



Now hiring

TEACHER AIDE INCLUSION SUPPORT OFFICER

APPLICATIONS ARE PROCESSED AS THEY ARE RECEIVED

Palmerston Christian College is seeking an experienced and passionate Teacher Aide – Inclusion Support Officer to lead our inclusion support program and Teacher Aide team.

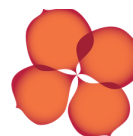
This leadership role is ideal for a highly capable Teacher Aide who is committed to helping every student achieve their God-given potential. Working closely with school leaders, teachers, families and external professionals, you will coordinate intervention programs, support inclusive practices, oversee documentation and lead our dedicated Teacher Aide team.

If you are organised, collaborative, passionate about inclusive education and ready to make a lasting impact in a Christian school community, we'd love to hear from you.

Join us in building a strengths-based learning environment where every student is known, valued and supported.



**PALMERSTON
CHRISTIAN
COLLEGE**



**NT
CHRISTIAN
SCHOOLS**

WHY WORK WITH US

- Ten weeks annual leave
- 15 days personal leave
- 12% 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
- 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 Aide – Inclusion Support Officer
Job Type:	Full time 1.0FTE (or neg.)
Salary Classification:	TA scale TA6 – TA7; depending on years of experience and qualifications
Junior Employee Rates	A junior employee is paid at the following percentage of the appropriate adult rate: Under 17 – 50% 17 years old – 60% 18 years old – 70% 19 years old – 80% 20 years old – 90%
Salary Range:	\$66,309 – \$75,095 depending on qualifications and experience Plus, superannuation contribution of 12% of your annual salary
Annual Leave:	10 weeks, pro-rata
Location:	Palmerston Christian College
Reporting to:	Principal of Palmerston Christian College
Date advertised	July 2026

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

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.

"At Palmerston Christian College, we encourage and support our staff to continue in their professional development and grow in all areas of their careers. We partner with parents to provide Christ centred, intentional pastoral care, focused academic growth, we develop future leaders and build strong community culture. We would love for you to join our college and enjoy all it has to offer" **Sonya Melhop, Principal, Palmerston Christian College**

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.

Primary role

The Inclusion Support Officer is the operational leader of the College's inclusion support program. While educational responsibility for students remains with classroom teachers and Heads of School, the Inclusion Officer ensures that the systems, documentation, intervention programs and Teacher Aide support structures required for successful inclusion are implemented with excellence and consistency across the College.

The Inclusion Officer works closely with the Principal, Heads of School, Wellbeing Coordinator, classroom teachers, Teacher Aides and external professionals to ensure students requiring additional support receive high-quality, coordinated and well-documented interventions and

adjustments.

The successful applicant will be an experienced and highly capable Teacher Aide who is ready to step into a leadership position, providing day-to-day leadership of the College's Teacher Aide team while supporting the implementation of inclusive practices across the school.

This position plays a key role in building a strengths-based learning community where every student is supported to achieve their God-given potential. The Inclusion Officer will coordinate systems and processes that promote consistency, accountability and excellence in disability inclusion, intervention, documentation and educational support.

The Inclusion Officer will be regularly invited to advise the Palmerston Christian College Greater Leadership Team regarding inclusion, student wellbeing and disability support across the College. This is a full-time position. However, Palmerston Christian College recognises that exceptional candidates may seek flexible work arrangements, and applications from suitably experienced applicants wishing to undertake the role on a part-time basis will also be considered.

Key Responsibilities

The Inclusion Support Officer is responsible for:

1. Supporting the implementation and continuous improvement of inclusive education practices across the College.
2. Coordinating Educational Adjustment Plan (EAP) processes by monitoring timelines, maintaining documentation, supporting teachers and Heads of School in the development and review process, and working alongside Teacher Aides to ensure agreed adjustments are effectively implemented.
3. Supporting the Principal and Leadership Team in the collection, organisation and maintenance of evidence required for the Nationally Consistent Collection of Data (NCCD).
4. Coordinating intervention programs and ensuring appropriate documentation, data collection and progress monitoring.
5. Managing student support records, including maintaining accurate Chronicles and Compass documentation.
6. Implementing systems and processes that support consistent collection and analysis of student data to inform interventions and monitor progress.
7. Working collaboratively with Heads of School, the Wellbeing Coordinator, teachers, families and external professionals to coordinate appropriate supports for individual students.
8. Assisting in the development and review of health care plans, behaviour support plans, Educational Adjustment Plans and other student support documentation.
9. Coordinating Teacher Aide rosters, timetables and daily allocations to maximise effective support across the College.
10. Providing day-to-day leadership, mentoring and professional support to the Teacher Aide team.
11. Assisting with the induction, training and ongoing professional development of Teacher Aides.

