



# ST LAURENCE'S COLLEGE

*A Catholic College for boys in the Edmund Rice tradition*

## HEAD OF LEARNING SUPPORT

### Position Description

The Head of Learning Support is appointed by the Principal, is responsible to the Dean of Teaching & Learning, and operates within the parameters for Catholic Schools in the Edmund Rice Tradition as established by Edmund Rice Education Australia (EREA).

#### 1. Purpose of the Role

As a Curriculum Leader and member of the Curriculum Support Team, the Head of Learning Support helps ensure an optimal level of learning and support for students, teachers and families through leading, facilitating and coordinating specific programs within the College that offer additional targeted support to students with diverse learning needs. This group of learners includes but is not limited to:

- Students who have been verified with an educational adjustment profile (EAP)
- Students who have English as a second language (ESL)
- Students with learning difficulties
- Students with a disability
- Indigenous students
- Students who have experienced interrupted learning and require ongoing or periodic learning support.

The Head of Learning Support leads the whole school processes required for systemic reporting associated with the Nationally Consistent Collection of Data (NCCD).

The Head of Learning Support will comply with all EREA and College Policies, ensure that the Learning Support Program supports the College mission and ensure it operates within the parameters expressed in the Charter for Catholic Schools in the Edmund Rice Tradition.

#### 2. Key Responsibilities

The Head of Learning Support is responsible for:

- Leading the overall development, implementation and evaluation of the Learning Support Program.
- Leading the application of contemporary learning and teaching research and data analysis to classroom practice through modelling and supervision of staff engaged in the Learning Support Program.
- Monitoring improvement of teachers' professional practice in areas of identified need in conjunction with Senior Leadership.
- Induction of new staff within the Learning Support Program (or supervision of induction where it is undertaken by another experienced teacher).
- Developing systems and processes for the efficient collection of student background information (including processes prior to students' commencement at the College),

program modifications and in-class adjustments, to both inform practice and meet systemic compliance accountabilities (e.g. NCCD).

- Leading and managing a team of teacher aides.
- Pastoral care of staff engaged in Learning Support Program.
- Other appropriate duties as required by the Principal.

### **3. Attributes**

The Head of Learning Support will demonstrate the following:

- A clear vision of and support for the school's mission and its underlying values and ethos.
- Leadership capacity - a broad vision of holistic curriculum, initiative, perseverance, acceptance of responsibility, effective organisational skill, ability to engage in professional discourse and to communicate appropriately, and ability to foster cooperation and collegiality.
- Ability to relate professionally to other staff members so as to provide a role model of the successful classroom teacher and to challenge inappropriate teaching practice.
- An appropriate level of professional qualification both formal and informal and/or relevant experience, particularly in the areas of effective learning and teaching practice in relation to students with diverse learning needs.
- A thorough knowledge of all government policy documents relating to students with a disability including, Disability Discrimination Act (1992), and the Education Act – Disability Standards for Education (2005).
- Professional activity through membership of networks, professional associations and on-going professional development.

### **4. Typical Duties**

- Collaborating with other Curriculum Leaders, teaching staff and appropriate Senior Leadership personnel to review curriculum frameworks and plan future directions.
- Collaboration with Heads of Faculty to coordinate differentiated assessment, moderation and reporting programs, as well as the keeping of appropriate records.
- In collaboration with Curriculum Leaders and teaching staff, support student learning through negotiation, tracking and implementing adjustments in the classroom.
- Coordinate all aspects of special provisions for both internal and external testing.
- Manage and maintain all aspects of EAP and Verification processes.
- Manage and coordinate the collection of data for NCCD through appropriate systemic processes for all teaching staff.
- In conjunction with Pastoral Leaders and counsellors, identify strategies to cater for the pastoral needs of students receiving learning support.
- Keeping abreast of developments within the area of responsibility through on-going professional reading and research, and liaising with the Dean of Studies to provide for the professional learning of staff in line with these developments.
- In conjunction with Senior Leadership, managing the performance of teaching staff through on-going professional discourse, facilitation of reflective teaching practice, and formal and informal goal-setting and performance review.
- Supervising the quality of teaching practice through activities such as collegial planning, moderation, classroom observation, and facilitation of reflective teaching practice.
- Supervising the quality of student learning through analysis of student performance data and addressing areas of concern through appropriate interventions.
- Assisting with the induction of beginning teachers and their on-going mentoring programs in collaboration with Senior Leadership personnel and other Curriculum Leaders.

- Contributing to the leadership of the school through active participation in staff and middle leadership meetings, and through close collaboration with Senior Leadership in curriculum development.
- Managing financial and material resources within the area of responsibility including the formulation of budgets and the expenditure of allocated funds.
- Regularly communicating with stakeholders (students, parents, staff and wider community personnel and organisations) about issues of legitimate interest and/or concern.

## **5. COMMITTEE/TEAM MEMBERSHIP**

- Weekly Staff Briefings
- Staff Meetings
- Curriculum Council
- Attendance or membership at any other Committee, as directed by the Dean of Teaching & Learning.

