



Presbyterian Ladies' College

MELBOURNE



Position Description

Position:	Junior School Learning Enhancement Leader
Position Status:	Full-time, ongoing (0.4 FTE Learning Enhancement leadership / 0.6 FTE Teaching)
Classification:	This position receives a Responsibility Allowance Level C in accordance with the Presbyterian Ladies' College Teachers Agreement 2026
Reports to:	Head of Junior School. All positions in the College ultimately report to the Principal.

Presbyterian Ladies' College

Established in 1875, Presbyterian Ladies' College (PLC) is a leading Christian independent school for girls from Kindergarten to Year 12, with onsite boarding available from Year 7.

The campus is situated in the east of Melbourne on a 16-hectare site, creating a unique environment of a school in a park.

Our core values, underpinned by our Christian Ethos, are Integrity, Empathy, Courage, Delight and Service, and these provide an enduring foundation for dynamic learning.

The College Mission is to provide an outstanding education within a Christian context that:

- prioritises care
- promotes holistic development and growth
- personalises learning
- provides enriching opportunities
- perpetuates principled living and a service ethic
- prepares students for their time as scholars, thinkers, citizens, advocates, and leaders

Our consistently impressive academic results reflect the high-quality teaching, dedication of the students and visionary leadership for which the College has long been renowned.

We value and nurture the individual strengths and passions of the students. The personal development of our students is our priority with extensive age-appropriate care and wellbeing programs. Asian and European language studies are part of the curriculum from Prep to Year 12 with many students continuing foreign language study through either the Victorian Certificate of Education or the International Baccalaureate pathway.

The students' talents and interests are nurtured within a rich curriculum program, as well as through extensive co-curricular offerings.

Our ultimate goal is to develop girls who are fully prepared and will flourish in their life and work well beyond school as they contribute in meaningful ways to their community as scholars, thinkers, citizens, advocates and leaders.



Position Overview

The Junior School Learning Enhancement Leader is a key leadership position within the Junior School, responsible for leading the Junior School's Learning Enhancement Department (LED), overseeing three areas of need: the gifted and talented program, special abilities/learning support and EAL from Preparatory to Year 6.

The Junior School Learning Enhancement Leader will work with the Junior School Head of Curriculum and Pedagogy to ensure the provision of a leading edge, relevant and rigorous 21st century education that caters for the needs of girls of today.

The Junior School Learning Enhancement Leader is expected to attend some school functions outside of normal school hours, including meetings, activities and events involving staff, students and their parents, and to attend planning and organisational meetings as required. All staff are required to contribute to the outdoor education and cocurricular programs in the Junior School.

The Junior School Learning Enhancement Leader provides strategic leadership in inclusive education within an independent school for girls. Working collaboratively with staff, students and families, the leader champions evidence-informed practice to maximise outcomes for diverse learners. A commitment to high-quality teaching and continuous improvement, is central to the role.

Within the Junior School there are 23 classes, class teachers, specialists and support staff. There are 3 classes at each level from Preparatory to Year 4 and then 4 classes at Year 5 and Year 6.

Key Responsibilities:

The Learning Enhancement Department (LED) Leader will embody the following leadership capabilities and attributes:

- demonstrated success in leading and developing teams, fostering a culture of trust, collaboration, accountability and continuous improvement
- strong interpersonal and relationship-building skills, with the ability to work effectively with staff, students, parents and external professionals
- highly developed communication skills, including the capacity to navigate sensitive conversations with professionalism, empathy and clarity
- proven ability to influence practice and build collective commitment to initiatives that improve student outcomes

Examples of duties include but are not limited to:

Administration and Operations

- ensure that the broader Junior School team is following the processes in place for the identification of students for inclusion in this Department and the development of their programs
- creating timetables in consultation with Learning Enhancement Department staff
- manage the NCCD process, implementation of programs and data collection strategies that meet reporting requirements
- manage other grant applications that would assist with resource acquisition or access to special programs
- develop, maintain and oversee the implementation of best practice curriculum programs that cater for difference outside the normal range of ability through individual and small group structures
- oversee the gifted and talented program



