



6th October 2026

Dear Colleague,

Thank you for your interest in the **Assistant Principal 1 (Job ID 1546630) – Disability Inclusion** position at **Hoppers Crossing SC** commencing on 27th January, 2027 with a three-year tenure. Should you be interested **in this position at the** College, I have provided a range of materials that you should find of assistance in preparing your expression of interest. Following this letter, you will find a copy of:

1. The Role Description of all Learning Specialists
2. Specific Responsibilities for the **Assistant Principal - Disability Inclusion**
3. Key Selection Criteria

You may also find the following documents helpful in your efforts to obtain further information about the academic culture at the College which are all located on our Website.

[Hoppers Crossing Secondary College School Strategic Plan 2024-2028](#)
[2025 Annual Implementation Plan](#)
[College Student Wellbeing and Engagement Policy](#)
[College Teaching and Learning Framework](#)
[2024 Student Attitudes to School Survey](#)
[2024 Annual Report to the School Community](#)

Applications addressing the Key Selection Criteria, a curriculum vitae and the details of at least three referees should be submitted no later than 11:59pm Tuesday 20th October 2026 via School Jobs or emailed directly to me at (rod.kendall@education.vic.gov.au)

Please feel free to email me if you wish to have a tour of the College.

I wish you well in the selection process.

Regards,

Rod Kendall
Principal

POSITION DESCRIPTION: ASSISTANT PRINCIPAL – DISABILITY INCLUSION

TIME FRACTION: 1.0

TIME ALLOWANCE – All Principal Class Officers at HCSC are expected to have a teaching load.

ROLE DESCRIPTION:

The Assistant Principal reports directly to an Assistant Principal (AP3) and the principal.

Assistant principals have a primary responsibility for the management of significant areas or functions within the school to ensure the effective development, provision and evaluation of the school's education program. In exercising the responsibility, assistant principals will have the authority to make all significant decisions relating to the program, budget and staff relating to their area of designated responsibility within the framework of the school's strategic plan, policies and budget. Assistant principals will contribute to the overall management of the school through involvement in policy formulation and decision making.

The management of significant school program or functional areas in schools involve assistant principals in the analysis of the needs of students and the translation of state educational policy and frameworks into appropriate education programs to meet the needs of all students. Typically, assistant principals will be responsible for the effective use of the teaching staff and program budget of a defined area of the school's operation and for the oversight and leadership of the educational programs provided utilising these resources.

Hoppers Crossing Secondary College expects the Assistant Principal **Disability Inclusion** to lead the College in the implementation of the Disability Inclusion reforms in schools including overseeing the tiered approach to Disability and Inclusion and building staff capacity in this area.

RESPONSIBILITIES:

College Wide:

- In conjunction with the School Leadership Team lead the College in achieving targets set out in the current School Strategic Plan and Annual Implementation Plan.
- Articulate to all members of the school community how the College successfully implements the updated DE Framework for Improving Student Outcomes (FISO2.0)
- Lead the implementation of the HCSC Teaching and Learning Framework, with a focus on embedding the GANAG Common Instructional Model across the College and incorporating the consistent use of the High Impact Teaching Strategies (HITS).
- Support teaching and learning practices focusing on differentiated Writing strategies for staff to implement.
- To take a proactive approach in the monitoring and implementation enforcement of the Student Wellbeing and Engagement Policy.
- Build teacher capacity by providing coaching and support, for the use of proactive classroom management strategies within the context of our Student Wellbeing and Engagement Policy.
- To develop an understanding, through classroom observations and consultation with other teachers, of the most effective, evidence-based teaching practices in the College for improving student outcomes and facilitate sharing of these practices amongst staff.
- Inspire students and staff to develop a passion for learning as well as demonstrate and promote the notion of academic rigour and a growth mindset.

Position Specific:

