



Oakleigh Grammar

Position Description

Position Title	Head of Learning Enhancement
Campus	77 – 81 Willesden Road, Oakleigh
Appointed by	Principal
Responsible to	Principal via Deputy Principal (Teaching & Learning)
Employment Type	Fulltime (with teaching component)

Position in context

The Head of Learning Enhancement will be responsible for overseeing Learning Enhancement programs across the School. This position assumes a significant level of autonomy and responsibility. The Head of Learning Enhancement is required to lead and manage a team of staff dedicated to providing learning support to students with learning difficulties and extension to gifted and talented children from Prep through to Year 12.

The Head of Learning Enhancement is an important Curriculum Leadership appointment. Curriculum Leaders are accountable to the Principal through the Deputy Principal - Teaching & Learning, and in alignment with the Junior School Curriculum Coordinator, MYP Coordinator and the VCE Coordinator for the following delegated responsibilities.

The Head of Learning Enhancement provides leadership through the following dimensions of curriculum operation:

1. Curriculum program and Policy development
2. Program Support
3. Teacher Leadership Support and Induction
4. Assessment, Moderation and Reporting
5. Any other relevant tasks particular to this specific role*

The Head of Learning Enhancement is a member of the Education Committee. The Education Committee is responsible for providing the School with education direction in-line with the School's strategic plan and to develop strategies to improve the quality of teacher instruction and student learning outcomes.

The Head of Learning Enhancement is required to be a team player working closely with Heads of School, classroom teachers and other Heads of Faculty, in the scheduling and delivery of subject curricular and co-curricular programs. He or she is to insure a culture of continuous improvement with respect to teaching and learning practices and student learning outcomes. The Head of Learning Enhancement is required to be professional and courteous, and to demonstrate a high degree of organisation, initiative and confidentiality.

The Head of Learning Enhancement has the responsibility of modelling exemplary teaching practice. The person appointed would have a teaching load of 0.4 FTE.

The persons reporting to the Head of Learning Enhancement include: Learning Enhancement Teachers Learning Assistants and Support Staff.

1. Learning support and extension of gifted and talented students

1. Learning support and extension of gifted and talented students

The Head of Learning Enhancement is responsible for:

- (a) Ensuring that all students receive quality instruction which maximises individual development and achievement.
- (b) Promoting a culture that is supportive and responsive to individual needs and differences whereby each student's strengths and attributes are recognised and valued.
- (c) Ensuring students with learning difficulties are resourced appropriately.
- (d) Ensuring talented students who need extension work are appropriately accommodated.
- (e) Identifying truly gifted students and implementing a whole school approach/program to accommodate their learning needs.
- (f) Ensuring that there are resources throughout the School for all students to improve their learning and performance.

2. Planning, organisation and administration

The Head of Learning Enhancement is responsible for:

- (a) Working with Heads of School (HOS) and Heads of Faculty (HOF) using available data to identify students below or near national benchmarks in literacy and numeracy. Developing Individual Learning Plans (ILP) for those students.
- (b) Working with HOS and HOF using available data to identify gifted and talented students. Developing Individual Learning Plans (ILP) for those students.
- (c) Maintaining appropriate and accurate records.
- (d) Ensuring that Learning Assistants are timetabled in the most effective manner according to the needs of students' and the responsibilities of the relevant teachers
- (e) Organising and chairing Learning Enhancement Faculty meetings on a fortnightly basis.
- (f) Preparing an annual budget submission for Learning Enhancement programs and resources.
- (g) Monitoring of all aspects of budget spending including the purchase of goods and services.
- (h) Ensuring that staff are provided with appropriate professional learning opportunities.
- (i) Processing NAPLAN student exemption applications.
- (j) Conducting regular reviews of Learning Enhancement programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.
- (k) Ensuring all Learning Enhancements programs, initiatives, processes and protocols are fully compliant with all regulatory bodies and School expectations.

3. Liaison and support of classroom teachers

The Head of Learning Enhancement is responsible for:

- (a) Supporting Heads of Faculty, classroom and subject teachers with the implementation of appropriate curriculum modification and ILPs.
- (b) Providing classroom teachers with strategies and resources to deal with students who are challenged or in need of extension.
- (c) Providing classroom teachers with strategies and for differentiation of their teaching and learning programs.
- (d) Liaising with Heads of Faculty to advise them on the modification of semester subject report formats.