- ensure teaching staff are informed of individual student learning abilities and provide direction as to how to meet their needs in their area of teaching
- work with class teachers to differentiate programs and materials for individuals for requiring academic extension or learning support
- support the implementation of the SPALDING program from Preparatory to Year 6 for new students through the provision of the Early Birds program
- provide resource services including diagnostic testing and teaching resources for teachers of children in the Department
- oversee the budgeting and ordering for this area including the acquisition of new resources and the proper care of resources through appropriate and safe storage
- liaise with external professionals as appropriate to individual student need
- communicate with staff and parents regarding the ongoing needs and / or progress of students, and be available for consultation with parents
- liaise with Early Learning Teachers regarding school readiness and be a member of the Prep transition team
- establish and maintain effective communication processes with the Year 7 Coordinator and the Head of Learning Enhancement Department (Senior School) regarding student transition into Year 7
- manage the administration of formal and informal diagnostic and achievement tests to new and referred students and liaise with the Admissions team, staff and parents to discuss school support programs, should they be required
- maintain individual records which monitor the progress and needs of children in the Department and where other issues arise that require documentation

Other Duties

- as directed by the Head of Junior School
- active participation in the College's pastoral care system and support of Year Level Coordinators and the Deputy Principal (Wellbeing) or the Head of Junior School in caring for all students
- attend scheduled staff meetings, House meetings, Year Level meetings, School Assemblies, Chapel Services, Whole School, Year Level and House events
- ensure personal and professional development is ongoing and keep abreast of curriculum initiatives in Primary education
- attend camps, concerts, excursions and other extra-curricular activities
- actively contribute to a broad range of College activities and attend after hours commitments when required
- actively contribute to College-wide committees
- maintain up-to-date understanding and support of the College's commitments to Child Safety, Health & Safety, and Policy & Compliance

Key Relationships:

- Head of Staff Development (Junior School)
- Head of Curriculum and Pedagogy (Junior School)
- Department Coordinators (Junior School)
- Subject Coordinators (Junior School)
- Head of Learning Enhancement (Senior School)



Mandatory Qualifications / Registrations / Certifications:

- relevant teaching qualification, essential
- relevant postgraduate qualification in Special Education, essential
- relevant postgraduate qualification in educational management / administration, would be well regarded
- current Victorian Institute of Teaching (VIT) registration, essential
- current certification, or willingness to obtain certification, through PLC-run programs:
 - Provide First Aid (HLTAID011) and CPR (HLTAID009) certificates
 - Asthma First Aid certificate
 - Anaphylaxis Management certificate
 - MARAMS - Protecting Children - Mandatory Reporting and Other Legal Obligations for Non-Government Schools (or equivalent)

Please note: Staff are required to maintain current certification and compliance training as required

Knowledge, Skills and Experience:

- proven experience as a Primary educator, able to cater for a range of abilities and learning styles
- experience with gifted and talented education, would be well regarded
- a passion for and commitment to the ideals of learning within an independent girls' school
- be trained in the SPALDING method or be willing to undertake such training
- sound understanding of contemporary diagnostic tools and research about teaching students with special abilities and needs
- excellent ICT and presentation skills
- demonstrated strong content and pedagogical knowledge in the teaching of Primary students
- demonstrated passion for teaching Primary students
- the ability to successfully plan and implement well-structured teaching and learning programs that engage students and differentiate learning
- the ability to work within, and contribute, to a highly collaborative team
- the ability to successfully contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge, curriculum development and practice

Key Attributes:

- strong commitment to developing strategies that support the effective integration, support and care of students with special abilities and needs
- demonstrate the ability to work and plan co-operatively with staff
- create a learning environment that fosters trust and respect and encourages each girl to engage in the learning process
- committed to striving for continuous improvement and achieving exceptional outcomes
- high levels of confidentiality, trust, credibility, and honesty
- a respect for and acceptance of difference in students, parents, and staff
- a proactive approach to the effective pastoral care of students
- willingness to learn new pedagogy to improve classroom teaching
- commitment to continual upgrade of personal skills and qualifications
- committed to the integrity and Christian ethos of the College



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Workplace Health and Safety

PLC is committed to fostering a safe, healthy and respectful environment for all members of the College community. All staff share responsibility for contributing to a positive workplace culture by complying with the College's OHS policies, procedures and practices, taking reasonable care for their own health and safety and that of others, and supporting an environment where wellbeing, safety and respect are valued and prioritised.

Child Protection

PLC is committed to being a Child Safe organisation where the safety, wellbeing and best interests of children and young people are at the centre of all we do. All staff share responsibility for creating and maintaining a child safe culture by complying with applicable child protection legislation and the College's Child Safe policies, procedures and practices. This includes actively supporting student wellbeing, promoting inclusion, respect and empowerment, taking action to keep children and young people safe from harm, and raising any concerns regarding child safety. The College has zero tolerance for child abuse.

Dr Emma Burgess

Principal

June 2026

The purpose of this position description is to provide a general overview of the key responsibilities of the position and is not intended to represent the entirety of the position nor is it intended to be all-inclusive