

The Cottage School Inc.

Teacher - Inclusion and Learning Support

Applicant Information Pack



What This Pack Contains

This pack contains guidance and information for applicants for the position of Teacher - Inclusion and Learning Support with The Cottage School.

The pack contains the following:

PART A: Background

PART B: Position Description and Selection Criteria

PART C: Application requirements and process

These items combine to provide a complete view of the role, including the organisation, the objectives of the role and the competencies and level of performance we are expecting.

In applying for the role applicants are advised to consider all three items, Part A, B & C, in their responses to selection criteria. In addition, applicants should review the [Cottage School's website](#), and are encouraged to arrange a time to visit the school.

PART A: Background

Background to The Cottage School

The Cottage School is a small, independent, not-for-profit cooperative school educating children from Kindergarten to year 6.

Read about the values and guiding principles of the school's philosophy on the school website [here](#).

Our children benefit from our focus on them as unique people who learn best in different ways and have diverse needs for personal growth. Guided by the Australian Curriculum and our school's philosophy, we enable the natural curiosity of children to nurture a life-long love of learning.

Our children are encouraged to express themselves, talk and develop relationships with others, share ideas, and look after one another; every day we reinforce that the child next to them is as wonderfully unique as they are, instilling empathy and compassion.

A strong curriculum and an experienced and engaged teaching team provide an excellent education platform for our children while all areas of the arts help them to express themselves and build self-confidence. Regular outings provide experiences that expand children's horizons; games, camps, Environment Days, Bike Days and outdoor pursuits are key aspects of the school which provide challenges and help children develop independence.

A key aspect that sets Cottage School apart is the small grade groups – a current enrolment of 78 children is spread between 4 classes Prep to year 6 with an additional 13 children in Kindergarten.

The Cottage School community inherently knows that it takes a village to raise a child. The school governance structure involves a School Committee made up of parents, teachers and school management. Families are encouraged to be involved with the school including its maintenance and fundraising initiatives.

We're proud of the outcomes our influence and philosophy have had on our students since 1975 and how we have prepared them for the world. Our children have benefitted from staff and parents working together under our philosophy to provide a strong, nurturing culture that extends beyond the school gates.

Please refer to our [website for school policies](#), including child safety, WHS, Privacy and Code of Conduct.

Background to the Position

The Inclusion and Learning Support Teacher is a specialist teaching role, as part of the school's teaching team. They are delegated responsibility to develop and maintain learning and social inclusion practices across the school. There is a significant coaching component in this role. The Inclusion and Learning Support Teacher works with teachers and teacher assistants to build capacity regarding appropriate pedagogical practices relevant to inclusive education.

We are looking for an experienced and committed person who, as a member of the school team:

- Demonstrates strong support for the vision and philosophy of The Cottage School
- Is a registered teacher and assists the School Leader, teachers and teacher assistants to both identify and plan for, monitor and evaluate appropriate and effective support for students with a broad range of complex education and social needs
- Ensures the Cottage School is compliant with Disability Standards in Education, disability regulations and inclusion practices
- Exercises judgement and initiative within established guidelines, processes and systems under general direction of the School Leader
- Acts ethically, confidentially and with integrity
- Has a flexible and supportive approach, understanding the dynamics of working in a small team in a busy school environment

PART B: Position Description & Selection Criteria

PRIMARY ROLE

Reporting directly to the School Leader the Inclusion and Learning Support Teacher duties include but are not limited to:

1. Provide advice, support and mentorship to classroom teachers and teacher assistants

- Assist teaching staff to create a safe and stimulating learning environment that aligns with the school's ethos, acknowledging the needs of students to be both challenged and supported
- Build teacher capacity for the completion and implementation of high-quality individual learning plans as required
- Assist teaching staff in the provision of resources and strategies to make necessary and appropriate adjustments to ensure each student may access the curriculum
- Assist teaching staff with inclusive education practices, monitoring, evaluating and adapting programs to meet identified outcomes
- Integrate assistive technology that aligns with the school's ethos effectively into the classroom
- Identify learner needs, conferring with specialists as required
- Support teachers to collaborate with families as required, including attending parent meetings to discuss individual learning needs and progress
- Organise assessments, referrals and meetings as required
- Liaise with a small team of specialist Inclusion and Learning Support teacher assistants
- Provide at-the-elbow support as required (eg, teaching small groups with specific learning needs)

2. Record keeping and reporting

- Ensure that all relevant students have an individual learning plan
- Coach teaching staff in effective recording of adjustments and goals of each student with learning support needs
- Keep accurate school-level records of the needs and progress of each student with learning support needs
- Assist with record keeping consistent with the National Consistent Collection of Data (NCCD) and Students With Disabilities (SWD) processes, including verifications
- Ensure educational outcomes meet government accountability for disability, including the school's registration compliance with the Tasmanian Office of the Education Registrar
- On request and in a timely manner, assess and provide updates to the School Leader and teaching staff about progress of students with learning support needs

- Communicate relevant information regarding students with learning support needs orally and in writing to parents, teachers and other professionals as required
- Effectively carry out administrative tasks including electronic storage of supporting documentation for students with learning support needs
- Maintain professional confidentiality with regard to students and their families