12. Working alongside Heads of School to support staff in understanding reasonable adjustments, inclusive practices, disability legislation and effective implementation of Educational Adjustment Plans.
13. Meeting regularly with the Principal and Leadership Team to review inclusion practices, student supports, intervention effectiveness and operational priorities.
14. Maintaining current knowledge of inclusion, disability legislation, NCCD requirements and evidence-based intervention practices.
15. Undertaking other duties related to inclusion support as directed by the Principal.

This looks like:

- Working with the Enrolment Officer to develop an accurate understanding of incoming students requiring additional support through meetings with families, review of documentation and consultation with external professionals.
- Assisting the Principal and Heads of School in determining the College's capacity to support prospective students with additional needs.
- Supporting teachers to implement appropriate classroom adjustments and differentiated support strategies.
- Coordinating annual student screening processes and presenting findings to teaching staff.
- Supporting Heads of School in identifying students requiring intervention through assessment data, screening and classroom observations.
- Coordinating intervention programs and monitoring student progress.
- Working alongside teachers and Heads of School to ensure Educational Adjustment Plans remain current, meaningful and are reviewed each semester.
- Supporting staff in maintaining high-quality Chronicles and Compass records.
- Working alongside the Leadership Team to collect and maintain NCCD evidence and documentation that meets compliance requirements.
- Coordinating Teacher Aide allocations, daily rostering and timetabling.
- Creating a collaborative, professional and supportive culture amongst the Teacher Aide team.
- Supporting the wellbeing, mentoring and development of Teacher Aides.
- Working alongside Heads of School and teachers to build positive partnerships with families and external service providers.
- Supporting Teacher Aides in implementing Educational Adjustment Plans, intervention strategies and classroom supports with consistency.
- Monitoring intervention documentation and ensuring evidence is accurately recorded.
- Working closely with the Leadership Team to continually strengthen inclusive practices across the College.

You will be:

- An experienced and highly capable Teacher Aide with a passion for supporting students with diverse learning needs.
- Knowledgeable in disability inclusion, neurodiversity and evidence-based intervention strategies.

- Experienced in supporting the writing, review and implementation of Educational Adjustment Plans.
- Highly organised, with excellent administration and documentation skills.
- Confident using Compass, Chronicles and other student management systems.
- Skilled in collecting, interpreting and presenting student data.
- Able to coordinate multiple priorities including intervention programs, staff rosters and support timetables.
- A collaborative leader who enjoys mentoring and supporting other Teacher Aides.
- A strong communicator with excellent interpersonal and relationship-building skills.
- Calm, solution-focused and capable of managing competing priorities.
- Committed to continual professional growth and learning.
- Passionate about ensuring every student experiences success, belonging and opportunities to flourish.

Selection Criteria

Essential

- A committed Christian actively involved in a local church.
- Hold, or be eligible to hold, a Northern Territory Working with Children (Ochre) Card.
- Certificate IV in Education Support (or currently working towards), Inclusive Education, Disability Support or a related qualification.
- Significant experience working as a Teacher Aide supporting students with disabilities and additional learning needs.
- Demonstrated understanding of inclusive education practices and reasonable adjustments.
- Experience supporting the development, review or coordination of Educational Adjustment Plans.
- Experience collecting and maintaining documentation relating to student support.
- Demonstrated understanding of, or experience with, the Nationally Consistent Collection of Data (NCCD).
- Experience using Compass, Chronicles or similar student management systems.
- Strong organisational skills with experience coordinating rosters, timetables or support allocations.
- Excellent written and verbal communication skills.
- Ability to work collaboratively with teachers, Heads of School, families and external professionals.
- Demonstrated ability to maintain confidentiality and exercise sound professional judgement.
- Demonstrated ability to model Christian values as expressed in the Policies and Procedures of NT Christian Schools and provide an authentic Christian witness in daily practice.

Desirable

- Demonstrated leadership experience or proven ability to mentor and support a team of Teacher Aides.
- Previous experience coordinating Teacher Aides or Education Support staff.
- Experience coordinating intervention programs.
- Experience supporting NCCD processes and evidence collection.
- Knowledge of disability legislation and inclusive education practices.
- Experience supporting students with complex learning, behavioural or medical needs.