



POSITION DESCRIPTION

ASSISTANT HEAD OF SUPPORT EDUCATION **0.8 to 1.00 FTE**

In a natural, sustainable environment Billanook College aspires to provide an accessible, uniquely caring learning community in which students confidently create and navigate their own learning pathways. We do so with respect and appreciation of diversity, equity, justice and our place in a changing world.

At Billanook, our staff are central to our mission. We aim to recruit and sustain a workforce focused on the shared vision of Billanook College.

POSITION OUTLINE

In addition to a part-time teaching load, the Assistant Head of Support Education will be responsible for leading the Learning Enhancement Team in the co-ordination, development and monitoring of all aspects of learning and teaching. The role includes leadership in the areas of Support Education, Student Case Management, Intervention programs, Nationally Consistent Collection of Data (NCCD) stages and moderation, Gifted and Talented Education and other areas related to Learning Enhancement. The Assistant Head of Support Education will have the capacity to work at an operational and strategic level to support the development of innovative learning practices and structures. The major focus of this role is to empower, inspire and lead an effective and cohesive team, recognising the potential within all members to promote educational excellence.

REPORTS TO: Head of Support Education

KEY PERFORMANCE EXPECTATIONS

- Collaborate closely with the Head of Support Education and the Learning Enhancement Team in matters pertaining to the development and direction of the Dame Phyllis Frost Centre.
- Assist in the daily management of the Dame Phyllis Frost Centre and accepting responsibility for leadership of the Dame Phyllis Frost Centre in the absence of the Head of Support Education.
- Ensure close liaison, continuity and teamwork across Primary, Middle and Senior School, ensuring a whole School focus.
- Be an active member of the Learning Enhancement Team, promoting the consistent application of the School's Vision and Mission.
- Identify students with support and extension needs using the NCCD Model of the level of adjustments.
- Collaborate with the Learning Enhancement Team ensuring personalised programs are designed and updated following a Response to Intervention model, curriculum development and evidence-based research models.
- Provide visible advocacy and strong communication skills to support inclusive practices for staff.
- In collaboration with the Head of Support Education, work collaboratively with key stakeholders, building proactive relationships and effective student case management.
- Promote and maintain tone and standards of behaviour and attitude and dress code for all students in the Dame Phyllis Frost Centre.
- Ensure statutory requirements and guidelines are met.
- Effectively utilise and manage resources and budgets.
- Attend to other tasks that may arise during the progress of the year that are open to negotiation with the Principal and/or Head of Support Education.

Learning and Teaching

- Empower and inspire Learning Enhancement staff in being 'Great Teachers at Billanook College'.
- Foster a culture of shared responsibility for all students in each level.
- Engage in team teaching modelling, mentoring and releasing team members when appropriate



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- Encourage and support staff with upskilling through evidence-based professional learning.
- Lead and manage team meetings for planning and preparation.
- Take responsibility and contribute to the planning, development and implementation of Learning Enhancement programs across the Dame Phyllis Frost Centre.
- Take a leadership role in the organisation and the delivery of Information Evenings and participate in public relation promotions as required.
- Uphold, monitor and manage appropriate standards of student behaviour.
- Where appropriate case-manage student issues with the Head of Support Education, relevant teachers, Heads of Year, College Psychologist and parents.
- Establish and maintain strong working relationships with parents and ensure effective communication.
- Update and develop learner profiles in liaison with the Learning Enhancement Teachers.
- Attend Program Support Group (PSG) and Individual Learning Plan (ILP) meetings where required and necessary.
- Provide support for staff, students and families in the development and implementation of Individual Learning Plans.
- Organise professional learning for teaching and support staff for best practices in inclusive education.
- Develop NCCD official adjustments for a whole school approach including Category, Level of Adjustment, Evidence, Functional Impact and Moderation each term for students counted in the census.

Assessment and Reporting

- Working with other staff members to promote the use of a broad range of appropriate contemporary teaching and learning strategies.
- Promoting continuous improvement in practice and pedagogy amongst teaching staff through the use of peer observation, coaching, feedback and self-reflection.
- Organise and maintain all assessment kits, literacy resources, numeracy resources, take home books, guided reading materials, etc.

Support Education Operations

- Attend regular meetings and case conferences with the Heads of Year and Learning Enhancement Teachers regarding students in Support Education.
- Provide case management of escalated cases that need to be referred to the Head of Support Education.
- Provide effective communication for families of sensitive and escalated cases.
- Prospective Students- phone calls, and interviews for families. Collection of cognitive assessments for both prospective and current students - must be read, appropriately analysed with discernment and following the College's philosophy and strategic planning.
- Identify twice-exceptional students through correct screeners and work within the STTEP Program to develop a plan for Gifted and Talented students at the College.
- Attend staff briefings as required each week.
- Responsible for managing the Support Education budget and ordering of resources.
- Provide new experiences of incursions, excursions and in-school experiences for diverse learners in collaboration with the Learning Enhancement team.
- Assist in the development of an annual calendar for curriculum related events including Information Evenings, reporting, transition and Parent/Teacher interviews.
- Develop positive working relationships with all stakeholder groups linked to daily teaching operations.

Professional Knowledge

- Teach the agreed curriculum and adhere to all Victorian Curriculum requirements as appropriate.
- Respond to the needs of students within their educational contexts.
- Know students well, including their diverse academic, linguistic, cultural and social backgrounds.



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- Structure lessons to meet the physical, social and intellectual development and characteristics of students.
- Know the content of subjects and curriculum, and understand the fundamental concepts, structure and enquiry processes relevant to the programs taught.
- Understand what constitutes effective, developmentally appropriate strategies in learning and teaching programs and use this knowledge to make content meaningful to students.
- Develop students' literacy and numeracy within their subject areas and use information and communication technology to contextualise and expand students' modes and breadth of learning.

