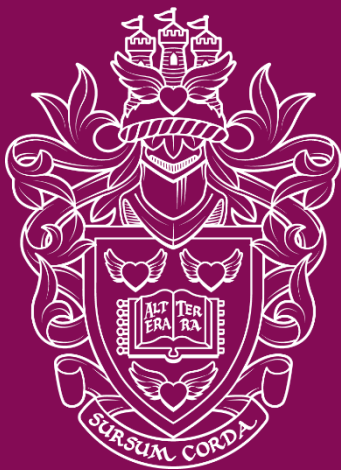




Position Description

Head of Inclusion and Support



Welcome to our School

Welcome to Haileybury Rendall School where every student matters every day and where our vision is to be the best school in Northern Australia. Our School is closely affiliated with Haileybury Melbourne which delivers high quality education programs across its four campuses in Melbourne and one in Tianjin, China. Haileybury Rendall School also stands proudly as a leading independent co-educational Tier One School in Darwin, Northern Territory.

Developing and maintaining a strong academic culture is a top priority and this goes hand in hand with a holistic education that supports the wellbeing of all students. Our teaching framework includes the highly successful Explicit Teaching Model in the primary years and the Victorian Certificate of Education (VCE) in the senior years, both of which help drive outstanding results. The strong ties between Haileybury Melbourne and Haileybury Rendall School also provide numerous opportunities for our community to take part in a broad and exciting range of activities.

We also live the mantra that every team member matters every day and firmly believe that our staff are our greatest asset. High expectations are maintained in all that we do.

Discover more about Haileybury Rendall School at www.haileyburyrendall.com.au

Working with us

Haileybury Rendall School is proudly non-selective when it comes to the students who look to join our outstanding school. We believe in the potential of every child to achieve and contribute.

However, we are by contrast, very selective of staff who wish to work with us, whether they will be guiding our young learners or helping to keep the School operating efficiently as a member of our non-academic Professional staff team.

Those who join us are passionate about the delivery of innovative academic, co-curricular and pastoral programs that challenge and inspire our students and make a difference in their lives.

As a school we value the cultural diversity of all our staff and students. Staff are encouraged to contribute experience they may have of working with children from a culturally and/or linguistically diverse background. We are also proudly recognised as a Centre for Excellence in Indigenous Education.

Our vision and mission

As part of the Haileybury system of schools, we aim to be recognised as a great world school but, more locally, to be recognised as the best school in Northern Australia.

This leads to our mission to develop high-achieving students who are connected globally, to each other and to the communities in which they live and which they will serve. A Haileybury Rendall School education will focus on the complete development of the student and will be characterised by a commitment to academic excellence, student wellbeing, social justice, cultural competence, broad extra-curricular offerings and an international outlook.



Position details

Position title	Head of Inclusion and Support
Reports to	Deputy Principal – Teaching and Learning
Employment status	Full-time – 3 years fixed term
Commencement date	January 2027

Context

The Head of Inclusion and Support (HoIS) leads our Inclusion and Support team, in supporting students with diverse requirements, and teachers across the school from Transition to Year 12. The HoIS embeds a department culture that is collaborative and supportive, developing a high performing team with a shared vision and goals. A dynamic role, the HoIS is a key member of both the Teaching and Learning team and the Wellbeing Team - reporting to, and working the Deputy Principal - Teaching and Learning. The HoIS also has direct report to the Principal where either party deems necessary or appropriate. Strong working relationships with all members of School Executive, but especially the Heads of School, is important.

Responsibilities

The Head of Inclusion **and** Support is directly responsible for:

Strategic Leadership

- Develop and lead a whole-school strategy for Inclusion and Support, aligned with the School's strategic priorities and commitment to inclusive education.
- Promote a culture of inclusion, belonging and high expectations across the School, including whole-school initiatives.
- Work collaboratively with key School leaders to embed inclusive practice across teaching, learning, wellbeing and broader School processes.
- Provide strategic advice to School leadership regarding emerging inclusion and support needs, resourcing and priorities.

Leadership of the Inclusion & Support Team

- Lead, coach and mentor Inclusion and Support Coordinators, Inclusion Support Assistants and other members of the Inclusion and Support team.
- Build a collaborative, consistent and high-performing Inclusion and Support team that effectively supports students, teachers and families.
- Conduct regular team meetings, professional learning and review processes to support consistent practice and continuous improvement.



- Oversee the effective allocation and deployment of Inclusion and Support resources in response to identified student needs.

Teaching, Learning & Assessment

- Work closely with the Deputy Principal – Teaching & Learning and relevant curriculum leaders to ensure inclusive practice and reasonable adjustments are embedded within curriculum, assessment and classroom practice.
- Oversee processes relating to reasonable adjustments and special provisions for internal and external assessments, including VCAA requirements, examinations and NAPLAN.
- Work collaboratively with relevant staff to coordinate examination and assessment arrangements for students requiring special provisions.
- Support inclusive subject selection, academic pathway planning and transition processes for students requiring additional support.
- Provide advice, coaching and practical support to teachers regarding reasonable adjustments and inclusive classroom practice.

