

Position of Leadership (POL) | Targeted Programs and Interventions Coordinator

Classification:	POL 3
Tenure:	3-year term
Time allowance:	12 periods per week (2026) and 24 periods per week (2027 and 2028)
Reports to:	Leader of Inclusion (POL 4)
Direct Reports:	Learning Support Officers, Intervention Teachers and EAL Teachers

Context

Sacred Heart College is a proud, dynamic, high performing school community with strong traditions, a rich history and a deep sense of community and welcome. Our Catholic identity is best exemplified through a program of education that encourages students and staff to pursue the Mercy values of compassion, justice, respect, hospitality, service and courage. The Sacred Heart Way is identified through actions that uphold and advance Catherine McAuley's vision of the lived Gospel, which is at the heart of our community.



Strategy 2021 and Beyond articulates our vision of educating girls in the Mercy tradition to make a difference in our changing world. Key elements of the strategy focus on opportunities to reimagine learning that enables members of our school community to be creative, self-directed and critical thinkers, who are inspired to learn, whose natural inquisitiveness is nurtured and who strive for excellence.

The Targeted Programs and Interventions Coordinator plays a key role in leading, shaping and managing the College's strategic direction by developing practices in the following areas:

- Learning and Teaching
- Development of self and others
- Leading improvement, innovation and change
- Administration and operational management
- Engaging and working with the community



Position Purpose and Key Responsibilities

The Targeted Programs and Interventions Coordinator works as part of a team to support, empower and enable all students to flourish in an inclusive, engaging and mutually respectful environment.

The College's approach to inclusion and diversity is informed by the Universal Design for Learning Principles which offer a framework for curriculum development that provides all students with equal access to learning. The framework provides a blueprint for creating challenging instructional goals, methods, materials and assessments that accurately assesses learner progress (Rose and Meyer 2011).

Key responsibilities include but are not limited to:

- Lead and coordinate the work of the Intervention Teachers across targeted literacy, numeracy, EAL and other identified intervention programs.
- Oversee the planning, implementation, monitoring and review of targeted intervention programs to ensure they are aligned with student needs and College priorities.
- Coordinate external partnership programs that support student learning, engagement, inclusion and wellbeing.
- Lead and manage the Learning Support Officer team to ensure student support is purposeful, well organised and aligned with identified learning needs.
- Coordinate and guide Personalised Learning Plan processes to support a consistent, shared approach across teachers, families and the Inclusion Team.
- Work with teachers and Learning Support Officers to support the effective implementation of adjustments and targeted strategies.
- Use student learning data, learner profiles and intervention evidence to inform decisions about support, resourcing and program improvement.
- Contribute to the development of inclusive practice across the College, including the consistent and purposeful use of Universal Design for Learning principles.
- Work collaboratively with the Inclusion Leader to strengthen systems, processes and communication across targeted programs and student support.

Other accountabilities and duties

In addition to the primary purpose and key priorities, the Targeted Programs and Interventions Coordinator will:

- Undertake other reasonable duties as directed
- Document and maintain procedures relevant to the position
- Comply with the standards of a Child Safe organisation
- Maintain and contribute to individual and collective responsibility for Health and Safety at the College
- Undertake relevant professional and technical development

The Targeted Programs and Interventions Coordinator will have responsibility for ensuring administrative tasks, protocols and procedures relevant to the position are undertaken.



Key Relationships

The Targeted Programs and Interventions Coordinator works collaboratively and dynamically to establish and drive effective partnerships both within the College and the community.

Key relationships include:

- Inclusion POL Network and Teachers
- Inclusion Education Support Staff
- Learning and Teaching POL network
- House Leaders
- Teachers

Skills, Experience and Qualifications

Essential:

- Tertiary qualifications in Education with evidence of continuous formal learning in a relevant field.
- Accreditation to Teach RE or Lead in a Catholic School, working towards attainment or preparedness to commence working towards attainment.
- Experience coordinating inclusion practices in an education setting
- Experience in delivering targeted professional learning
- Sound knowledge of the Universal Design for Learning Framework
- Highly developed understanding of sustainable positive education practices.
- Highly developed written and verbal communication skills.
- Demonstrated ability to effectively lead teams to delivery of outcomes

Desirable:

- Experience managing projects and resources.
- Understanding of Mercy traditions, and capacity to positively advance the mission and Mercy values.

All employees are subject to appropriate employment and compliance checks prior to and during employment.

This position requires:

- current VIT registration, or
- current Police Check and Employee Working with Children Check, and
- full vaccination (boosted) against Covid19 or valid medical exemption.



Child Safety

The Targeted Programs and Interventions Coordinator will promote a child safe culture. They will promote and be committed to the College's child-safe policy, comply with the Safeguarding Children and Young People Code of Conduct, Mercy Education Limited Code of Conduct, VIT Code of Conduct and all other policies and procedures relating to child safety. They will demonstrate a duty of care to students in relation to their wellness for learning and will proactively support a child safe environment.

Acknowledgment

A holder of this position does so acknowledging:

- they have read and understood the general requirements of the position;
- they are suitably qualified and capable to undertake the responsibilities within;
- this position description serves to describe the position as accurately as possible but does not constitute a full statement of duties; and
- that other reasonable duties may also be allocated.



POL 3 Levels of Competence

Results Orientation	<ul style="list-style-type: none"> • Sets and works to achieving goals, and/or • Exceeds goals, and/or • Improves performance, and/or • Redesigns practices
Strategic Orientation	<ul style="list-style-type: none"> • Sets multiyear priorities, and/or • Defines multi-year strategy, and/or • Further develops College strategy across multiple areas, and/or • Creates high-impact strategy
Collaboration and Influence	<ul style="list-style-type: none"> • Actively engages with colleagues, and/or • Motivates others, and/or • Facilitates cross-group collaboration, and/or • Establishes a collaborative culture
Team Leadership	<ul style="list-style-type: none"> • Gets input from team, and/or • Inspires team commitment, and/or • Empowers teams to work independently, and/or • Motivates diverse teams to perform
Organisation Capability Development	<ul style="list-style-type: none"> • Actively supports team members' growth, and/or • Systematically builds team capability, and/or • Assists development outside of immediate team, and/or • Builds organisational capability
Change Leadership	<ul style="list-style-type: none"> • Points out need for change, and/or • Presents a compelling case for change, and/or • Mobilises others to initiate change, and/or • Drives College-wide momentum for change
Educational Understanding	<ul style="list-style-type: none"> • Investigates and researches education broadly and engages in use of data and professional learning, and/or • Demonstrates a deep understanding of education and empowers staff and students, and/or • Generates insights regarding the future of education, and/or • Identifies emerging educational opportunities
Inclusion	<ul style="list-style-type: none"> • Integrates other points of view, and/or • Functions well across diverse groups, and/or • Facilitates engagement between factions, and/or • Strategically increases employee diversity
Community Engagement	<ul style="list-style-type: none"> • Clearly outlines how input from stakeholders has been utilised to bring about change, and/or • Seeks input beyond the immediate community, and/or • Shares findings and new learnings with other professionals, • Strategically increases community engagement
Financial and Physical Resource Management	<ul style="list-style-type: none"> • Actively pursues alternative to improve efficiency, and/or • Develops and implements long term resource-maximising strategies, and/or • Facilitates the sharing of resources across groups, and/or • Expands revenue streams

