



Now hiring

INCLUSION SUPPORT COORDINATOR

2026 APPOINTMENT



**PALMERSTON
CHRISTIAN
COLLEGE**



**NT
CHRISTIAN
SCHOOLS**

Palmerston Christian College is seeking a passionate and skilled Inclusion Support Coordinator to champion inclusive learning and ensure every student is supported to reach their full God-given potential. This leadership role is ideal for an experienced teacher with a heart for students with diverse needs and a desire to help shape a culture where all learners can flourish.

As part of our Greater Leadership Team, the Inclusion Support Coordinator plays a vital role in strengthening teaching practice, supporting staff, and partnering with families to deliver high-quality, personalised and inclusive education. You will help empower teachers, mentor support staff, oversee adjustments and learning plans, and cultivate a strength-based learning community grounded in grace, professionalism and Christian faith.

Apply now, Adventure Awaits!

WHY WORK WITH US

- Six weeks annual leave and stand-down time
- 15 days personal leave
- 11.5% Super Contribution
- Long-Service Leave, pro-rata, after five years
- Tuition discounts for staff children*
- Salary Sacrificing and health care corporate rates*

- Relocation assistance*
- Ongoing professional development
- Funded Masters degree through NICE*
- Additional paid maternity leave
- Access to staff wellbeing program

*Conditions apply

APPLY NOW



ntchristianschools.com.au



human.resources@ntchristianschools.com.au

JOB DESCRIPTION

Job Title:	Teacher
Job Type:	Fulltime 1.0FTE, ongoing
Salary Classification:	2025 CT Scale PCT, CT1-CT9
2025 Salary Range:	\$87,811 - \$131,349 depending on qualifications and experience Plus, superannuation contribution of 12% of your annual salary
POR Allowance:	2025 Position of Responsibility (POR) Allowance 1-3, see the POR schedule on page 4, Inclusion Support Coordinator
Annual Leave:	6 weeks
Location:	Palmerston Christian College
Reporting to:	Principal
Date advertised	November 2025

Introduction

NT Christian Schools is a Christian organisation. It exists to advance the Christian religion through the provision of education and religious instruction. Accordingly, in furtherance of the religious ethos of NT Christian Schools all staff will be required to deliver or contribute to religious education, to lead or otherwise assist in the conduct of religious services and otherwise engage in religious practices and observances (including, but not limited to, leading prayers or devotions and sharing testimonies), either with fellow staff or students. As representatives of NT Christian Schools, it is a genuine occupational qualification of such roles that applicants hold and act consistently with the religious beliefs of NT Christian Schools, including as articulated in the Policies and Procedures of NT Christian Schools.

NT Christian Schools exists to provide a thoroughly Christian education and to give effective witness to the biblically based religious beliefs of the Company. As such, holding the religious beliefs of NT Christian Schools as articulated in the Policies and Procedures of NT Christian Schools is a genuine occupational qualification of this role.

You are expected to have a clear understanding of, and unqualified commitment to the biblical basis, including as articulated in the Policies and Procedures of NT Christian Schools, and to act both in the work place and in other contexts in ways that are consistent with those beliefs, in order to provide an authentic Christian witness.

This role is required to practice, deliver and contribute to religious education in a manner that is consistent with the Policies and Procedures of NT Christian Schools and to model a life consistent with those beliefs. As such, this role requires the highest commitment to the Lord, the Bible and to schooling from a distinctively Christian perspective, consistent with the Policies and Procedures of NT Christian Schools.

This will be evident in supporting the teaching of the Australian curriculum from a biblical worldview, participating in and leading staff devotions and leading student devotions and prayer time and

through the sharing of your personal testimony. In addition, staff offer a reflection of their own growing relationship with Christ, which is itself affirmed by living a life consistent with the teaching of the word of God. Accordingly, the modelling of an authentic Christian life is a core requirement of the position, reflecting the foundational contribution the position makes to the maintenance of the religious ethos of the school.

