



St Leonard's College

An education for life.

Teaching Staff Position of Responsibility

Position Title:	Head of Learning Enhancement
Dated:	August 2024
Reports To:	Director of Pedagogy
Prepared By:	Director of People and Culture

Position Purpose

The Head of Learning Enhancement aims to develop, in conjunction with the Academic Directorate, a culture of learning for all students of the College from Prep to Year 12. The Head of Learning Enhancement manages a team of Learning Enhancement Teachers and Learning Enhancement Assistants across the College who work with teachers to effectively differentiate learning for all students; work with students to directly support learning needs; and consult with parents and carers to ensure support provided allows students to grow and achieve to their potential.

The Head of Learning Enhancement will work with staff, families and students with a particular focus on those students who have a diagnosed and/or imputed disability and require additional and reasonable teaching and learning adjustments (and special provisions) in a mainstream setting.

Position Status

This is a full-time position, commencing Friday 24 January 2025, the new staff induction day.

While the teaching component of this role is permanent, the Head of Learning position is a tenured position for up to three years.

The position attracts several monetary responsibility points and an appropriate teaching load. These are set out in the individual contract.

At the conclusion of the tenured period, the College reserves the right to readvertise the role.

Skills and Qualifications

- Masters in Special Education or equivalent
- Teaching qualifications in any field
- Experience in developing individual educational interventions
- Some expertise in literacy and/or numeracy instructional methods
- Demonstrated understanding of primary and secondary educational structures and pathways

Essential Requirements

- Highly organised and efficient administrator
- Capable, fluent and empathetic communicator and team manager

- Proven ability to meet the individual learning needs of every student regardless of their ability
- Proven ability to work collaboratively with a team of staff across the College in order to meet student needs
- Skilled at providing innovative and purposeful individual learning experiences
- Up to date with current research and government funding requirements in the field of learning support and disability legislation
- Flexible with shifting priorities
- Able to use technology for the benefit of individualised learning programs.

Specific Tasks

- Referral to outside specialist providers (for example speech therapists) for testing and follow-up as required
- Analyse data from baseline testing (such as NAPLAN, AAS, DIBELS, COST Spelling etc.) and work with Learning Enhancement Teachers and the general teaching staff to implement strategies based on this evidence
- Attend and assist in the management of Baseline Testing sessions
- Assist in the management of Special Provisions for formal assessments, working with the Head of Curriculum (Years 5-9) and the VCE and IBDP Coordinators
- Liaising with College psychologists in relation to specific students and referrals for psycho-educational assessments
- Preparation of funding applications to support students with disabilities
- Managing and compiling the annual NCCD list, ensuring evidence is up to date and filed appropriately
- Managing, and assisting with the preparation of special provision applications for VCAA and/or IBDP for individual students
- Understanding of new directions in the identification of students with learning needs and the implications for the allocation of resources
- Liaising with Heads of Learning and individual teachers on the particular learning needs of students engaged with Learning Enhancement
- Liaise with College Registrar about availability and access to support, including meeting parents of prospective students to explain the support systems at the College
- In conjunction with the Director of Pedagogy, identify necessary professional learning for Learning Enhancement staff (in particular), and teaching staff more broadly
- Facilitate professional learning for teaching staff on common learning difficulties and relevant classroom strategies
- Regular and ongoing consultation with parents of students involved with Learning Enhancement
- Oversee the allocation to classes of Learning Enhancement Assistants and Integration Aides
- Ensure Learning Enhancement Teachers and Learning Enhancement Assistants are given clear roles and goals

- Monitor the development, communication and implementation of Individual Education Plans and Student Profiles for identified students
- Assist with the transition of students into the College, particularly those with identified learning needs
- Prepare and manage the preparation of confidential student information to be disseminated to the teaching staff team
- In collaboration with the Academic Directorate, utilise data to target interventions and programs at the class or year level
- Establish and oversee partnerships with external Learning Enhancement providers and organisations
- Maintain up-to-date and relevant data on Synergetic, STL Link, and relevant College databases
- Lead and manage the Learning Enhancement team and the department budget
- Oversee and manage Learning Enhancement Teachers in their organisation and delivery of PSG (Parent Support Group) meetings for targeted students
- Ensure records are kept of all meetings with parents; correspondence with parents and outside support; decisions regarding support; and follow-up undertaken
- Monitor and facilitate that all teachers implement and document strategies they have undertaken to support students requiring learning accommodations and adjustments (NCCD Evidence)
- Take responsibility for and deliver specific and regular Learning Enhancement lessons for targeted students (for example, a literacy lesson)
- Any other tasks as deemed appropriate.

Qualifications and Experience

It is a condition of employment that all staff provide a current Employee Working with Children Check or VIT before their position will be confirmed. A Criminal Record check may also be requested in certain circumstances.

For Teachers at the College, a tertiary qualification in Education is required as a minimum.

For General Staff at the College, appropriate qualifications or experience for the specific role is a requirement.

Child Safe Responsibilities and Requirements

St Leonard's College has zero tolerance for child abuse.

St Leonard's College is committed to the safety and wellbeing of our students.

All employees are required to have a positive history of working with children, and be able to demonstrate their suitability, experience and attributes in relation to child safety.

Prior to commencing employment information will be collected in order to establish suitability for child-connected work as defined in Ministerial Order 1359.

Everyone working at St Leonard's College is responsible for the care and protection of the children and

young people within our care and reporting of information about suspected child abuse. This includes not only a strong belief but also a legal requirement to comply with the child safety and protection obligations under Ministerial Order No. 1359, and a strong commitment to be actively engaged in the College's child safe culture.

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Be responsible for understanding and applying the College's Child Safe Policy including being compliant with the Child Safe Code of Conduct and being proactive in reporting any concerns or identified risk, and will be required to read and formally acknowledge their acceptance of the school's Code of Conduct for staff
- Take all reasonable steps to protect children from abuse
- Report any reasonable belief that a child's safety is at risk to the Principal or delegate
- Teachers, nurses and psychologists fulfil their obligations as mandatory reporters
- Report any suspicion that a child's safety may be at risk to their supervisor (or, if their supervisor is involved in the suspicion, to the Principal or delegate)
- Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children
- Promote the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds
- Promote the safety, participation and empowerment of children with a disability
- Provide an environment that is supportive of all children's emotional and physical safety

General Responsibilities

All staff are to be supportive of the St Leonard's College Mission Statement and to enhance the school's reputation as one which is a warm and caring environment, characterised by efficiency, professionalism and a willingness to meet the individual needs of those within its community.

This position is covered by the conditions stipulated in the *St Leonard's College Agreement 2020*, and any subsequent Agreement.

- The College:
 - is an equal opportunity employer;
 - complies with the requirements of the Privacy Act;
 - has a strong commitment to Health, Safety and Wellbeing;
 - will not tolerate harassment of any kind.
- College Standards - all staff are expected to actively support the following standards:
 - Communication – effective, helpful and positive;
 - Confidentiality – Protect the privacy and confidentiality of all personal information (staff/families/students);
 - Teamwork – work together as a team to achieve the best results. Share information and collaborate across all sections of the College; trust, respect and support;
 - Accountability – we do our work with honesty, integrity and enthusiasm;
 - Performance – we perform to the best of our ability;

- Initiative – looking for opportunities to improve the way we work; flexible, adaptable and efficient.