



## Learning Diversity Partner – Year 8

<b>Reports to:</b>	Director of Learning and Growth: Learning Diversity
<b>POL Level</b>	2
<b>Time Allowance</b>	12 periods, per cycle (0.26)
<b>Tenure</b>	Term 2 2026 - 2028

Thomas Carr College is a dynamic Catholic learning community guided by our Gospel values. Our Catholic faith has a vital role to fulfil in the education of our students; it is at the very core of our purpose and identity. Each Thomas Carr College staff member bears witness to these values in their interactions with staff, students, families and the community.

This role description is written in light of the Mission and Vision Statements of the College. Our community is characterised by a strong set of values that underpin the way we live. We enact those values by respecting and honouring our collective heritage while looking with imagination to the future. All dimensions of life at the College, including the work of the Learning Diversity Partner, are aimed at supporting the growing, learning person: the young people whom the College serves.

All leaders at the College accept responsibility for working with staff teams, through collaborative leadership for growth, in the development of a positive school climate supporting high expectations and high levels of success for all students.

### COMMITMENT TO FAITH

All positions at Thomas Carr College are based on the Christian model of servant leadership exemplified by Jesus Christ and given witness to by our founder Archbishop Thomas Carr. It is expected of all employed at Thomas Carr College that they:

- Accept and model the Catholic educational philosophy of the school.
- Develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work by their teaching and other work and by personal example, striving to help students to understand, accept and appreciate Catholic teaching and values.
- Comply with the accreditation policy of the CECV to teach in a Catholic school.

### THOMAS CARR IS A CHILD SAFE SCHOOL

Thomas Carr College holds the care, safety and wellbeing of its students to be at the core of all we do. The College is resolutely committed to ensuring that all staff of the College act in a manner that promotes the inherent dignity of each of our young people and their fundamental right to be respected and nurtured in a safe school environment. This commitment includes regular and appropriate learning opportunities in relation to child safety and young people's protection and wellbeing.

We also commit to listening to, and taking seriously, all concerns voiced by students, staff, parents and caregivers, volunteers, contractors and clergy. We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.



## OVERVIEW

The Learning Diversity Partner is responsible for supporting teachers and families in assisting students with additional needs. This includes students with learning difficulties, disabilities and impairments to facilitate the integration process, to increase the participation of students in educational programs and the social life of the College community.

The Learning Diversity Partner plays a crucial role in creating an inclusive learning environment. They collaborate closely with teachers and students, providing targeted support for those with additional needs. They support teachers in the implementation of adjustments and classroom practices, collect evidence of student progress for Program Support Meetings and act as case manager for the relevant students within their allocated cohort. Additionally, they offer feedback to teachers, and contribute to Learning Diversity resource preparation. They partner with teachers and families to support students with adjusted curriculum and social and emotional learning.

There will be seven Learning Diversity Partners appointed. Each will be allocated to a year level or House-based cohort of students that they will cycle with for the three years (with Years 7-9 and the Houses).

## KEY RESPONSIBILITIES

- Support teachers in the implementation of strategies for students.
- Liaise with teachers in identifying common goals to assist the student to engage in learning.
- Assist teachers to prepare for classes, taking into account the needs of students ie. typing, enlarging, copying, etc.
- Assist students with significant disabilities with scribing and reading, both in class and during assessment tasks and examinations.
- Analyse and plan the most effective manner in which to integrate the student to subject matter.
- Liaise with the relevant Learning Support Officers, as appropriate.
- Participate in the monitoring and evaluation of programs and individual student involvement and achievement.
- Assist students with mobility where necessary to classrooms, in school grounds, on excursions etc. This need will vary according to the individual student requirements.
- Work in partnership with all staff, students and parents / care givers.
- Assist with the collection and recording of detailed notes and data surrounding individual adjustments made to meet the learner's needs.
- Participate in the NCCD Moderation process, when necessary.
- Assist with the College's annual processes to support the NCCD collection under the direction of the Director of Learning and Growth: Learning Diversity.
- Maintain recorded reports on each supported student.
- Record adjustments made both inside and outside the classroom, under the guidance and support of the NCCD and Learning Support Administration Assistant.
- Support the transition of students with additional needs to the College.
- Ensure that accurate and comprehensive information is available to all staff about students with additional needs in a timely and easily accessible manner.
- Interpret and act upon assessments conducted by professionals such as Educational Psychologists and Speech Pathologists.
- Conduct observations and provide feedback to the Director of Learning and Growth: Learning Diversity and teaching staff.



- Lead Program Support Meetings (PSGs) with families.
- Access ongoing professional learning for all College staff directed towards developing knowledge of the particular needs of individuals and groups and possible responses to these needs.
- Assist the Director of Learning and Growth: Progression with examination arrangements including scribes.
- Maintain an awareness of contemporary practices and initiatives around catering to students with additional needs.
- Oversee the development and recording of Personalised Learning Plans (PLPs) for relevant students.
- Assist with the identification and monitoring of students with learning difficulties with the supervision of specialised tests for students with diagnosed or undiagnosed needs.
- Work with the relevant Year Level / House Leader in support of the identified students.
- Participate in the College's coaching and observation programs.
- Be an active and visible presence in the learning environment in support of teachers and educational support staff.
- Provide evidence-based feedback to LSOs formally through the coaching program and informally as part of mentoring.
- Be available for consultation with staff, students and parents as requested.
- Actively promote Learning Diversity at College events such as College Open Days and Expo, as required.
- Model collaborative and empathic leadership.

**TEAM ENGAGEMENT:**

- Member of the Learning Diversity Team

Through mutual agreement some variation in the specified responsibilities may take place during the term of appointment as a part of a normal process of ongoing evaluation of the College's operations.

All employees at Thomas Carr College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004, the Equal Opportunity Act and CECV Commitment Statement to Child Safety.



## ATTRIBUTES

1. A firm belief in and commitment to the Mission and Vision of the College and an ability to articulate and promote these.
2. Demonstrated ability to work in a collaborative environment skilled at developing sustained relationships with staff, students and parents.
3. A clear vision for learning and teaching based on contemporary educational thought and practice.
4. Demonstrated ability to develop and lead within a learning environment that enables the pursuit of excellence, including planning, implementation and evaluation.
5. Proven commitment to ongoing growth as a leader and teacher.
6. Demonstrated excellence in the use of digital technologies in an educational setting.
7. Excellent communication, administrative and organisational skills.

## QUALIFICATIONS

- Appropriate tertiary qualifications
- VIT Registration
- CECV Accreditation to Teach in a Catholic School (or working towards)

Thomas Carr College is an equal opportunity employer that promotes the safety, wellbeing and inclusion of all children.