4. Funding and support of individual students

The Head of Learning Enhancement is responsible for:

- (a) The process and implementation of the *Nationally Consistent Collection of Data* 'NCCD' across the whole school and to ensure accurate records and related data are in complete accordance with regulatory guidelines and expectations
- (b) Providing ILPs for students who receive funding and for other students as deemed appropriate (see 2.a)
- (c) Providing individualised learning plans for gifted student (see 2.b)
- (d) Organising and conducting student reviews in Program Support Group meetings.
- (e) Preparing any additional student Census or other data in support of recurrent or discretionary funding to support individual students with learning difficulties.
- (f) Arranging assessments including medical assessments, for individual students.
- (g) Assisting with students' transition from sub-school to the next.
- (h) Arranging access to additional therapy related support.
- (i) Coordinating the modification of internal examinations for students with learning difficulties
- (j) Coordinating the special internal examination arrangements for students with learning difficulties.

5. Communication

The Head of Learning Enhancement is responsible for:

- (a) Maintaining effective contact with staff via emails and other forms of communication so that you can respond to issues in a timely fashion.
- (b) Being alert to and sensitive towards individual needs and abilities, and the concerns of families.
- (c) Encouraging and supporting involvement of parents and where appropriate students, in decision making and planning.
- (d) Ensuring that Heads of School and classroom teachers are regularly briefed about individual student progress and 'students of concern'.
- (e) Organisation of Parent Information Evenings with a guest speaker.
- (f) Ensuring resource material is displayed at all Parent Teacher Interview Evenings and Information Nights
- (g) Posting information and resources on the School web site and other electronic media and school marketing platforms.
- (h) Updating teachers on trends in the education of children with learning difficulties and gifted & talented children.
- (i) Attending Junior, Middle and Senior School meetings to brief teachers on Learning Enhancement issues and initiatives.

- (j) Being an active member of the Education Committee and participating in educational decisions and the academic direction of the School.

6. Qualifications

- Recognised teaching qualification and current teacher registration, are mandatory.
- Further qualifications related to gifted & talented and/or individual needs, would be desirable.
- Recognised teaching qualification and current teacher registration are mandatory.
- Excellent communication and interpersonal skills, including team building and leadership.
- Sound working knowledge of the Australian Curriculum requirements and pedagogy
- Sound administrative and organisational skills with the ability to manage competing demands and priorities to meet deadlines.
- Experience of working collaboratively with a passionate team of staff to deliver a range of effective learning experiences for all students.
- A proven capacity to improve student learning and promote academic excellence
- An understanding of the IB Middle Years Programme is desirable

7. Abilities and Experience

The Head of Learning Enhancement is expected to possess all or most of the following:

- Proven ability to understand, counsel and relate to students with individual support at all levels.
- Proven skill and enthusiasm as an effective teacher in the areas of learning support and extension of gifted and talented students.
- Experience in managing a Learning Enhancement department in a previous or current school.
- Proven ability as a competent administrator and able to communicate comfortably with students, teachers and parents.
- Experience of working collaboratively with a passionate team of staff to deliver a range of effective learning experiences for language students.
- A proven capacity to improve student learning and promote academic excellence.
- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

**This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties of this Position. The Principal may assign duties for this position at his or her discretion depending on the operational needs of the School.*

Child Safe School

Oakleigh Grammar has a **zero-tolerance approach to child abuse**. The School must comply with the minimum standard for the care, safety and welfare of students as detailed in the child safe standards specified by Ministerial Order No. 870.

Oakleigh Grammar is a Child Safe School and we are committed to ensuring a culture of child safety. We provide a safe environment for every child and student. All students have a right to feel safe and to be safe. We want our students to be secure, happy and empowered. We support and respect all children, from all cultural backgrounds and faiths.

Our School is committed to preventing child abuse and identifying risks early, and removing and reducing these risks. This includes measures to actively maintain a safe school environment both during school hours and outside the school day.

All Oakleigh Grammar employees and volunteers have a legal and moral responsibility to respond to situations involving child abuse and neglect including mandatory reporting of abuse or suspected abuse.

In addition, Oakleigh Grammar is committed to the safety of children from culturally and/or linguistically diverse backgrounds, and to provide a safe environment for children with a disability.

We also have specific policies, procedures and training in place that support the Board of Management, Leadership Team, Teachers, Staff and Volunteers, to achieve this important outcome of a child safe school.

All staff employed by the School are required to:

- 1) Show evidence of a current **Victorian Institute of Teachers Registration** (or Provisional Registration) or **Working with Children Check**, as required.
- 2) Commit to the School's **Staff Code of Conduct, Mandatory Reporting** and **Staff Professional Boundaries Policies** by way of reading and taking part in an on-line questionnaire each year.
- 3) Take part in child safe school training each year including the **on-line Mandatory Reporting e-Learning Module**.