With a mutual commitment to God through Jesus Christ, staff members ought to serve and love one another as Christ loves them. This also means an acknowledgement that all people are fallible and need to be entirely reliant upon God. NT Christian Schools has expectations of mutual love, service, trust, acceptance, patience, forgiveness and support.

All employees for NT Christian Schools are to be committed to ensuring child safety, health and wellbeing practices are followed and upheld. These practices are embedded in NT Christian Schools policy and culture as guided under current legislation.

General Expectations

These responsibilities and duties are underpinned by expectations of generosity, openness, teamwork, effectiveness, efficiency, attention to detail, pleasant working relationships and maintenance of an effective, Christ-centred and safe work environment.

Our staff at Palmerston Christian College take their duty to provide a high-quality teaching and learning program seriously. The consistent academic results and family-like school culture are evidence of the care and commitment of staff. PCC desires to support students and staff in being lifelong learners, assisting them to engage in continuous growth and development, seeking to make positive changes in the world around them.

Each staff member is expected to contribute positively to the maintenance of a pleasant, purposeful, productive and safe workplace. The organisation expects its employees to be generous, open, work as a team, effective, efficient, attend to detail and contribute to pleasant and positive working relationships.

Key Duties and Responsibilities

- Preparing teaching programs that have a biblical perspective, can meet various needs of unique students and produce significant educational outcomes, in line with the College scope.
- Teach in the classroom with a high level of expanding competence in pedagogy that is current, schools based, teaching practices and classroom management and behavioural support skills.
- Completes record keeping related to classroom performance for the purpose of report creation, continued assessment development, and mandatory government reports.
- Work as a collaborative learner, committed to flexible teams pursuing excellence.
- Experience in, or willingness to learn, using technology including computers, online platforms and data management software.
- Maintenance of proficient accreditation/registration as a teacher; and compliance with the requirements of the Australian Professional Standards of Teaching (see link below).
- The duties in addition to teaching, include activities associated with administration, review, development and delivery of educational programs and co-curricular activities.
- Undertake duties required to support the campus such as, but not limited to, attend school camps, assemblies, complete playground, lunch, recess and detention supervision duties.
- To undertake other duties and responsibilities as directed by the Principal.

Selection criteria***Essential:***

- A committed Christian actively involved in your local church.
- Prove an ability to effectively model Christian values as expressed in the Policies and Procedures of NT Christian Schools and to give an authentic witness to those values.
- Demonstrate excellent communication skills, written and verbal, as a relational, empowering educator; supporting work with students, staff, parents and the broader community.
- Be pastorally committed to the creating an environment of care for nurturing students.
- Establish your abilities according to the requirements of the job as listed above.
- Hold appropriate experience and tertiary qualifications relevant to the position.
- An educational professional with growing knowledge of your learning area, pedagogy and innovation.
- A willingness to learn, grow, accept coaching and feedback in pursuing excellence.

Further Requirements:

- Must hold a valid Working with Children (Ochre) Card.
- Must have a valid NT police check within the last 12 months, or invoice of order for one.
- Must hold a current NT Teachers Registration.
- Must hold a current NT Driver's License.
- Willingness to obtain and hold a current First Aide Certificate.

POR ALLOWANCE

Job Title:	Inclusion Support Coordinator
Job Type:	Fixed Term POR allowance, fulltime 1.0FTE
Salary Classification:	2025 Position of Responsibility Allowance 1-3
POR Allowance	3 POR, an additional 2025 POR Schedule, annual allowance of \$12,730 paid fortnightly in addition to your
Annual Leave:	6 weeks
Location:	Palmerston Christian College
Reporting to:	Principal
Date advertised	November 2025

Leadership

The Inclusion Support role is an annual appointment in addition to your teaching role. You will be provided an additional 675 minutes release time per week to fulfil the below functions. In your coordinator/leadership role you will be part of the Greater Leadership team of Palmerston Christian College, and also be invited to contribute into the broader leadership and direction of the College on occasions.

Coordinators will be outstanding classroom teachers and undertake leadership professional development in order to maximise educational options and outcomes for students with disabilities and inclusion support within the College.

