



Position Description

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| <b>Position Title</b>        | Learning Diversity Leader (Years 7-12) |
| <b>Reports to (Position)</b> | Head of Wellbeing / Head of School     |
| <b>Location</b>              | Mount Eliza, Mornington Peninsula      |
| <b>Employment Status</b>     | Full Time / Ongoing                    |

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|--|---|
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This Position Description is a summary of the core responsibilities and expectations of the Learning Diversity Leader (7-12). The incumbent may be directed to perform other functions to support the organisation to achieve its objectives.

### 1. Organisational Profile

Peninsula Grammar School (PGS) is a coeducational school of excellence, which fosters the full and balanced development of each child. In caring for students and their learning, we encourage them to take up life's challenges both at the School and beyond. The School values the uniqueness of every child and

The Principal is the Chief Executive Officer of the School. The Principal leads the Schools Leadership Team, the members of which play a significant role in developing, implementing, and evaluating School policy. Ultimately the responsibility for the leadership and management of the School rests with the Principal.

All employees of Peninsula Grammar have a responsibility to:

- Reflect and nurture the aims and philosophy of the School in the course of their work
- Through the example displayed in their approach to their work, energise fellow staff, students and parent by fostering quality relationships and community development
- Provide effective role modelling using appropriate conflict resolution and negotiation skills
- Maintain strict confidentiality and support for the School
- Maintain professional competence and current knowledge in educational trends
- Maintain a client-centred approach to all aspects of their work.

Employees are appointed by and act under the direction of the Principal, through the School Leadership Team. The appointee to this position will be required to participate in a regular performance review in accordance with the School Professional Review and Development Program.

PGS is committed to promoting diversity and inclusion at the workplace and expects employees to consistently demonstrate its values through the quality of their work performance and conduct.

### 2. Position Objective

The Learning Diversity Leader (7-12) is responsible for promoting an inclusive educational environment through leadership, coordination, oversight, and monitoring of students with additional learning needs.



This will include leading a committed team of assistants, teachers and Department Heads from Years 7-12 in planning and coordinating the delivery of additional support and intervention programs for students identified as requiring additional support.

### 3. Key Stakeholders

#### Internal

- Principal
- Head and Deputy Heads of Junior, Middle, Pre-Senior and Senior School
- Head of Department
- Teaching Staff
- Students

#### External

- Parents and Families
- Members of the School Community
- External Providers

### 4. Role & Responsibilities

1. Work collaboratively with the School Executive, Head of Wellbeing and the Learning and Teaching Team to identify strategic learning and teaching priorities for the School and for the Learning Diversity Team.
2. Promote an inclusive educational environment, through the coordination, oversight and monitoring of students with additional needs and disability.
3. Collaborate with the School Executive, Head of Wellbeing and Heads of School, in determining appropriate allocation of support and resources within the annual budget and funding parameters, to support all students with additional needs.
4. Collect, collate, and analyse assessment data and relevant information to provide the classroom teacher with guidance and support in differentiating lessons.
5. Provide appropriate advice on all matters related to State and Federal legislation which is relevant to students with additional needs.
6. Collaborate with Head of Wellbeing to lead the identification, moderation and submission of the School's annual NCCD data.
7. Provide support to teachers in locating and adjusting curriculum based on Individualised Learning Plans.
8. Provide and contribute to the Professional Learning of teachers which results in their use of strategies for positive educational outcomes for students with additional needs.
9. Work with the Learning Diversity team to develop to develop goals for improving students' learning outcomes for all students requiring additional support as highlighted on the NCCD database. Promote professional dialogue, reflective practice and collaboration centred around the School Strategic Plan.



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10. Provide regular professional development opportunities to staff and the wider School community on both differentiation within the classroom and supporting the individual students.
11. Be innovative and creative in thought and remain abreast of current educational and leadership research, especially around delivery for students with specific learning needs and share this with the team.
12. Oversee the creation and improvement of scoped and sequenced innovative teaching programs that will support students with specific learning needs (from both a support and academic extension perspective). This includes literacy support and numeracy support.
13. modification or extension of resources, teaching strategies and appropriate learning and teaching arrangements (withdrawal, small group or intensive short-term instruction), according to individual learning needs.
14. Oversee the administration of NAPLAN and VCAA Special Provision applications and modified exams and assessments for students on ILPs.
15. Oversee reporting requirements for students accessing Learning Diversity support. Provide summary reports on a termly basis to the Executive team.
16. Lead the development and implementation of programs and initiatives for both the students with identified additional learning needs.
17. Represent the School in appropriate networks and outside organisations and circulate information and resources as appropriate.
18. Conduct induction, probation, goal setting, development, review and performance improvement with Years 7-12 learning diversity staff line with the school's policies and expectations, and follow up with staff as appropriate
19. Participate in regular meetings of the Learning Diversity Team.
20. Provide regular and timely professional learning for staff, as necessary.
21. Support and develop respectful collaborative relationships with parents ensuring that they are informed and involved in supporting their children within the learning diversity department.

