



## Position Description

Title: **LEARNING DIVERSITY LEADER COBBLEBANK CAMPUS**  
Responsible to: **PRINCIPAL**  
Report to: **DEPUTY PRINCIPAL – HEAD OF COBBLEBANK CAMPUS**  
*(for professional conduct and pastoral care matters)*  
**DEPUTY PRINCIPAL LEARNING AND TEACHING**  
*(for learning and teaching matters)*

## REMUNERATION & TIME ALLOWANCE

Position of Leadership Allowance: POL 2  
Tenure: Three years with a possible further three years upon successful appraisal  
Time Allowance: 14 periods per cycle

The Learning Diversity Leader is expected to commit to the Catholic Ethos of the College and carry out the role in a manner that reflects the vision and values articulated in the College Mission Statement in accordance with the College Strategic Plan and the School Improvement Plan.

STATEMENT OF DUTIES	
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"><li>• Demonstrate an understanding of the ethos of a Catholic school and its mission.</li><li>• Demonstrate understanding of the Church's teachings and the Catholic staff member's role in the mission of the Church.</li><li>• Demonstrate capacity to instil in students respect for each other by modelling the teachings of Jesus Christ.</li></ul>
<b>Child Safety</b>	<ul style="list-style-type: none"><li>• Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety.</li><li>• Assist in the provision of a child-safe environment for students.</li><li>• Demonstrate duty of care to students in relation to their physical and mental wellbeing.</li></ul>
<b>Contemporary Teaching</b>	<ul style="list-style-type: none"><li>• Work with the Director of Learning Diversity to contribute to and implement a strategic plan that supports the vision for Learning Diversity.</li><li>• Work with the Director of Learning Diversity to implement a vision for Learning Diversity at the College.</li><li>• Support and enact the vision of the College – 12 months of growth in 12 months of learning.</li></ul>

## STATEMENT OF DUTIES

- Lead by offering a solution-focused coaching model to staff.
- Support and guide teachers in contemporary pedagogical practice, learning adjustment, development of teaching and learning programs, development of assessment programs and the establishment of innovative curriculum.
- Assist classroom teachers in the development of best teaching practices and implementation of programs that improve student performance and learning outcomes.
- Model the development of a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs.
- Understand and adhere to State and National course requirements, including the standards of professional practice – Australian Standards of Teaching, the CECV and the NCCD guidelines.
- Enact State and National course requirements via College UbD documentation.
- Embrace the use of information and communications technologies to enhance the teaching of teachers and the learning of both staff and students.
- Have knowledge of and lead discussions in learning progressions.
- Support the Director of Learning Diversity by conducting PSG interviews.
- Participate in targeted literacy and numeracy classroom support.
- Assist the Director of Learning Diversity in coordinating referrals to outside specialist providers (for example speech therapists) for testing when required.
- Collaborate and liaise with external providers and specialists about student pathways, support required and goal setting, for example, TAC, Psychologists and Occupational Therapists.
- Conduct testing and assessments for additional needs students.
- Liaise with College wellbeing staff in relation to specific students and referrals for psycho-educational assessments.
- Collaborate with the Learning Diversity Director to prepare Nationally Consistent Collection of Data (NCCD) funding applications to support students with learning needs and disabilities and the subsequent annual reporting.
- Develop an increased awareness of new directions in funding arrangements with respect to NCCD on school students with disabilities.
- Assist the Learning Adjustment Leaders – NCCD leader in supporting staff who experience difficulties in completing data entries.
- Assist with the transition of students into the College, particularly those with identified learning needs.
- Support staff in their knowledge and understanding of the disability standards and the impact this has in supporting the learning and teaching of students.