The objective of coordinators is to improve the professional engagement, knowledge and practice of teaching staff and teaching support staff in a school or group of schools and to improve education program and practice for all students with disabilities and inclusion support needs.

Coordinators are responsible for demonstrating and modelling an outstanding level of teaching and providing professional support for teaching staff and teaching support staff.

They also manage curriculum, student activities or a significant area or function of the school with a high degree of independence. This includes ensuring effective development, provision and evaluation of the school's education program and resources.

The Inclusion Support Coordinator will build and maintain a healthy, strength-based learning community within Palmerston Christian College. The Inclusion Support Coordinator is responsible, in the context of the college, to enter into a partnership with parents to offer students the nurture and opportunities that will allow them to discover and reach their full potential. The Inclusion Support Coordinator ensures that the school is delivering quality outcomes for students with disabilities and additional needs.

This requires the highest commitment to the Lord, the Bible and to schooling from a distinctively Christian perspective and directed by parents and other supportive Christian people.

As Inclusion Support coordinator you would be responsible for:

1. Work with school staff to develop, implement and maintain inclusive practices to accommodate the diverse range of students outlined in a range of school-based policies such as Disability Standards for Education (DSE).
2. Collaboratively plan and teach with classroom teachers and support staff to ensure required adjustments are implemented with data records maintained as required by the Nationally Consistent Collection of Data (NCCD).
3. Ensuring written submissions for funding are completed in a timely manner and in accordance with the application process as well as ensuring the acquittal process for all funding received for students with special needs is followed.
4. Develop, acquire, maintain and review education support resources.
5. Collaborate with families, agencies and teachers to implement processes that support students with special needs e.g. profiling, referral process, health care plans, positive behaviour support plans, school-based assessments and reporting.
6. Support teachers in coordinating educational adjustment plan meetings and support teachers in completing the review process with all team members each semester.
7. Lead in expertise the use of appropriate software for the development and storage of EAPs as well as for the collection of data to support NCCD funding.
8. Manage, train and support TA's by providing resources, teaching strategies and monitoring administrative tasks.
9. Liaise and consult with Principal in relation to student individual needs, and staff professional development needs.
10. Engage in on-going professional learning to enhance specialist skills and knowledge.
11. To teach in a classroom setting when required.
12. Be a member of the Palmerston Christian College Greater Leadership Team.

This looks like:

- Working with the Enrolment Officer to form an accurate picture of new enrolments with special needs by talking to parents, considering written reports and consulting with professionals where needed.
- Advising the Principal, of the College's ability to cater for students with special needs, considering all of the needs of each of the students.
- Assisting teachers in the modification and differentiation of assignments and academic expectations.
- Compiling the results of annual screening of students and presenting a report to teachers;
- Identifying students 'at risk' using both NAPLAN and school screening results and following this up with teachers and other staff where appropriate.
- Being available to staff to discuss any students of concern (these will include academic, social and emotional concerns, behavioural issues).
- At the beginning of each year, ensuring all teachers are aware of students with learning needs in their classes. Offering strategies that may assist in a smooth transition from the previous school or class.
- Creating a culture of professionalism and collaboration among all TA's.
- Demonstrating care for TA's through developing processes of wellbeing support.
- Managing new staff review and staff development and appraisal processes.

- Meeting regularly with the executive leadership team.
- Developing processes that support excellent relationship and rapport with parents of students with disabilities and education support needs.
- Supporting teachers in writing EAPs in Inspire.
- Supporting Teachers and Teacher Aides in understanding their responsibilities regarding record keeping and chronicling of interventions and supports in Compass.

You will be:

- A capable classroom practitioner looking to continually develop and improve your ability in the classroom.
- Experienced, skilled and knowledgeable in catering for students with neurodiversity.
- You will desire to have a collaborative approach to leadership and will be willing to develop your coaching skills.
- Highly capable in dealing with conflict in healthy ways and committed to cultivating a culture of peace for staff, parents and students.
- Experienced in developing and implementing both student wellbeing and care and conduct processes.
- A highly effective communicator in both oral and written forms.
- Committed to professional learning communities as a vehicle for professional growth and development.