



NAZARETH COLLEGE

INSTRUCTIONAL LEADER - LEARNING DIVERSITY AND ENGAGEMENT POL3, TIME RELEASE 20 PERIODS PER CYCLE POSITION DESCRIPTION

POSITION REPORTS TO: Principal, Deputy Principal (Teaching and Learning)	AWARD: Entitlements under the Catholic Education Multi Enterprise Agreement 2022 (or its successor)
CLASSIFICATION: POL 3, 20 periods x 60 minutes per 10-day cycle	TERMS OF EMPLOYMENT: One Term, replacement position
ANNUAL LEAVE: As per VCMEA Award	REQUIREMENTS: <ul style="list-style-type: none">• VIT• Proof of ID• Academic Transcripts• Accreditation to teach in a Catholic School
COMMENCEMENT DATE: Term 2, 2026	TO BE REVIEWED BY AND DATE: The Principal, in the penultimate year of the contract

CONTEXT

A Catholic school is responsible for ensuring the highest value is placed on leadership and vision in educating young people about the Church's mission of faith development.

Nazareth College is a Catholic Co-educational Regional Secondary College established in 1986. It is a learning community centred on the person of Jesus Christ. We foster a culture of Faith, Wisdom, and Knowledge through learning and teaching in the Catholic tradition.

***'...for all of you are the children of God, through faith, in Christ Jesus (Galatians 3:26)
Nurturing an inclusive and diverse culture.***

Nazareth College acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians of the lands where we live, learn and work. The Nazareth community is committed to the safety, wellbeing, and protection of all children in our care.

OVERVIEW OF INSTRUCTIONAL LEADERS

Instructional Leaders are middle leadership positions responsible to the Principal and Deputy Principal Teaching and Learning and are responsible for the staff and students within their instructional area. They will work with staff in their instructional area to provide innovative pedagogical approaches to deliver optimal learning outcomes for students, coordinate and oversee the delivery of relevant, appropriate, and high-quality curriculum and lead and implement college learning innovations and school improvement framework.

Instructional Leaders are responsible for the leadership of teaching and learning activities and resources in their instructional area. Instructional Leaders are committed to developing consistent and continuous curriculum design, development and improvement to extend and enhance student learning outcomes. They promote student learning by planning and implementing curriculum strategies within the school improvement framework. The Instructional Leader will be committed to implementing best practices in teaching and learning to meet the needs of every learner to improve student learning outcomes.

INSTRUCTIONAL LEADER - LEARNING DIVERSITY AND ENGAGEMENT

Nazareth College supports the diverse learning needs of identified students through various classroom programs and initiatives. The Instructional Leader Learning Diversity and Engagement is responsible for managing and providing support to students with diverse learning needs, including indigenous students, students with refugee status, students who are new arrivals/EAL and students who require adjustments to their learning.

The Instructional Leader Learning Diversity and Engagement is primarily responsible for ensuring quality learning and teaching is tailored to meet the needs of students with diverse learning needs. They will model best practices and support teachers in meeting the learning needs of students through implementing and reviewing programs and processes to enrich student learning. The Instructional Leader Learning Diversity and Engagement will lead learning support, learning diversity and differentiation within the College. They will promote and support the development of contemporary pedagogy, evidence based learning and teaching practices. They will promote various programs to support students with diverse needs within and beyond the classroom.

They will provide proactive leadership of learning and teaching pedagogy, conduct instructional area meetings, review staff performance, and be accountable for appropriate standards in educational delivery. They will foster a sense of unity, growth and development within learning diversity and support staff to provide a broad, coherent and innovative curriculum that engages students in learning and meets their individual needs.

The Instructional Leader Learning Diversity and Engagement will have high standards for teaching students with diverse learning needs and be committed to best teaching practices and targeted learning for all students. They will work collaboratively with the Learning Support Officers to support teachers in preparing and implementing individualised, targeted teaching and learning programs to inspire and challenge students to reach their potential whilst meeting the legislative requirements of the Disability Discrimination Act (1992), Nationally Consistent Collection of Data Guidelines and the Disability Standards for Education (2005).

They are responsible for managing practices and processes to gather and analyse student data to determine eligibility for NCCD funding. They will also be required to implement the recommendations of the '2020 Learning Diversity Review Report.' The review was conducted by Melbourne Archdiocese Catholic Schools (MACS). It provided recommendations for Program Support Groups (PSG), Personalised Learning Plans (PLP), referrals, Learning Diversity Identity, Learning Support Officers and leadership and communication.

Catholic schools are places where the sacred dignity of each person is recognised, respected, and fostered. Nazareth College takes an integrated and collaborative approach to building and strengthening a safe and respectful school community which is safe. The partnerships between staff are pivotal in Nazareth College students' learning, wellbeing, and empowerment.