## **6. ORGANISATIONAL RELATIONSHIPS/EXTENT OF AUTHORITY**

This position reports to the Dean of Teaching & Learning, but is responsible to the Principal.

This position has the following direct reports:

- Secondary Teachers – Learning Support;
- Teacher Aides – Learning Support (permanent; and casuals); and
- Administration Assistant – Learning Support.

## **7. WORKPLACE HEALTH & SAFETY RESPONSIBILITIES**

The College is bound by the provisions of the *Work Health and Safety Act 2011* (the Act) which provides the legislative framework for workplace safety in Queensland. It is the responsibility of each employee to be familiar with the College's policies and procedures associated therewith.

All Supervisors must ensure that no employee is required to undertake a task without adequate safety instructions and job specific training, but it is the responsibility of all staff to report all hazards and/or incidents/injuries that occur to the Director of Human Resources and/or Principal. Any serious breach of the Act could lead to disciplinary action.

## **8. GENERAL TERMS OF APPOINTMENT**

All employees are bound by the expectations contained in the Edmund Rice Education Australia Principles of Employment and the Vision and Mission of St Laurence's College.

Much of the information gleaned by staff during the course of their duties is confidential and should be treated as such. Staff must not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways, which are inconsistent with the obligation to act impartially. Nor should such information be used improperly cause harm or detriment to any person, body of the College.

All employees recognise and accept that multi skilling is an essential component of the College and all employees may be required from time to time to undertake duties that are outside their normal position description but within their skills, competency and capability.

## 9. REMUNERATION & HOURS

- Classification:** Tier 3C  
Schedule 1C – Positions of Leadership - Pay Scale  
*Catholic Employing Authorities Single Enterprise Collective Agreement –  
Religious Institute School of Queensland*
- Tenure:** 6 month contract (Semester 1); Full-time  
For the period 17 January 2022 to 24 June 2022
- Terms:** As per details in Employment Agreement  
Plus Superannuation: 10%

## **SELECTION CRITERIA**

The following criteria will be used by the selection panel when short-listing candidates. Candidates must address each of the following Selection Criterion in their written applications:

### **Selection Criterion 1 – Qualifications**

- Hold a formal Degree and Post-Graduate qualification in Education
- Must have a current Queensland Teacher Registration
- Knowledge of curriculum development in Queensland and Nationally.

### **Selection Criterion 2 – Experience**

- Demonstrated excellence in teaching and learning, particularly in relation to students with diverse learning needs.
- Leadership experience in staff management.
- A thorough knowledge of all government policy documents relating to students with a disability including, Disability Discrimination Act (1992), and the Education Act – Disability Standards for Education (2005).
- Experience in a Middle leadership position within a school environment (preferred) or leadership of a significant project.
- Experience in the collection of NCCD data
- Proven track record of quality teaching and professional learning
- Broad range of teaching experiences across subjects, College and systems
- Experience in leading System and Curriculum change
- Experience in providing professional learning to teachers.

### **Selection Criterion 3 – Technical Skills**

- Ability to analyse whole school educational data to determine areas of success and areas for improvement and to develop plans to address these
- Demonstrated database experience in updating and retrieving data for reports (with excellent accuracy), preferably in TASS or similar system
- Advanced data analysis skills, an advantage.

### **Selection Criterion 4 – Communication Skills**

- Ability to relate professionally to other staff members so as to work collaboratively in order to provide successful educational outcomes for students.
- Organisational skills in managing documentation and meeting deadlines
- Effective written and verbal communication skills
- Ability to work autonomously with little direction or supervision
- Ability to work collaboratively to find creative solutions to problems
- Commitment to meet quality standards; and the willingness to update their skills and knowledge on a regular basis
- Demonstrated commitment to the pastoral care of students
- Ability to lead a team within the Learning Support Department.

### **Selection Criterion 5 – Christian Ethos**

- A personal commitment to the Mission and ethos of the College
- An understanding of Edmund Rice, the ethos of a Catholic School in an Edmund Rice tradition
- Understanding of and ability to contribute to the mission and vision of St Laurence's College as a Catholic School.

## **APPLICATION PROCESS**

### **Applications should contain the following:**

1. Cover letter
2. Response to the Selection Criteria listed on page 5 of this document
3. Current Curriculum Vitae
4. Two current Professional Referees.

**Note:** All applicants will be subject to EREA and legislative screening procedures and will be required to authorise such checks and provide identification. These checks are consistent with EREA's commitment to child protection policies and procedures.

### **Applications should be forwarded via email to:**

Mr Chris Leadbetter  
The Principal  
St Laurence's College  
Email: [employment@slc.qld.edu.au](mailto:employment@slc.qld.edu.au)

### **Enquiries may be directed to:**

Ms Lorraine Kopp  
Director of Human Resources  
Direct: (07) 3010 1165  
Mobile: 0407 656 866  
Email: [lkopp@slc.qld.edu.au](mailto:lkopp@slc.qld.edu.au)

***Applications close: 9am, Friday 22 October 2021***