Compliance, Data & Documentation

- Lead the School's NCCD processes, ensuring accurate identification, evidence, documentation, moderation and reporting of adjustments for students with disability.
- Maintain and oversee whole-school Inclusion and Support data to inform strategic planning, resource allocation and student support.
- Ensure School practices relating to students with disability meet relevant legislative, regulatory and educational requirements.
- Monitor patterns and trends in student support needs and use data to inform future planning and recommendations to School leadership.

Wellbeing & Student Support

- Work closely with the Director of Student Wellbeing and relevant staff to ensure coordinated support for students with intersecting academic, disability, wellbeing and engagement needs.
- Collaborate regularly with the Head of Indigenous Education to ensure appropriate and culturally responsive support for First Nations students.
- Manage and coordinate external providers delivering specialised student services on site.

Students & Families

- Develop strong partnerships with students and families to ensure student voice and family perspectives inform appropriate support and adjustments.
- Communicate with families regarding significant support planning, adjustments, transitions and pathways as appropriate.
- Support Heads of School with admissions processes where additional learning, disability or support needs are identified, including reviewing documentation, participating in interviews and advising on reasonable adjustments and resourcing implications.



- Support effective transitions for students entering, moving through and leaving the School.

Staff Capability & Professional Learning

- Identify whole-school professional learning needs relating to inclusion, disability, differentiation and reasonable adjustments.
- Design, coordinate and deliver professional learning that builds staff capability and supports the School's strategic priorities.
- Provide ongoing coaching, resources and guidance to staff to strengthen inclusive classroom practice.

Additional Responsibilities

- Teach Support classes or undertake an appropriate teaching allocation as negotiated with the Principal.

Key selection criteria

- An outstanding classroom practitioner who can lead by example and model exceptional practice
- Demonstrated ability to lead high performing teams and to manage staff
- A passion for research and evidence about how students learn, curriculum development and pedagogical innovation
- Have up-to-date knowledge of broader educational developments and best practice understandings
- Excellent interpersonal, communication and organisational skills
- Demonstrated ability to lead, motivate, coach, coordinate, delegate and empower others to achieve outcomes
- Always maintains professional relationships, acting with authenticity and integrity
- The ability to challenge and improve performance
- A demonstrated knowledge of, and expertise with, the use of technology in education and an awareness of emerging technologies
- Be an active contributor in the teaching community, presenting at conferences and sharing on-line
- Willingness to be involved in the broader life of the School
- NT teacher registration and current Criminal Record Check (Ochre Card)
- Strong verbal, written and inter-personal communication skills
- Time-management skills.

Desirable

- Experience working with children from Aboriginal and Torres Islander backgrounds
- Knowledge of Trauma Informed Practices



Personal qualities

- Highly organised
- Patient and relationship orientated
- Enthusiastic and conscientious
- Confident in public speaking
- Ability to be part of a dynamic team

Specific qualifications

- Recognised Teaching Qualification
- Special Education Qualification
- Ability to gain Teacher registration within the NT (TRB) and obtain a Working with Children Card (Ochre Card)

Inherent qualities

Cognitive Demands:

- Ability to work with students, from Transition to Year 12, and to handle multiple (sometimes competing) demands from them and from colleagues in a semi-structured environment
- Ability to carry out high-level responsibilities, and effectively interact and communicate with students
- Ability to make high level decisions as appropriate
- Ability to perform role whilst managing students' behavioural demands.

General information

- The successful candidate will be expected to support the vision and ethos of the School
- Staff must ensure that all decisions pertaining to their role are made in line with current legislations and Haileybury Rendall School Policies and Procedures

Commitment to Child Safety

Haileybury Rendall School is committed to the safety and wellbeing of all children, including those under the care and supervision of the School. The School recognises the importance of, and its responsibility for, ensuring a safe and supportive environment which respects the rights of children and fosters their enrichment and wellbeing.

Haileybury Rendall School's approach to creating and maintaining a child safe environment is guided by the core belief that every student matters every day. The School's mission 'to develop high-achieving students who are connected globally, to each other and to the communities in which they live and serve', can only be achieved if its students are safe, feel safe and are empowered to participate in decisions which affect their lives.



Haileybury Rendall School's robust human resources, recruitment and vetting practices are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out Working with Children, police records and reference checks to ensure that we are recruiting the right people.

Haileybury Rendall School has zero tolerance for child abuse in any form.

Further information

Further information about this position is available from the Director of People and Culture, Mr Ben Bishop (08) 8922 1611.