The Instructional Leader Learning Diversity and Engagement will actively support and promote the values inherent in a Catholic school, be highly professional in all aspects of the role and display proficiency in organisation, communication, consultation, and decision-making. They must be familiar with and comply with the College's Child Safety and Wellbeing Policy and the Code of Conduct. They will provide students with a child safe environment, proactively monitor and support student wellbeing and exercise pastoral care that reflects school values.

KEY TASKS

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other tasks, and the College may modify the position description in consultation with the incumbent, depending on the operational needs and requirements of the College.

TEACHING AND LEARNING PRACTICES

- Teach classes and model various teaching and learning practices, including cooperative learning, action learning, strategies for coping with differences in preferred learning styles, and enhanced opportunities for skills-based learning
- Ensure that teaching and learning is of the highest standard and caters for all students
- Provide feedback to staff on pedagogy and differentiated learning through regular classroom observations
- Be continuously involved in reflective practice and professional growth
- Implement inclusive teaching practices within the Victorian Curriculum context responsive to student's diverse needs (cognitive, sensory, physical, and social/emotional)
- Assist the Deputy Principal Teaching and Learning with professional development regarding teaching, differentiation, assessment and learning practices for diverse learners
- Support staff to plan and teach differentiated lessons and units of study that assess, address, and evaluate the needs of diverse learners
- Ensure that staff utilise best pedagogical practices and curriculum differentiation to meet the needs of students with diverse learning needs, including disability, learning difficulties, gifted and talented, EAL/D, refugees and students of ATSI heritage
- Coordinate the development and implementation of learning programs for students who are identified to have diverse learning needs
- Review and develop policies and procedures to support the engagement and participation of students with diverse learning needs, including storing and maintaining all relevant documentation
- Develop and deliver programs to assist diverse learners at risk of disengaging
- Provide targeted teaching to inform the design of educational programs, documentation of personalised learning plans, and effective consultation and communication with families and key stakeholders

LEARNING DIVERSITY AND ENGAGEMENT

- Oversee Year 7-12 Learning Diversity
- Develop positive working relationships with the Learning Diversity Team
- Be visionary in the leadership of Learning Diversity and Engagement
- Monitor and evaluate the implementation of teaching strategies to improve students' achievement using research-based knowledge and student data
- Be responsible for overseeing agreed processes to ensure that classroom practices meet the learning needs of identified students as determined by the NCCD Guidelines in conjunction with the Disability Discrimination Act (1992) and the Disability Standards for Education (2005)
- Adhere to CECV, State and National compliances, including the Australian Standards of Teaching
- Contribute to implementing and reviewing policies/programs for students requiring adjustments
- Utilise the CECV Intervention Framework to accurately identify, assess and monitor students who may require adjustments
- Oversee and keep accurate and detailed files on 'referred' students, paying particular attention to disseminating information—Post personalised recommendations for students with diverse learning needs on SIMON
- Identify students with diverse learning needs through observation and assessment using various instruments to plan appropriate interventions and support and actively seek opportunities to promote best practice in support of them
- Oversee and organise formal and informal assessments to support and better understand diverse learners and facilitate referrals to MACS as required
- Liaise with Instructional Leaders to support the smooth and efficient operation of internal assessments and examinations for students with diverse learning needs, including special examination arrangements for eligible students ensuring that they are constructed and organised effectively to provide optimal learning experiences
- Encourage staff to discuss concerns regarding students deemed to be at risk
- Develop, maintain and review teaching programs that support diverse learners
- Support teachers to develop knowledge and understanding for students who require adjustments to their learning and assessment

- Assist teachers with differentiation, implementing teaching and learning recommendations, adjustments and Personalised Learning Plans (PLP)
- Actively monitor the progress of students with diverse learning needs, including liaising with teachers and regularly checking students' academic results
- Advise students and their families of pathway options and subject selection
- Follow up with students with diverse learning needs, referred to panel, and provide support.
- Actively participate in instructional leader, learning and pastoral and learning diversity meetings
- Liaise with the Wellbeing Team regarding developing and implementing relevant programs to support students with diverse learning needs
- Communicate regularly with staff, students, parents/guardians through email, SIMON, Principal's Memo, meetings, and Newsletter
- Work with relevant staff to finalise promotions and provide advice on subject selection
- Understand the academic and social/emotional needs of students who learn differently
- Understand the connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person
- Coordinate funding applications and programs for Aboriginal and Torres Strait Islanders, refugee students and others relevant to supporting educational outcomes
- Develop an Annual Action Plan (AAP) for Learning Diversity in line with the College's Annual Action Plan and commit to the ongoing review of it each year
- Liaise with external agencies to access available resources and information as and when required, including but not limited to MACS, health professionals and specialists
- Implement the 2020 Learning Diversity Review recommendations
- Work with teachers to use data to inform pedagogy
- Work with the Learning Support Officers to ensure that required documentation is developed and maintained
- Oversee content and application of learning both on and off campus to maximise student learning outcomes
- Model, guide and support staff to develop effective school processes to assess student needs, provide required adjustments, document, monitor and review progress and consult with students and parents/carers/guardians
- Support staff in creating an inclusive curriculum and classroom environment where deliberate, appropriate and accurate levels of adjustment for individual students personalise curriculum. These adjustments extend to assessment and reporting and must comply with required standards to support diverse learners
- Know the strengths and areas for growth in Learning Diversity and work in collaboration where students are the priority
- Liaise with support services, such as those provided by Melbourne Archdiocese Catholic Schools (MACS) - Visiting Teacher Service or Royal Children's Hospital
- Coordinate and supervise the training of Learning Support Officers (LSO) to provide optimal support to students creating a climate of professional dialogue around performance and targets
- Oversee and coordinate the workload and timetables of LSOs and keep an accurate record of time in lieu, recall days, camp and other duties

