



ROLE DESCRIPTION

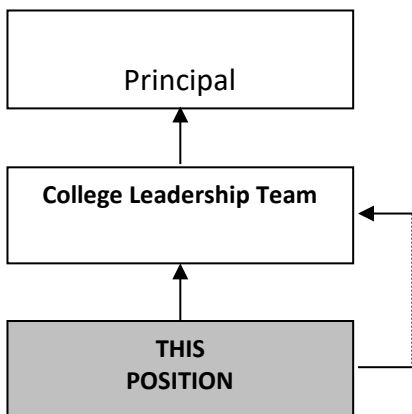
1. POSITION IDENTIFICATION

2019

SECTION :	Teaching
POSITION :	HEAD OF LEARNING SUPPORT (SECONDARY)

2. POSITION RELATIONSHIPS

Responsible to:



Key Working Relationships:

- Principal
- Deputy Principal Curriculum
- Deputy Principal Pastoral Care
- Heads of House
- Heads of Learning Area
- Community Transition Officer
- Community Engagement Officer
- ATA's
- Classroom Teachers

3. PURPOSE OF THE POSITION:

The role of the Head of Learning Support is to support the mission of the College through leadership of the teaching and learning support programs; to ensure that the unique needs of students who require additional support for learning are met; and to enhance the capacity of classroom teachers to differentiate and adjust the curriculum to meet the needs of these students. This role has an excellent understanding of the unique educational challenges facing Aboriginal and Torres Strait Islander culture and is culturally appropriate in assisting our Aboriginal and Torres Strait Islander students.

The Head of Learning Support assists in implementing the College philosophy and modelling and supporting the goals of the College Mission and Strategic Plan. It is an expectation that this position will support the vision and goals of the College as a learning community and to participate in ongoing professional development and learning.

4. CORE RESPONSIBILITIES:

In General

- Be a member of the Learning and Teaching
- Support teachers in their classroom differentiation of curriculum and provide regular professional learning opportunities for teaching staff

Specifically, there are two focus areas:

4.1 Academic Care Learning Needs Focus - Leads a coordinated approach for students with learning needs.

- Maintain regular formal meetings and manage Aboriginal Teacher Assistants and Teacher Assistants to facilitate effective running of area.
- Develop timetables for Aboriginal Teacher Assistant in consultation with the Deputy Principal Curriculum
- Support teachers in assessing and monitoring the progress of underachieving students, particularly in the areas of literacy and numeracy in consultation with the Deputy Principal of Curriculum
- Assist secondary teachers and teams with the planning, preparation and delivery of effective teaching and learning programmes for identified students with a particular emphasis upon literacy and numeracy in consultation with Heads of Learning Area
- Prepare, monitor and review CAPs and IEPs of all students.
- Maintaining a high level of knowledge regarding special education issues through CEWA.
- Collect and maintain records of student tests and completed CAPs for academic tracking. Storing on SEQTA where appropriate
- Attends IEP meetings
- Liaise with and support staff in the implementation of CAPs and curriculum differentiation for non-funded Students with Learning Difficulties.
- Assist teaching staff to adjust assessments and tests effectively.
- Provide and deliver PD on supporting Students with Learning Needs.
- Oversee Nationally Consistent Collection of Data on School Students with Disability (NCCD).
- Instigate, develop and implement approaches to any new cases or NCCD students.
- Provide assistance in supporting students identified for small group arrangements in tests and examinations.
- With the assistance of the Deputy Principal Curriculum liaise and oversee the learning issues transaction of incoming Year 7 students. E.g. school visits.
- Coordinate the NAPLAN/OLNA strategies for students at RISK.
- With the Heads of Learning Area's coordinate special assessment provisions Yr. 7 to 12 (e.g. examinations)
- Responsible for seeking external funding opportunities (e.g. Literacy, Indigenous, students at RISK)
- Support students in the Course 3 pathway with social emotional needs as well as academic so that students are school ready.
- Work with SST to coordinate the case management of and plan implementation for students in Course 3.
- Work closely with the Community Engagement Officer to support all teachers working with Course 3 students.
- Work closely with the Community Transition Officer to support Residential College students in Course 3 to transition to school and be school ready.

- Any other duties as direct by the Principal.

5. POSITION EXPERIENCE AND SKILLS REQUIREMENT PROFILE:

- Be an outstanding educator with a vision for achieving better outcomes for students
- Clearly exhibit leadership characteristics including competence, intrinsic motivation, vision, integrity and diligence.
- Model and maintain the Catholic ethos and traditions of the College
- Have highly developed organisational and interpersonal skills
- Possess ability to be a proactive and collaborative member of a team
- Be prepared to participate in Co-curricular activities (Teaching)
- Model and maintain the Catholic ethos and traditions of the College
- A warm, welcoming and friendly disposition
- Maintain a high standard of confidentiality in all matters

- A demonstrated capacity to lead in at least one of the two Key Responsibility focus areas of Academic Care and Academic Extension & Enhancement
- Relevant teaching qualification and/or experience