Professional Practice

- Operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents.
- Make learning engaging, valued, and create and maintain a safe, inclusive and challenging learning environment and implement fair and equitable behaviour management plans.
- Use sophisticated techniques to foster unique learning experiences for students by differentiating instruction
- Utilise a repertoire of effective teaching strategies and implement them to offer well-designed teaching programs and lessons.
- Evaluate all aspects of teaching practice to ensure they are meeting the learning needs of students.
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

Professional Engagement

- Adhere to all School policies and procedures.
- Model effective learning by identifying own learning needs and analyse, evaluate and expand professional learning, both collegially and individually.
- Demonstrate respect and professionalism in all interactions with students, colleagues, parents and the community.
- Display sensitivity to the needs of parents and communicate effectively with them about their children's learning.
- Value opportunities to engage with the school community within and beyond the classroom to enrich the educational context for students.
- Contribute to collegial discourse and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Embrace pastoral care responsibilities as determined by the Head of School.
- Actively participate and attend College events as required such as information evenings, presentation nights, productions and other special events.
- Undertake excursions, competitions and other relevant curricular and co-curricular activities.
- Attend School assemblies and staff meetings and be responsible for all required student supervisory duties.
- Other duties as assigned from time to time by the Head of School, Deputy Principal or Principal.

Child Safety

- Provide a safe and welcoming environment for all Billanook students and any young people who visit Billanook to engage in College approved activities.
- Promote the safety and wellbeing of children and young people to whom Billanook College provides services.
- Ensure that all interactions with students are positive and safe.
- Provide adequate care and supervision of all students, not only on the campus but whenever students are involved in Billanook College approved activities.



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- Act as a positive role model at all times for students.
- Be aware and observant of key indicators of child abuse, neglect and harm with your students.
- Listen and respond to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another.
- Report any suspicions, concerns, allegations or disclosures of alleged abuse to a Child Safety Officer. Follow the College guidelines *Responding to Concerns about Child Abuse, Harm and Safety* (available on MyConnect).
- Maintain valid VIT or WWCC (Employee) documentation.
- Report to the Principal any criminal charges or convictions received during the course of employment or volunteering that may indicate a possible risk to children and young people, including any such charges or convictions prior to employment.
- Participate in Child Safety and Wellbeing training.

Occupational Health and Safety

- Participate in OHS related training.
- Adhere to Billanook College's OHS policies and procedures.
- Comply with instructions given for the health and safety of themselves and of others and adhere to safe work procedures.
- Actively participate in the development of risk assessment and / or job safety analysis, identifying, assessing and controlling hazards.
- Report all hazards, injuries, incidents and near misses via *Complispace* and to the Chair of the OHS Committee.
- Assist with workplace inspections.
- Co-operate with management in its fulfilment of its OHS legislative objectives.
- Take reasonable care to ensure their own health and safety and that of others, and to abide by their duty of care provided for in the legislation.

KEY SELECTION CRITERIA

- Supportive of the values of Billanook College and Independent School education.
- Qualified Primary or Secondary teacher with appropriate tertiary qualifications.
- Demonstrated knowledge and experience and post-graduate qualifications in Support Education essential.
- Qualifications or experience in Gifted and Talented Programs of Twice-exceptional students highly desirable.
- Understanding of the Nationally Consistent Collection of Data (NCCD) yearly process
- Sound knowledge of the Victorian Curriculum.
- Demonstrated capacity to work in teaching teams, providing suitable adjustments for learners.
- Demonstrated capacity to accommodate different learning styles and mixed ability groups.
- Comfortable with and confident in utilising appropriate technologies for learning. Familiarity with an eLearning environment essential.
- Innovative in approach, able to enthuse and generate a passion for learning.
- Preparedness to participate in the pastoral, sporting and co-curricular program.
- Sound knowledge of current OH&S legislation and guidelines and a commitment to ensuring a safe working environment.
- Current first aid qualifications including Anaphylaxis Management and Emergency Asthma Management training preferable.
- Sound understanding of the Child Safe Standards and other mandatory reporting requirements as they apply to Victorian Schools, and a strong commitment to providing a child safe environment at all times.
- Commitment to the College's Child Safety Policy and Code of Conduct.
- Commitment to the principles of equal opportunity and equity in education.
- Current registration with the Victorian Institute of Teaching (VIT).



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TERMS AND CONDITIONS

The terms and conditions of employment are set out in the *Billanook College (Teachers) Enterprise Agreement 2023* and the *Educational Services (Teachers) Award 2020*. The position carries a responsibility allowance of \$8,533 per annum and 0.5 FTE time release, paid in addition to the applicable salary level outlined in the above enterprise agreement. The role is a maternity leave replacement for one year and is offered as a 0.8 to 1.0 FTE dependant on the successful candidate.

Billanook College is committed to the principles of Equal Opportunity Employment and the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

CHILD SAFETY SCREENING

Billanook College is committed to the safety, wellbeing and inclusion of our students. The College has no tolerance for child abuse and is a child safe employer.

All potential employees and volunteers will be required to comply with the College's Child Safety and Wellbeing Policy and Code of Conduct, which are available on our website. Billanook College performs thorough assessments of potential and existing employees in accordance with the legislated Child Safe Standards. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person and is suitable for child related work in a school environment. The screening process includes, but is not limited to, the checking of potential and existing employees' qualifications, identity, references, VIT registration, criminal record and Working with Children checks.