PLP/PSG/NCCD

- Lead the Nationally Consistent Collection of Data (NCCD) team
- With the Learning and Pastoral Team, annually complete an audit and moderation of evidence. Provide this to the Principal that will allow validation and meet the submission of NCCD data
- Understand the statutory and compliance requirements of NCCD
- Oversee NCCD intervention strategy, ensuring policy, process, and procedure fidelity
- Work with teaching staff in the collection and collation of evidence for NCCD
- Provide ongoing consultation and support to staff with developing, implementing, and evaluating Personalised Learning Plans (PLPs) and appropriate adjustments
- Support staff with writing, implementing, and evaluating PLPs and other requirements, ensuring that they are supported to develop modified programs for students

- Work with and support LSOs to work in partnership and under the direction of teachers in implementing PLPs
- Plan and coordinate PSG meetings for students receiving substantial and extensive adjustments under NCCD and for others as required. Encourage student voice at PSG's;
- Ensure PSGs comply with practices/protocols outlined in the Melbourne Archdiocese Catholic Schools PSG guidelines
- Coordinate applications and processes regarding PLPs, PSG and NCCD
- Each semester, provide a summary progress of NCCD funded students to Leadership

GIFTED AND TALENTED

- Use the CECV Intervention Framework, Gifted and Talented Students: A Resource Guide for Teachers in Victorian Catholic Schools and Effective Practices Framework for Learning Support Officers, to support staff in developing an adjusted curriculum to engage and challenge high achievers in their learning
- Oversee the implementation of targeted supports that address specific student needs by coaching and mentoring best practices in advanced differentiation as appropriate
- Evaluate and monitor at appropriate intervals - intervention supports and adjustments to ensure consistent and effective educational opportunities and growth for students
- Develop and implement programs for enhancement, enrichment, and extension

TRANSITION

- Take an active role in the Year six primary school meetings and Grade 6 Testing Day
- Work with the College Registrar, Transition Coordinator, and other key stakeholders to coordinate the transition of new students requiring adjustments or having diverse learning needs
- Attend and prepare (eg, handbooks) for information nights and be available to parents
- Participate in transition for Year 7-12 students with diverse learning needs
- Assist with enrolment interviews for students identified as having diverse learning needs

LEARNING DIVERSITY AND ENGAGEMENT LEADERSHIP

- Implement decisions and procedures as directed by leadership which assist in the efficient organisation of the College
- Lead and manage the Learning Diversity and Engagement Team, including modelling best practices to meet student needs
- Provide positive and supportive leadership through appropriate peer observation, mentoring, feedback and staff support
- Engage in Learning Walks with the Deputy Principal Teaching and Learning
- Ensure that the teaching and learning is of the highest standard and caters to all students' needs
- Hold staff accountable for understanding and following college procedures and policies
- Identify and plan appropriate professional learning for teachers and learning assistants
- Convene and facilitate regular Instructional Area meetings, ensuring appropriate agenda and minutes are distributed promptly to all relevant staff
- Manage and lead programs to promote a safe workplace and optimal student learning opportunities
- Lead Learning Diversity in the organisation of school events (eg, Open School, Subject Selection, Information Evenings)
- Accept a leadership role and demonstrate an active and supportive interest in college events, particularly those in which students are involved (eg, swimming carnival)
- Liaise with others in Leadership positions within the College regarding child safety, subject selection, special programs and other events in the College Calendar as required
- Assist with staffing allocations and induction of new staff within the instructional area.
- Provide leadership for all involved in teaching, including mentoring, collaborating and sharing information to encourage continuous improvement in teaching and learning for students with diverse learning needs
- Make recommendations regarding funding, resourcing, and programming to Leadership.
- Enforce all OH&S rules and fire regulations are met

