pages you will find the Position Information Document.

Position Details

Director of Inclusive Education	
Fulltime Permanent Position	
Commencing Term 2, Monday 27 April 2026 or earlier by negotiation	
Teacher Conditions	Non-Teacher Conditions
Salary determined as per teacher classification structure (up to Proficient Teacher 5 \$116,160)	ESO Grade 6 – Curriculum \$104,369 – \$116,160
POR 3 allowance (\$16,711)	POR 3 allowance (\$16,711)

Application

Your application (5 pages maximum) should include the following:

1. A cover letter (1 page)
2. A Professional Statement addressing the application criteria and outlining a vision for the role at St Aloysius College as it is described in the Position Information Document (maximum 2 pages)
3. Your Curriculum Vitae, including a list of three recent referees relevant to the position (maximum 2 pages)

Employment Declaration

Please ensure that you also complete the [CESA Employment Declaration Form](#) and include it with your application.

Please submit your application via email to hr@sac.sa.edu.au and address it to:

Ms Paddy McEvoy
Principal

Applications close on Thursday 26 February 2026 at 9:00am.

Position Information Document Director of Inclusive Education

School Context

St Aloysius College is a Catholic school for girls shaped by the tradition of Mercy. St Aloysius College was established in Adelaide in 1880 by the Sisters of Mercy to educate girls to realise their own potential and to contribute fully to the wider community. The College's Mercy Lights Strategic Plan calls us to find new and creative ways to embody Mercy and to take up the challenge to empower young women to play a vital part in our world.

Our mission: *With faith and courage, we nurture in our students an enduring zest for all aspects of life and learning, inspiring them to be confident individuals who make a difference in the world.*

The Mercy Values of St Aloysius College underpin all that we do:

Compassion • Hospitality • Justice • Service • Respect • Courage

Position Overview

The Director of Inclusive Education leads a whole-school culture of inclusion that honours the dignity of every learner, reflecting Mercy Education's commitment to compassion, respect and justice. The role promotes student wellbeing, belonging and safety, and advocates for students with additional learning needs to access learning and participate fully across R–12.

The Director of Inclusive Education leads the development and implementation of inclusive policies, processes and learning environments aligned with Mercy Education and CESA guidelines and the Nationally Consistent Collection of Data (NCCD) expectations. This includes ensuring ethical, accurate and timely NCCD processes through consultation, adjustment planning, evidence collection, and strengthening staff understanding of the four levels of adjustment.

Working collaboratively with teachers, leadership, families and external agencies, the Director guides evidence-informed practice that remove barriers to learning. The role builds teacher capability through professional learning and collaborative planning, and uses data, student voice and staged intervention processes to monitor progress and continuously refine support structures.

Position Details

Position Title	Director of Inclusive Education
POR Level	3 <i>Terms and conditions in accordance with the South Australian Catholic Schools Enterprise Agreement (2020)</i>
Key Working Relationships	Direct Line Manager: Deputy Principal (Teaching and Learning) Accountable to: Principal Inclusive Education Team Primary Coordinators Year Level & Curriculum Coordinators School Counsellors Staff, Students and Families

ROLE SPECIFICATIONS

The Key Result Areas below identify the priorities of the position.

KRA: Leadership of Inclusive Education Staff & Operations (R-12)

Achieve this by:

- Leading and coordinating Inclusive Education staff (teachers, ESOs, volunteers) in a spirit of Mercy, respect and service, fostering a collaborative, high-trust culture across R-12.
- Managing staffing allocations, workflows, schedules and timetables to ensure equitable access, responsiveness to student need, and continuity of learning and care.
- In collaboration with the Deputy Principal (Teaching and Learning), designing and implementing professional learning for staff in inclusive education.
- Establishing strong partnerships with families, staff, CESA and external providers to support effective service delivery and shared accountability for student progress.

KRA: Leadership of Student Inclusion, Enrolment, Transitions & Pathways (R-12)

Achieve this by:

- Leading best-practice enrolment, transition, placement and induction processes that uphold each student's dignity, strengthen belonging, and support successful entry into the SAC community.
- Reviewing and interpreting professional reports to inform evidence-based planning, adjustments and support recommendations for current and incoming students.
- Working closely with Executive Leadership, Learning Area Coordinators, Year Level Coordinators and teaching staff to monitor progress, coordinate timely intervention, and support engagement and wellbeing.
- Supporting students and families with subject selection, SACE planning (including modified enrolments and Special Provisions), and post-school pathways that promote agency, inclusion and future opportunity.

KRA: Inclusive Learning Design, Adjustments, Case Management & Compliance (R-12)

Achieve this by:

- Supporting teachers to implement high-quality differentiation, assessment adjustments and inclusive practice, including modelling strategies and maintaining an active classroom presence.
- Taking a leading role in the Curriculum Committee in promoting strategies to enhance how Learning Area Coordinators instruct learning design to support all teachers in promoting best-practice inclusive education.
- Leading the development, implementation and review of individualised plans (IEPs, SACE Modified Learning Programs, PPLs) plans through collaborative consultation with families and key staff.
- Coordinating complex case management with families, allied health, CESA personnel, interpreters and external agencies, ensuring culturally safe practice, consistent record keeping and strong follow-through.
- Ensuring accurate documentation, evidence collection and compliance requirements (SEQTA, student files, NCCD, audits, First Nations reporting) with integrity and consistency.
- In collaboration with First Nations student support staff, ensure that Aboriginal and Torres Strait Islander students have up to date Personal Plans for Learning.
- In collaboration with the Primary Coordinator Teaching and Learning, overseeing targeted R-6 literacy and numeracy intervention programs, including screening, identification, timetabling and progress monitoring using evidence-based tools.
- Building teacher and ESO capability to deliver effective R-6 interventions through coaching, modelling and supporting consistent use of structured literacy and numeracy approaches.
- Overseeing use and condition of specialist areas and equipment used by the faculty, monitor equipment needs and report safety issues to the WHS Committee.
- Monitoring and approving expenditure within the allocated budget, monitoring consumable resource levels and deciding on resource needs in consultation with faculty members.

PROFESSIONAL RESPONSIBILITIES

Professional Responsibilities

- All professional and key responsibilities as per the St Aloysius College General Teacher Position Information Document
- Lead a team of teachers and Education Support Officers to achieve best practice in the designated leadership role
- Participate in professional development activities which lead to improved student outcomes and strengthen the professionalism of staff
- Engage in activities that develop the Catholic identity of the College and action the Strategic Plan
- Model ethical behaviour and Mercy values which support the vision and mission of the College
- Exercise informed judgement when dealing with students, parents and the community
- Demonstrate senior leadership through presence at all significant events in the life of the College
- Attend Leadership meetings as required to inform the Leadership team of relevant developments in the learning area
- Undertake any other duties as assigned by the Principal

Special Conditions

- All staff accepting a Position of Responsibility may be required to conduct enrolment interviews outside of regular school hours
- The Director of Inclusive Education agrees to participate in and cooperate fully with an appraisal of their performance in line with St Aloysius College's POR or ESO appraisal processes
- Some extra hours and flexibility of hours may be required around special events in the life of the College – for example (but not limited to) Open Night, enrolment days, special masses and celebrations and around specific requirements of the role
- For ESO staff, unless for special circumstances, annual leave is to be taken during school holiday periods. There is a compulsory time of annual leave in the Christmas–New Year period

Work Health and Safety

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

As a Worker, while at work you must:

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

Reference: Division 4, Section 28 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.

PID Reviewed: February 2026