3. Professional development

- Engage in professional learning, especially in the area of Inclusive Education
- Identify and plan Inclusive Education professional development opportunities for staff
- Contribute to the professional development of other staff members by proactively sharing knowledge, ideas and resources
- Develop and deliver professional learning opportunities for school staff and families as required

4. Other duties

- Communicate with, and establish effective and cooperative working relationships with teaching and non-teaching colleagues
- Network and build partnerships with other education and support organisations
- Help to enable the best use of shared resources
- Undertake playground duties and other supervision according to rosters as required
- Classroom teaching as required (releasing regular teachers or if relief unavailable)
- Support off campus activities (Environment Days, camps, bike days) as required
- Participate in out of hours School Committee meetings (occasional), Saturday Working Bees (3 per year) and Saturday School Fair
- Maintain strict observance of all school policies, rules and procedures including the reporting of improper or unethical conduct
- Comply with our [Safeguarding Policy](#), [Child Safe Code of Conduct](#), [Maintaining Professional Boundaries Policy](#), and legal obligations with respect to the reporting of child abuse, neglect and grooming
- Attend to any other matters appropriate for the position and consistent with the skills of the incumbent

Selection Criteria

The following specific selection criteria must be addressed and demonstrated by candidates.

1. Expertise in supporting students with diverse needs related to cognitive, physical, sensory, social and emotional development.
2. Comprehensive knowledge of the Australian Curriculum, Disability legislative policies, Disability provisions and the NCCD data collection, including documentation and maintaining accurate records.
3. Demonstrated teaching skills to create innovative experiences for all learners.
4. Excellent interpersonal and communication skills.
5. Experience or demonstrated capacity to mentor and coach colleagues in supporting students with diverse learning needs.
6. Demonstrated capacity to develop and maintain a supportive and inclusive school culture and practice aligned with the school's ethical values and behaviours.

Requirements

Essential

1. Current Tasmanian Teachers Registration Board registration or ability to acquire this year
2. At least 2 years teaching experience
3. Experience as a Support Teacher, with a knowledge of and interest in disabilities and learning difficulties, including twice exceptional learners
4. Excellent interpersonal and communication skills including the capacity to develop productive professional relationships with students, parents and staff where the focus is on the learning and well-being of the student
5. Demonstrated skills in information and communication technologies
6. An understanding and willingness to work with the [Cottage School philosophy](#)
7. Current Tasmanian Registration to Work with Vulnerable People (Registration Status - Employment)

Desirable

1. Recognised formal qualifications in one or more aspects of Inclusive Education
2. Expertise supporting students who are gifted.

Part C: Application Requirements

Applications are to be submitted electronically via email to admin@cottageschool.tas.edu.au and must comprise the following:

1. Curriculum Vitae
2. Response to the selection criteria with reference to Parts A, B and C of this information pack
3. Contact details of two referees, one of whom is from current or most recent place of employment

For any questions regarding the position please email admin@cottageschool.tas.edu.au.

All applications will be treated confidentially and will only be accessible to the selection panel.

Applications are to be submitted via email by 4pm Wednesday 25th March 2026

The Evaluation and Selection Process

The evaluation and selection process will involve the following key steps:

1. Receipt of formal written applications
2. Short-listing of applications
3. Interviews of shortlisted applicants
4. Reference checks
5. Selection of recommended candidate

The selection panel may collect referee checks at the short-listing process to further inform interview selection and questioning or as part of the final process of choosing the successful applicant.

Applicants who were unsuccessful in making the shortlist will be advised in writing. Broad feedback will be offered to all applicants, but only after finalisation of the recruitment process.

Applicants who were shortlisted and interviewed, but not selected, will be advised in writing and by telephone call. They will also be offered feedback once the recruitment process is finalised. This offer is made in good faith and is being made to give unsuccessful applicants a learning and development opportunity.

Employment Conditions

- The position has a salary range of \$87,040 to \$118,328 per annum pro-rata (plus statutory superannuation guarantee). The actual offer will be informed by the level and breadth of experience the person brings to the role.
- The position is part-time, 4 days per week (0.8 FTE)
- The role commences in Term 3 2026 (27th July)
- The role is ongoing, subject to the successful completion of a six month probation period
- The Educational Services (Teachers) Award 2020 will govern your employment, plus other additional benefits
- Provision of a school laptop
- Access to a workplace EAP for employee well being
- Cottage School fee discount of 25% pro-rata for staff

Child Safety

The Cottage School is committed to [safeguarding](#) and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the role prior to employment commencing.

This includes but is not limited to:

- a Registration to Work with Vulnerable People online status check
- personal identity verification and background checking
- verification of professional and other qualifications if relevant to their role
- an examination of history of child-related work
- reference checking that addresses suitability for the job and working with children and young people

The Cottage School is committed to the safety, wellbeing and protection of all students and children in our care. This commitment includes the provision of a safe and supportive learning environment for all students and requires all employees, volunteers and visitors to model and encourage exemplary behaviour that protects students from harm.