- With the Business Manager, prepare and manage the budget for Learning Diversity and Engagement
- Assist the Deputy Principal Staff and Students with recruiting, interviewing and employing new staff and with replacing staff on leave

PROFESSIONAL EXPECTATIONS

- An employee, neither during nor after the period of employment/engagement with, except in the proper course of their duties or as permitted by the organisation or as required by law, divulge to any person any confidential information concerning: The business or financial arrangement or position of this organisation or any related entity; The personal, wellbeing or financial information of any student, staff member or any related stakeholder or any of the dealings, transactions or affairs of the organisation or any related stakeholder
- Attend Staff, Instructional Leaders, Learning and Pastoral, Learning Diversity and other meetings as required
- Participate in an Annual Review and Formative appraisal
- Maintain professional knowledge by attending educational workshops, reviewing publications, establishing personal networks, and participating in professional societies
- Attend and support 'out-of-hours' events in the life of the College, such as Formals, Presentation Evening, Parent Nights, and Performing Arts events as appropriate
- The role requires a broad knowledge of the life of the College and a willingness to give of oneself rather than simply giving of one's time
- Attendance at Open Day/evening is compulsory
- Continue to meet the characteristics of a Lead Teacher as documented in the Australian Professional Standards for Teachers (AITSL) and ensure that teaching is of the highest standard and caters to all students' needs
- The position will, from time-to-time may, require attendance outside regular hours
- All employees at Nazareth College are to follow College policies and procedures
- Ensure Nazareth College continues to build its reputation as a school of choice
- Their demeanour, respect for others, and support and involvement will provide an exemplary example to staff and students
- Know of and be active in promoting child safety policies and protocols
- Other duties, as directed by the Principal

PASTORAL CARE

- Contribute to the fostering and development of student wellbeing
- Exercise pastoral care in a manner that reflects College values
- Implement strategies that promote a healthy and positive learning environment
- Build a culture of openness and transparency that engages student voice and participation
- Be professionally competent in teaching, administration, and pastoral care

CHILD SAFETY

Every person employed at Nazareth College is responsible for understanding the role they play individually and collectively to ensure that the care, wellbeing, and safety of all students is at the forefront of all they do and every decision they make. The College is committed to ensuring that all staff act in a manner that promotes the inherent dignity of every student and their fundamental right to be respected and nurtured in a safe school environment. This commitment includes regular learning opportunities in relation to child safety, protection, and wellbeing

SELECTION CRITERIA

Nazareth College, Noble Park North recognises and values each applicant's unique gifts, talents and experience. The criteria listed below will inform the selection process.

1. Registered Teacher in Victoria
2. Hold a CECV Accreditation to Teach in a Catholic School
3. Hold, or working towards a CECV Accreditation to Teach RE in a Catholic School
4. A commitment to support the Catholic ethos of the College
5. Postgraduate qualifications or experience in identifying and assisting secondary students with diverse learning needs
6. An exemplary secondary teacher with a demonstrable understanding of the AITSL Standards, specifically Standard 1: Know Your Students and How They Learn.
7. Understand the Disability Discrimination Act (1992), Disability Standards for Education (2005), Nationally Consistent Collection of Data Guidelines, CECV and VCAA regulations
8. Effectively lead staff within Learning Diversity and, if necessary, hold them to account
9. Experience developing evidence-based teaching and learning approaches, including using a broad range of assessment tools to inform student adjustments
10. Demonstrated ability to build staff capacity in relation to inclusive teaching practices and curriculum provision for students with diverse learning needs
11. The capacity to create and maintain an environment that supports continuous improvement leading to the achievement of high-quality outcomes for all students
12. Well-developed organisational and interpersonal skills, including a demonstrated ability to work effectively, independently, and collaboratively in a team environment. This includes managing information and correspondence with confidentiality, discretion and diplomacy with staff, students and parents/guardians
13. An understanding of the cooperative teaching connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person
14. Sound understanding of Child Safe standards and mandatory reporting requirements and a strong commitment to providing a child safe environment
15. A proven ability to lead and nurture students and staff in a dynamic and caring learning environment that is collaborative and inclusive
16. Promote the cultural safety, participation and empowerment of students and their families identified as vulnerable, students with a disability, linguistically and culturally diverse students and Aboriginal and Torres Strait Islander students

KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	MEETINGS
Principal Deputy Principal Learning Diversity Staff Students Parents	Parents Professional Networks MACS Learning Diversity	Staff Instructional Leaders Learning and Pastoral Learning Diversity Meetings

EMPLOYEE ACKNOWLEDGMENT

I (the undersigned) have read and understand the content of this position description and undertake to meet the key accountabilities in an appropriate manner.

Name

Signature.....Date

AUTHORISED BY PRINCIPAL OR REPRESENTATIVE

Name

Signature.....Date