The Learning Enhancement Leader is responsible to the Principal via the Deputy Principal: Learning and Teaching and Deputy Principal - Wellbeing. They work with Learning Leaders and subject teachers to ensure that the identified learning needs of individual students are met.

The Learning Enhancement Leader will work collaboratively with College Leadership and teaching staff to facilitate a mode of education that is inclusive for all students.

The Learning Enhancement Leader is a member of the Learning and Teaching Team and in conjunction with the Deputy Principal: Learning and Teaching, has responsibility for development of the curriculum, assessment and reporting, ensuring that staff are making appropriate adjustments to cater for all learners.

**Reports to:**
Deputy Principal – Learning and Teaching
Deputy Principal - Wellbeing

**Collaborates with:**
Members of the College Leadership Team
Senior and Middle School Leaders
Learning Leaders
Pastoral Wellbeing Team
Wellbeing Services Team (counsellors, psychologists, OTs, etc).
Staff, students and parents/guardians

**Contract:**
As an employee of Marist Schools Australia, this is a three-year Position of Leadership Level 3 with full time release

**RESPONSIBILITY AS A MEMBER OF THE LEARNING AND TEACHING TEAM**

- Actively articulates the school’s vision and mission as a Catholic school, and uses this as a wellspring in all discussion and decision-making
- Is active as an individual, or as a team member, to work towards the success of the school’s Strategic Plan, providing support, stimulus and action as necessary.
- Is available to all staff for consultation and support.
- Communicates and exemplifies to staff correct procedures and processes.
- Addresses staff meetings and other forums on matters pertaining to their respective areas of Leadership.
- Contributes to the development of College policies and procedures.
- Seeks professional development to further his/her understanding of the mission of Assumption College.
- Performs other duties as required by the Principal.

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RESPONSIBILITIES AS THE LEARNING ENHANCEMENT LEADER

- Ensure that the school’s Learning and Teaching program is engaging, reflective, rigorous, well-resourced and documented according to the school’s requirements.

- Work collaboratively to monitor closely required adjustments and plan for improvement in Learning and Teaching across the school.

- Prepare applications for the funding of students.

- Plan, implement and evaluate alternative or modified programs to meet needs of students who require educational support.

- Support individual teachers in meeting needs of those students who require adjustments.

- Lead the Learning Enhancement Team, and ensure that Learning Support Officers are reflective, collaborative and thorough in their work with staff and students.

- Set up regular Program Support Group (PSG) meetings and write annual submissions for students eligible for students with disability funding through C.E.C.V.

- Liaise with other school leaders to implement appropriate processes or programs, both school based and community based which meet needs of individual and/or small groups of students.

- Maintain ongoing detailed records of students with additional needs, their program performance levels and ensure that information is disseminated twice yearly or following PSG meetings.

- Establish networks with other schools and community groups as required.

- Coordinating testing for students in Year 7 and who are new to the College.

- Plan transition support for students with additional needs under the direction of the Middle and Senior School Leaders.

- Communicate with parents in matters specific to the role.

OTHER RESPONSIBILITIES

- As directed by the Principal

KEY SELECTION CRITERIA

- Demonstrate an understanding of the Identity Statement and Core Values of Assumption College.

- Demonstrated evidence of implementing an inclusive education model.

- Be a dynamic teacher who works well with their peers to plan for and implement teaching programs that improve student academic outcomes.

- Demonstrate a commitment to improving learning and teaching across the whole school through assisting teachers to implement appropriate adjustments.

- Have demonstrated interest and skills in supporting students with additional learning needs.

- Show capacity to provide leadership that is characterised by a desire for continuous improvement and innovation.

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• Have outstanding organisational and communication skills.
• Demonstrate highly developed interpersonal skills and the ability to communicate effectively with people.
• Be able to deal sensitively with confidential information.
• Display a strong commitment to team work.
• Have a proven capacity to work independently and effectively in the face of changing priorities, deadlines and pressure.
• The successful applicant must hold a current driver’s license and current Victorian Police Check and a Working with Children Card.
• Build teacher capacity to meet the needs of all students.

**Health & Safety**

All staff are expected to:
• Adhere to, and implement, safe work practices and procedures in accordance with the ACK policies.
• Work safely and report any hazards in accordance with school procedures
• Monitor and take full care of the health and safety of others
• Participate when required in the resolution of safety issues

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Governed by Marist Schools Australia