- Lead, support and direct the day-to-day work of the Disability Inclusion (DI) Team.
- To ensure students with disability and additional needs are engaged in education and meeting their learning goals through working collaboratively with the school's leadership, wellbeing staff and allied health team. They also work collaboratively with services/teams outside school, which may include Health and Wellbeing Inclusion Workforces, liaising with Student Support Services key contacts and external therapists.
- To be an advocate and champion for students with disability and additional needs and work with school staff to implement strategies for supporting the education of these students.
- Support the school community with its responsibility in developing and implementing a curriculum that is inclusive of all students as per the new Disability Inclusion model.
- Support with managing the phasing out of the DET "Program for Students with Disabilities" and collaborate to support staff with understanding the new Disability Inclusion model.
- To provide relevant PD for staff around Disability and Inclusion as well as on the development of quality IEPs for students.
- Coordinate and prioritise Disability Inclusion Profiles (Tier 3).
- Oversee completion of all documentation required by the Department of Education on students
- To liaise with the Wellbeing Team to oversee the supports for students living in Out of Home Care (OoHC) including liaising with the DET 'Lookout' team as the 'Designated Teacher'
- To liaise with the Wellbeing Team to source relevant external agencies (e.g. DFFH, TAC, Youth Justice) as per individual student requirements.
- Coordinate Integration aide support, including:
 - the development of timetables for all ES staff & publishing these for all staff to view each Term, including secondary allocation during student absence.
 - providing information to teachers about students needing adjustments and additional support.
 - in class support for teaching aides
 - one to one or small group periods of instruction when necessary
 - provide relevant PD opportunities to teaching and ES staff
- Building teacher capacity with focus on teaching strategies and tier 2 and 3 supports
- Working in class to support teachers with teaching strategies and the development of Individual Education Plans
- Assisting staff to modify curriculum to meet the needs of Tier 2 & 3 students
- Coordinate and support the work of non-school based personnel (visiting teacher services, allied health professionals, etc.).
- Coordinate and participate in Student Support Group Meetings across the college.
- Liaise with other Personnel Services and Resources (S.W.C., Community Services, etc.) as required.
- Coordinate the implementation of the Department of Education MARRUNG program including liaising with the KESO (Koorie Engagement Support Officer)
- Oversee the Koorie education program and support Koorie students in conjunction with the KESO and Koorie Education Manager and Co-ordinators.
- Lead SSGs for First Nations students (*Need to use "First Nations" as many of our students are not "Koorie" and this is not the correct reference for them.

- Oversee the submission and distribution of State School Relief applications including computers, textbooks, calculators and uniform items.
- Prepare, lead and participate in DIP Parent Meetings, Year Level Coordinators and relevant experts.
- Collecting the relevant information for any student who has been identified as potentially being included in the DIP process.
- Support the implementation of the Language Support Program at the College including;
 - Collaborating with the referral process
 - Working in class to support teachers with adjustments/teaching strategies
 - Meet with staff within the LSP for updates and progress on students
 - Identify additional supports for LSP for greater impact, including seeking parent/carer consent
- Promotion of college wide events related to DI and supporting wellbeing.

Other Duties

- Attend and participate in Leading Teacher/Learning Specialist meetings.
- Attend and participate in Sub-school meetings for dissemination of relevant information
- Represent the College at community events as requested including the Sub-School Mid-Year Honours Evenings, the Annual College Awards Night and aligned Information Evenings and events.
- Attend School Council and provide DI report.
- Conduct College tours and attend Open Days.
- To act as a Leader for the management of staff Performance and Development Plans.
- Attend and support all after hours events for the Sub-Schools (where appropriate).
- Coordinate, promote, set up events and obtain parent/carer consent for child(ren) to attend relevant incursions & excursions, such as iCan mentoring, Autism (what is the event they attend at MCEC), Koorie events etc.
- Participate in the School Operations Group Meetings.
- Any other duties as directed by the Principal.

Membership of:

- School Improvement Teams (SIT) where appropriate
- School Operations Group (SOG)
- Curriculum Committee
- Attend College Council
- Accountability Subcommittee of School Council
- Policies Subcommittee of School Council

Any other duties as directed by the Principal.

KEY SELECTION CRITERIA:

Applicants are requested to present a written response to the key selection criteria below:

SC1: Educational Leadership

Outstanding capacity to provide educational leadership that places student learning, wellbeing, engagement and inclusion at the centre of whole-school improvement.

Highly developed skills in leading and managing change, building staff capability and establishing consistent whole-school approaches.

SC2: Financial, Managerial and Administrative Ability

Outstanding organisational, managerial and resource management skills, with the capacity to manage complex student matters, competing priorities and operational demands.

SC3: Planning, Policy and Program Development and Review

Demonstrated capacity to develop, implement and evaluate programs and interventions including department policies and processes that improve student wellbeing, engagement, inclusion, behaviour and learning outcomes, child safety and attendance.

Demonstrated capacity to use student wellbeing, engagement and learning data to inform planning and whole-school improvement.

SC4: Leadership of Staff and Students

Demonstrated capacity to lead, develop and embed whole-school approaches to student regulation and re-engagement, building staff capability and ensuring consistent practices that support students to successfully participate in learning.

SC5: Interpersonal and Communication Skills

Highly developed interpersonal and communication skills, with the capacity to build positive and productive relationships with students, staff, families and external professionals.

SC6: Demonstrated ability to fulfill the position description as Disability Inclusion Assistant Principal.