



ST EDMUND'S COLLEGE
CANBERRA · EST 1954

Head of Diverse Learning

ROLE PURPOSE

The Head of Diverse Learning is responsible to the Assistant Principal Teaching and Learning for the effective overall development of College policies and practices relating to the support of students with diverse learning needs. Key areas of responsibility include:

- Leading a whole school approach to best practice intervention strategies based on a three tiered model that matches instruction to need, for improved student outcomes.
- Ensuring that the intervention model of support is well documented and that all relevant College policies and procedures are presented in a clear and consistent manner.
- Developing and extending teachers' understanding of best practice in differentiation through training, modelling and team teaching.
- Creating individual plans for students with diverse learning needs and identifying, monitoring and documenting the adjustments required by, and provided to these students.
- Managing the administrative requirements of a faculty and effectively supervising staff.

The Head of Diverse Learning is a senior teacher, administrator and leader, and in this capacity is expected to be an excellent teacher and role model for other teachers and staff. They are also required to support the Vision and Mission of the College as a Catholic school in the tradition of Edmund Rice.

KEY RELATIONSHIPS

- Principal
- Deputy Principal
- Director of Business Services
- Assistant Principal Teaching and Learning
- Head of Junior School
- Heads of Faculty
- Teachers

SPECIFIC RESPONSIBILITIES

The Head of Diverse Learning is appointed by the Principal. The responsibilities of the role are determined by the Principal and Assistant Principal Teaching and Learning.

Faculty Organisation and Management

Taking ownership and / or allocation of the following roles within the faculty:

- Identification and programing for students with diverse learning needs
 - Literacy and Numeracy Intervention programs (eg quicksmart, MacqLit)
 - Indigenous support programs
 - EAL/D support programs
 - Structured social skills support programs
 - Recording and reporting of National Consistent Collection of Data (NCCD)
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- Providing effective leadership and supervision of staff leading the programs listed above and the team of Teacher Assistants.
 - Providing effective leadership to all teaching and support staff within the faculty.
 - Mentoring beginning teachers and LSA's assigned to the Faculty.
 - Holding regular faculty meetings.
 - Maintaining Faculty records for five years.
 - Promptly disseminating information provided through the Teaching and Learning Committee to the Faculty.

Student support

- Identify students that may require extension or additional learning support through; school consultation, data analysis, diagnostic reports, assessments, enrolment meetings and other referrals.
- Utilise information from diagnostic testing to inform teaching and learning programs.
- Coordinate the development of Personalised Plans in consultation with other support staff and parents.
- Oversee the process that allows provisions for students for timed assessments and additional working time throughout the year.
- Collaborate with key College Staff, Teachers and Teachers Assistants in developing health care plans, transition plans, behaviour management plans and access plans for students with diverse learning needs
- Liaise with Psychologists, Counsellors and other relevant professionals in regard to testing to ascertain/ determine a student's ability as well as liaising about issues related to the student's well-being.
- Liaising with Heads of House on the academic and pastoral aspects of students.
- Liaising with the coordinator of the Tutoring program to ensure that the support provided to students with diverse learning needs is coordinated and effective.
- Ensuring that formal meetings are held with parents of students with individual learning plans regularly.

Staff support

- Creating and implementing a professional development program that empowers teachers to effectively differentiate the curriculum for students with diverse learning needs
- Provide and contribute to Professional Learning for Teachers and Teachers Assistants that provide for positive educational outcomes for students requiring extension or other additional needs.
- Oversee the development of relevant College guidelines, support structures and initiatives to facilitate the inclusion of students with diverse needs.
- Oversee processes and support teachers to develop, modify and implement programs and adjustments to meet the needs of identified students.
- Maintain an information database of students requiring support and track data annually.
- Oversee the development and dissemination of student profiles to staff.
- Allocate Teacher Assistant support and advise Teachers on how to work with support staff effectively.

Financial management

- Managing the annual budget for recurrent and capital expenditure
- Maintaining control over the items of the College Assets Register issued to the Faculty
- Where necessary for the functioning of the Faculty, maintaining a ledger for the purchase and use of consumable materials.

Additional responsibilities

- Deliver a Coordinator Level 1 teaching load as determined by the Assistant Principal Teaching and Learning.
- Be an active member of the College's Teaching and Learning Committee;
- Represent the College as requested by the Principal; and,
- Perform additional duties outside of the scope of this document, including work outside of normal College hours or during school holidays where necessary.

SELECTION CRITERIA

- An active commitment to the Catholic Church and prepared to commit to the Charter and Touchstones for Catholic Schools in the Edmund Rice Tradition.
- An experienced and successful teacher who has an excellent understanding of best practice differentiation strategies for students with diverse needs including Gifted and Talented students and students with disabilities.
- Ability to develop an innovative and creative vision for the faculty and implement a plan to achieve that vision.
- Proven ability to manage, support, motivate and inspire staff within the Faculty to perform their duties to the best of their ability as well as an ability to inspire all teaching staff to provide learning experiences that cater for students with diverse learning needs.
- An ability to develop and maintain positive relationships with students, parents and colleagues.
- Strong verbal and written communication skills.
- A deep care for and commitment to the wellbeing of boys and their educational success.
- Appropriate qualifications and/or experience of working with students with diverse learning needs.

CONDITIONS OF EMPLOYMENT INCLUDE:

- The conditions of employment will be those of the Teachers (Daramalan College, Marist College Canberra, and St Edmund's College Canberra) Enterprise Agreement 2018-2020 and subsequent Agreements.
- A fixed term Coordinator Level 1 appointment of three years to be reviewed in the third year with the possibility of a further three year tenure.
- Release from teaching as approved by the Assistant Principal Teaching and Learning.
- Involvement in the College co-curricular program in accordance with the College's Teacher Role Description.

SPECIFIC REQUIREMENTS

- Working with Vulnerable People
- First Aid Provider and CPR training
- Registration as a teacher with the ACT Teacher Quality Institute (TQI)