



## Director of Learning and Growth: Learning Diversity

<b>Reports to:</b>	Deputy Principal: Learning and Teaching
<b>POL Level:</b>	4
<b>Time Allowance:</b>	40 periods, per cycle (FTE)
<b>Tenure:</b>	2027-2029

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 Director of Learning and Growth: Learning Diversity, are aimed at supporting the growing, learning person: the young women and men 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 women and men 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 Director of Learning and Growth: Learning Diversity, upon appointment, agrees to share in the Principal's leadership and represent the Principal in discharging the duties as outlined below. Reporting to the Deputy Principal: Learning and Teaching, they are responsible for ensuring that the learning and teaching programs at Thomas Carr College are contemporary, rigorous, engaging and reflect the College's vision and values.

## **KEY RESPONSIBILITIES**

### **Programs**

- Provide key support for the work of the Director of Learning and Growth: Curriculum in supporting the transition of students with additional needs to Thomas Carr College.
- Liaise closely with the Director of Learning and Growth: Curriculum, and staff and leadership of primary schools, to enable effective and accurate communication about students with additional needs ahead of their transition to the College.
- Lead and manage the processes that support identifying students with additional needs commencing at the College and those already attending.
- Work with Learning Diversity Partners to provide Learning Support Officers support for transition and orientation programs.
- Ensure that accurate and comprehensive information is available to all staff about students with additional needs in a timely and easily accessible manner.



- Ensure effective communication occurs between parents/care givers, students, staff and, where necessary, external agencies to support the needs of students in their learning and wellbeing.
- Facilitate 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.
- Lead the provision of relevant and contemporary professional learning programs for teachers and Learning Support Officers in the areas of differentiated and personalised learning, as well as how teaching staff can leverage their Learning Support Officer for student success.
- Facilitate Program Support Group meetings with students, teachers and parents/care givers as required.
- Support the work of Senior School staff in identifying and facilitating pathways (in and out of school) for students in Years 9 – 12.
- Work with the Director of Learning and Growth: Progression and Head of Operations to provide students with appropriate examination arrangements for special provisions.
- Maintain an awareness of contemporary practices and initiatives around catering to students with additional needs.

### **NCCD**

- Lead and facilitate the College's annual processes to support the NCCD collection under the direction of the Deputy Principal: Learning and Teaching
- Provide clear and timely communications with teachers, Learning Support Officers, parents/care givers and students on the requirements and opportunities of the NCCD process in conjunction with the Director of Learning and Growth: Progression and Director of Learning and Growth: Curriculum.
- Utilise MACS and other professional networks to ensure that Thomas Carr College's response to the NCCD process reflects best practice.
- Work with the Director of Learning and Growth: Progression to analyse the annual NCCD data and identify and explore trends in this data. Identify potential opportunities/challenges it presents the College.

### **The Learning Diversity teams**

- Work with the Learning Diversity Partners to provide leadership and guidance for the team of Learning Support Officers responsible for supporting students with additional needs.



- Work with the Director of Learning and Growth: Progression, Director of Learning and Growth: Curriculum and Director of Learning and Growth: Pedagogy to determine the provision of Learning Support Officers across the school.
- Lead the ongoing development of skills across the Learning Diversity Team.
- Provide advice to the Principal and Deputy Principal: Learning and Teaching on the possible employment needs/challenges for the future.
- Oversee the operations and resources of the Learning Diversity area.
- Assist in the performance review of Learning Diversity Partners and Learning Support Officers.
- Work with the Deputy Principal: Learning and Teaching, Director of Learning and Growth: Pedagogy, Instructional Coaches and Literacy Leader to develop and implement a College-wide classroom and Learning Support Officer observation program.
- Conduct Learning Diversity meetings.

### **Community and Resources**

- Support and facilitate the development and recording of Personalised Learning Plans.
- Lead and manage the provision of specialised tests and referrals for students with diagnosed or undiagnosed needs.
- Where necessary, manage the writing and submission of funding and other requests for systemic authorities to support additional needs programs
- Support the work of the Director of Learning and Growth: Progression through the provision of appropriate student testing and analysis programs (such as Year 6 testing).

### **LEADING THE LIFE OF THE COLLEGE:**

#### **Professional Learning**

- Contribute to a performance and development culture by collaborating on the Professional Learning Communities (PLC) structure, with a focus on developing collective teacher efficacy and action research into college-wide pedagogical practice (upon invitation from Deputy Principal: Learning and Teaching, when strategic direction is directly linked to Learning Diversity).
- Provide recommendations to the Deputy Principal: Learning and Teaching to assist with the development of the College's professional learning programs.



### **Staffing**

- Assist with interview and employment of staff as requested by the Principal.
- Support the work of the Deputy Principal: Learning and Teaching, Head of Operations and other key staff to provide the necessary subject information to assist with the development of the College's Timetable including staff loads.

### **Community**

- Be available for consultation with staff, students and parents/care givers as required.
- Build networks with other Teaching associations and organisations to foster cross-collaboration with educational partners.

### **College Leadership**

- Model collaborative and empathic leadership.
- Manage the budgets within the allocated portfolio responsibilities of this role.
- Contribute to and be a proactive, loyal member of the broader leadership team of the College as appointed by the Principal.
- Carry out formal and informal meetings with staff as requested by the Principal and in accordance with the industrially agreed processes.
- Consult frequently with the Deputy Principal: Learning and Teaching and communicate openly on all matters related to the College's learning and teaching programs at Years 7 to 12.
- Be strategic in leadership approach.

### **COLLABORATES WITH:**

- **Director of Learning and Growth: Progression**
- **Director of Learning and Growth: Curriculum**
- **Director of Learning and Growth: Pedagogy**

### **TEAM ENGAGEMENT:**

- **Chair of the Learning Diversity Team**
- **Co-chair of the Learning Leadership Team**
- **Member of the Learning and Growth 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 Catholic faith identity within our contemporary society.
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.