## STATEMENT OF DUTIES

	<ul style="list-style-type: none"><li>• Provide regular and ongoing communication with parents of students involved with Learning Diversity inclusive of conducting Program Support Group meetings.</li><li>• Assist in preparing and distributing confidential student information to be distributed to the teaching staff team for your Houses.</li><li>• Provide additional pastoral requirements for extensive students in your House.</li><li>• In conjunction with the Learning adjustment leaders, regularly update data on all Learning Diversity Centre students.</li><li>• Participate in regular meetings with the Learning Adjustment Leader across both campuses to ensure consistency of approach to supporting the needs of both staff and students.</li><li>• Work collaboratively with the Learning Diversity team of both campuses and teaching staff to ensure consistent approaches to data collection and assessment and reporting.</li></ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"><li>• Have current knowledge of data requirements to ensure funding levels reflect the needs of students.</li><li>• Commit to ongoing professional development in your learning area.</li><li>• Be open to researching areas of interest relevant to directions provided in the school's strategic plan.</li><li>• Participate in the staff appraisal process as required.</li><li>• Be an active member of a relevant professional association as duties permit.</li><li>• Support collegial learning by acting as a mentor or supervising and supporting a student teacher.</li></ul>
<b>Professional Development</b>	<ul style="list-style-type: none"><li>• Have current knowledge of curriculum initiatives in your teaching areas.</li><li>• Commit to ongoing professional development in your teaching areas.</li><li>• Be open to researching areas of interest relevant to directions provided in the College's strategic plan.</li><li>• Continue development of ICT skills as technologies evolve.</li><li>• Participate in the staff appraisal process via ARM.</li><li>• Be an active member of a relevant professional association as duties permit.</li><li>• Support collegial learning by acting as a mentor or supervising and supporting a student teacher after consultation with Domain leaders.</li></ul>
<b>Co-Curricular Involvement</b>	<ul style="list-style-type: none"><li>• Support and be involved in the co-curricular program.</li><li>• Proactively encourage students to participate in co-curricular activities.</li><li>• Act as a role model for participating students.</li><li>• Create and maintain a safe environment in which students may enjoy their participation.</li></ul>

STATEMENT OF DUTIES	
	<ul style="list-style-type: none"> <li>• Oversee the provision and care of the relevant equipment materials and first aid requirements.</li> </ul>
<b>General and Administrative Duties</b>	<ul style="list-style-type: none"> <li>• Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures.</li> <li>• Maintain currency of first aid, mandatory reporting and anaphylaxis training.</li> <li>• Demonstrate duty of care to students in relation to physical and mental wellbeing.</li> <li>• Attend all relevant school meetings and after-school services/assemblies, sporting events, mass, community and faith days as well as professional learning opportunities.</li> <li>• Participate in duty supervision as rostered and other supervision duties when required.</li> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Uphold the professional standards expected of a teacher.</li> <li>• Assist in the Special Exam and SEAS application process for students in your House.</li> <li>• Other duties as directed by the Principal.</li> </ul>

SELECTION CRITERIA	
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated capacity to model the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to instil in staff and students respect for each other by modelling the teachings of Jesus Christ.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Experience working with children.</li> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting and reportable conduct).</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>
<b>Education and Experience</b>	<ul style="list-style-type: none"> <li>• Teaching qualifications preferred</li> <li>• Relevant qualifications in the area of students with special needs.</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation).</li> <li>• Current Victorian Institute of Teaching (VIT) registration.</li> </ul>
<b>Learning and Teaching</b>	<ul style="list-style-type: none"> <li>• Demonstrated understanding of Restorative Practice.</li> <li>• Demonstrated experience in using ICT.</li> </ul>

**SELECTION CRITERIA**

	<ul style="list-style-type: none"><li>• Demonstrated capacity to contribute to the strategic thinking, planning, and delivery of the School Improvement Plan.</li><li>• Demonstrated passion for learning and ability to share this with others.</li></ul>
<b>Skills/Attributes</b>	<ul style="list-style-type: none"><li>• Ability to work as part of a team – highly relational.</li><li>• Outstanding oral and written communication skills, including the ability to communicate with children, parents and the wider school community.</li><li>• Self-motivated and confident with an ability to build capacity in others.</li><li>• Ability and willingness to accept policy directives.</li><li>• Highly effective time management skills.</li></ul>