



Position Description

Title: **LEARNING DIVERSITY LEADER MELTON CAMPUS**

Responsible to: Principal

Report to: Deputy Principal - Operations, Staffing, and Strategic Intent (*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	
Commitment to Catholic Education	<ul style="list-style-type: none">• Demonstrate an understanding of the ethos of a Catholic school and its mission.• Demonstrate understanding of the Church's teachings and the Catholic staff member's role in the mission of the Church.• Demonstrate capacity to instil in students respect for each other by modelling the teachings of Jesus Christ.
Child Safety	<ul style="list-style-type: none">• 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.• Assist in the provision of a child-safe environment for students.• Demonstrate duty of care to students in relation to their physical and mental wellbeing.
Contemporary Teaching	<ul style="list-style-type: none">• Work with the Director of Learning Diversity to contribute to and implement a strategic plan that supports the vision for Learning Diversity.• Work with the Director of Learning Diversity to implement a vision for Learning Diversity at the College.• Support and enact the vision of the College – 12 months of growth in 12 months of learning.

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

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

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

SELECTION CRITERIA

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