TYNDALE GROUP
OF CHRISTIAN SCHOOLS
God's Truth Prevails

Position Title	Diverse Learning Classroom Teacher	**Career Group**	Teaching
Classification Level	Band 1	**Reporting To**	Deputy Principle – Teaching & Learning
Sub-school	Junior School	**Executive Leader**	Head of Junior School

Purpose of the Role

The Diverse Learning Classroom Teacher is accountable to the Head of Junior School for providing high-quality, individualised teaching and learning for students with significant intellectual, developmental and multiple disabilities, including communication disabilities, behavioural and emotional regulation needs, and trauma backgrounds. Working within Tyndale's dedicated Diverse Learning classes, with small class sizes, a high adult-to-student ratio and purpose-built learning and regulation spaces, the teacher uses differentiated instruction, trauma-informed practices, individualised education plans (IEPs) and evidence-based strategies to develop each student's skills, independence and confidence.

Additional Reporting Relationships

The Diverse Learning Classroom Teacher also reports to the Diverse Learning Leader.

A Christian Example

Each employee is required, in connection with their work, to behave in a manner consistent with the principles and beliefs and in accordance with the Christian ethos of the School, as contained and interpreted in the Vision, Mission, Core Purpose, Statement of Faith and Core Values. They provide a specifically Christian role model and example:

- to all students and families associated with the School, as well as others outside the School community;
- of a faith-filled and Christ-centred life;
- performing their role diligently and with a servant heart; and
- showing that the body of Christ has many parts, and each part has a role to play that other parts are dependent upon, just as each employee is dependent upon others.

In their interactions with students, parents, other staff, contractors and visitors, employees will be sensitive to the needs and circumstances of others, showing grace and forgiveness, and always being prepared to speak or act as an example of a follower of Christ.

Essential Criteria

Attributes that must be held in order to perform the job to a satisfactory standard.

General requirements

1. Have a sincere faith in Jesus Christ and are involved in their local church community.
2. Have a passion for Christian education and integrating a Christian biblical worldview into curriculum, pedagogy and their professional witness and relationships with students and the wider school community.

Qualifications, education and professional memberships

1. Bachelor degree or higher in Education;
2. Current teacher registration with the Teachers Registration Board of SA;
3. Mandatory Notification; and
4. Working With Children Check.

Abilities, aptitudes, and skills

1. Good written and verbal communication skills;
2. Ability to negotiate desired outcomes;
3. Time and work management skills that ensure workload is managed and deadlines met according to agreed priorities;
4. Be committed to meeting the educational needs of students;
5. Open to new ideas and directions;
6. To be a willing learner;
7. To be a good team worker;
8. Analyse situations and information and make sound judgements or decisions based on this analysis; and
9. To be willing to work with complex situations in tight time frames.

Experience

1. Working with students with additional learning needs.
2. Working with students who have a variety of disabilities, challenging behaviours and/or trauma.

Knowledge

1. Good understanding of the range of special needs and what is required to support them.

Desired Criteria

Attributes that are not essential to job performance, but which enhance or extend performance.

Qualifications, education and professional memberships

Have the demonstrated ability to:

1. Additional qualifications or professional learning in Special Education, Inclusive Education, or related fields.

Abilities, aptitudes and skills

1. Ability to build positive relationships with students with diverse and complex needs.
2. Strong communication, collaboration and organisational skills, including coordinating Education Support Officers (ESOs).
3. Ability to create engaging, structured and inclusive learning environments that promote independence.

Experience

1. Developing individualised programs for students with intellectual, developmental and multiple disabilities.
2. Planning and implementing differentiated curriculum and learning adjustments.
3. Developing and implementing Individual Education Plans (IEPs).
4. Using augmentative and alternative communication (AAC) systems and visual supports.
5. Implementing positive behaviour support and trauma-informed practices.

Knowledge

1. Understanding of complex learning, communication, sensory and behavioural needs.
2. Knowledge of evidence-based teaching and positive behaviour support strategies.
3. Understanding of the Australian Curriculum Version 9.0 and NCCD requirements.