



# **St Patrick's College Position Description Head of Faculty – Learning Enhancement**

## **Position of Leadership Level 3**

### **Position Summary:**

The Head of Faculty – Learning Enhancement plays a key role in the development and provision of learning support programs to students with diverse educational needs at St Patrick's College. In collaboration with relevant teaching staff, the Head of Faculty – Learning Enhancement is responsible for the delivery of quality education programs to students with diverse educational needs and assisting staff to meet the learning needs of these students in the classroom environment.

Specifically this involves:

- Promoting and ensuring the successful inclusion of students in the classroom and school life.
- Development of literacy and numeracy programs for students within the class through specific support programs.
- Providing appropriate education planning, learning experiences and educational outcomes in this context.
- Promoting equity and access for all students with learning support needs.
- Promoting the provision of safe and supportive environments that are free from harassment and discrimination for students.
- Leading and coordinating the work of the Learning Enhancement Team, which includes Learning Support Teachers, Teacher/s of Gifted and Talented, Aboriginal Support Teacher, Teacher Aides and English as an Additional Language teachers.

### **Tasks & Responsibilities:**

*Students with Diverse Educational Needs:*

- Coordinate and facilitate the support of students with diverse educational needs.
- Manage relevant testing, data and evidence for students with diverse educational needs.
- Assist with pre-enrolment information gathering.
- Assess level of support and special provisions needed.
- Assist the College to develop strategies and programs to meet the individual needs of students with disabilities, disorders and medical needs.
- Oversee Individual Educational Programs in collaboration with the student's Learning

#### Support Teacher and Team.

- Develop Individual Transition Programs in collaboration with the Academic Council, Careers Counsellor and the student's Learning Support Teacher and Team.
- Actively negotiate and provide advocacy on behalf of diverse educational needs students.
- In collaboration with the TASC Coordinator, ensure appropriate 'special provisions' are in place for senior students.
- Participate in relevant case conferences.
- Regularly review students' needs on both a formal and informal basis.
- Review Individual Educational Programs and Individual Transition Programs in collaboration with the student's Learning Support team (and Academic Council or Careers Counsellor where appropriate.)

#### *Staff:*

- Provide advice and information to the Principal, Leadership Team and other relevant staff as required.
- Brief staff on the type and level of disability, or learning need, and educational provisions, adjustments and management.
- Lead the initiation and generation of ideas for learning and teaching programs that will address a broad range of student learning needs.
- Support the Academic Council and teachers to modify and adjust the curriculum and create suitable programs for diverse educational needs students.
- Coordinate and provide in-class Learning Support Teacher and Teacher Aide support for subject teachers when implementing programs for identified students that maximizes the benefit to all students in the class without highlighting the needs of individual students.
- Assist and support teachers through the development of cooperative learning groups.
- Ensure regular reporting on student progress or individual learning needs to relevant staff.

#### *Administration & Compliance:*

- Oversee applications for Commonwealth funding for students with diverse educational needs, English as an Additional Language students and other related groups.
- Manage the allocation of Learning Enhancement Faculty resources.
- Establish and maintain Learning Support files as an ongoing record of interventions, communications and other relevant data.
- Maintain and update relevant student documents on the College information management system.
- Manage, on behalf of the College, accurate and timely National Collection of Consistent Data for Students (NCCD) processes.
- Manage, on behalf of the College, accurate and timely processes for the provision of information to the TCEO in respect of students with disabilities, EAL, ATSI and NCCD.
- Manage, on behalf of the College, National Disability Insurance Scheme support for students.

*General:*

- Standard Head of Faculty duties as outlined in the Head of Faculty position description.
- Work with and respond to the needs of staff and students, on campus, from 8.30am until at least 3.20pm (appropriately adjusted for part time employment) on each working day.

**Key Relationships:**

*Internal* Deputy Principal (Learning and Teaching), Principal, Members of the Leadership team, Directors of Curriculum (Middle, Year Nine and Senior), Student Welfare Support Coordinator, Heads of Faculty and Teaching Staff.

*External* Staff from Tasmanian Catholic Education Office.

**Authority:**

Reporting directly to the Deputy Principal (Learning and Teaching), the Head of Faculty – Learning Enhancement has the authority to complete all tasks within the scope of this position description.

**Knowledge, Skills Experience & Qualifications:**

- Demonstrated understanding and implementation of the Mission of St Patrick’s College as a Catholic school community.
- Genuine enthusiasm, commitment and passion to enhance the learning outcomes of diverse educational needs students.
- Demonstrated excellence as a teacher of students with diverse educational needs.
- Demonstrated leadership experience in curriculum development, including assessment and reporting, and the learning requirements of diverse educational needs students.
- Thorough understanding of the principles of inclusion and social & educational justice and relevant anti-discrimination and disability discrimination legislation.
- Demonstrated ability to lead, mentor, guide and motivate others.
- Demonstrated commitment to life-long learning and professional development (post graduate qualifications in a learning enhancement or diverse educational needs related discipline being desirable).
- Demonstrated ability to communicate effectively with students, staff and parents.
- Appropriate Tasmanian Catholic Education Commission Accreditation for a Level 3 position of leadership or significant and ongoing progress towards same.
- Excellent time management and organisational abilities.
- Demonstrated ability to be successful in a demanding and multi-faceted role.