Child Safety

- Ensure adherence to all student safety standards and mandatory reporting requirements.
- Attend training to maintain compliance with all child safety legislation, standards, and regulations.
- Complete all mandatory training in a timely manner.
- Escalate and report all matters related to student safety immediately.

**4. Qualifications, Registrations and Experience**

Qualifications & Registrations

- Post-graduate academic qualification in special education preferred
- Experience working in Secondary years learning support
- Knowledge of and experience in differentiated learning programs
- Knowledge of and experience in the application of digital technologies to support individual needs



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- Ability to lead a team of support staff, including timetabling to support learning.
- Effective management and administration skills
- Knowledge of Individual Needs/Support funding arrangements (NCCD/DDA)
- Knowledge of, and ability to apply, measure of accountability students with individual needs
- Current First Aid – HLTAID011

Experience

- Minimum of 5 years' experience in a similar role
- Proven ability to work with stakeholder groups to complete required tasks across varied contexts
- Confident in working autonomously and in a team setting to produce quality outcomes
- Ability to multi-task and manage time effectively to deliver on priorities

**5. Attributes**

The following attributes will be relevant to support the incumbent in performing this role:

- Strong personal commitment and passion for the education of students with additional learning support needs.
- Excellent interpersonal and communication skills.
- Patient, supportive and encouraging nature combined with a strong work ethic and ability to be firm and assertive when needed.
- Approachable and sensitive to student needs, able to build confidence and encourage trusted working relationships
- Committed to uphold the vision and values of Peninsula Grammar
- Genuine interest in the School, students, and families in the School Community

**6. Additional Information and Special Conditions**

- As a member of the School staff, the incumbent is committed to the Mission and Values of the School.
- In all matters concerning employment, this position is ultimately responsible to the Principal. However, for practical purposes, these functions are delegated to the Head of Wellbeing and Heads of School. In its day-to-day duties, the role will be responsive to the needs of the School.
- Work attendance outside of ordinary school hours is required where directed to support events, functions, and programs (including camps and co-curricular program).



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• Core Demands

| <b>PHYSICAL DEMAND</b>            | <b>RARELY<br/>&lt;15%</b> | <b>OCCASIONALLY<br/>15-30%</b> | <b>REGULARLY<br/>30-85%</b> | <b>FREQUENTLY<br/>&gt;85%</b> |
|-----------------------------------|---------------------------|--------------------------------|-----------------------------|-------------------------------|
| Sitting                           | <input type="checkbox"/>  | X                              | <input type="checkbox"/>    | <input type="checkbox"/>      |
| Standing                          | <input type="checkbox"/>  | <input type="checkbox"/>       | X                           | <input type="checkbox"/>      |
| Walking                           | <input type="checkbox"/>  | <input type="checkbox"/>       | X                           | <input type="checkbox"/>      |
| Running                           | X                         | <input type="checkbox"/>       | <input type="checkbox"/>    | <input type="checkbox"/>      |
| Talking                           | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>    | X                             |
| Listening                         | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>    | X                             |
| Exposure to noise                 | <input type="checkbox"/>  | X                              | <input type="checkbox"/>    | <input type="checkbox"/>      |
| Climbing (steps / stairs)         | <input type="checkbox"/>  | X                              | <input type="checkbox"/>    | <input type="checkbox"/>      |
| Working from heights (>2metres)   | x                         | <input type="checkbox"/>       | <input type="checkbox"/>    | <input type="checkbox"/>      |
| <b>Manual handling (&gt;5kgs)</b> |                           |                                |                             |                               |
| Lifting                           | <input type="checkbox"/>  | X                              | <input type="checkbox"/>    | <input type="checkbox"/>      |
| Carrying                          | X                         | <input type="checkbox"/>       | <input type="checkbox"/>    | <input type="checkbox"/>      |
| Pushing                           | X                         | <input type="checkbox"/>       | <input type="checkbox"/>    | <input type="checkbox"/>      |
| Pulling                           | X                         | <input type="checkbox"/>       | <input type="checkbox"/>    | <input type="checkbox"/>      |