

POSITION DESCRIPTION

POSITION:	Head of Learning Diversity – Junior School
KEY RELATIONSHIPS:	This position reports to the Head of Junior School. All positions at the School ultimately report to the Principal.
POSITION STATUS:	3-year tenured position, ongoing teaching position.
PRIMARY FOCUS:	To lead the Junior School Learning Diversity Department by strengthening inclusive practice, coordinating evidence-informed intervention, supporting teachers to make effective learning adjustments, and ensuring students with diverse learning needs can access, participate in and grow through the Junior School program.
DOCUMENT DATE:	August 2026

CAMBERWELL GIRLS GRAMMAR SCHOOL – A Community Dedicated to Learning, Action and Service

Our Vision

A leader and innovator in education, dedicated to fostering a passion for learning and building a more just and sustainable world.

Our Mission

A Christian school in the Anglican tradition, inspiring students in their love of learning and nurturing compassionate leaders with global mindsets.

Our Values

We welcome students of all faiths and cultures, educating them to see wisdom through intellectual inquiry, service learning and spiritual growth, honouring the values of integrity, commitment, respect, hope and courage.

Our Key Areas of Focus

- Learning Designed for All
- Our Community
- Our Expert Workforce

Our Motto

'Utilis in Ministerium' (Useful in Service)

COMMITMENT TO CHILD SAFETY

Camberwell Girls Grammar School (CGGS) is a child safe organisation which welcomes all children, young people, their families and their participation. We are committed to providing culturally inclusive environments where all our students are safe and feel safe and have confidence their voice is heard. We promote positive interactions between students and adults, and between students and their peers based on mutual trust and respect.

Child safety is a shared responsibility. Everyone engaged or employed by CGGS has a role to play in promoting child safety. All are aware of their responsibility to promptly raise issues or concerns about a child's safety or wellbeing. We have zero tolerance for child abuse and we take proactive steps to identify children who may be at risk or experiencing vulnerability to mitigate harm or distress.

Particular attention is given to the safety needs of Aboriginal or Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, students with disabilities, international students, those unable to live at home and children and young people who identify as LGBTQIA+.

Secondary School / Administration

2 Torrington Street, Canterbury
Victoria 3126 Australia
T +61 3 9813 1166

Junior School / Ormiston

4 Mont Albert Road, Canterbury
Victoria 3126 Australia
T +61 3 9813 1965

camgram@cggs.vic.edu.au

cggs.vic.edu.au

ABN 79 004 166 349
CRICOS 00141J

We regularly seek input from students, parents, carers, staff and volunteers in our child safe practices and communicate our policies and ongoing strategies following each systematic review.

STAFF OBLIGATION TO CHILD SAFETY

All staff at Camberwell Girls Grammar School (CGGS) take an active role, and are well informed of their obligations, in relation to Child Safety Ministerial Order No 1359 – “Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises”. The CGGS Child Safety Commitment is incorporated into the school’s employment cycle from recruitment and reference checking to induction, probationary and 12 monthly performance reviews and regular Professional Learning. Employment at CGGS is subject to school policies including the Child Safety and Wellbeing Policy, Community Code of Conduct (includes Child Safety), Child Safety Mandatory Response and Reporting Policy being read, understood and adhered to.

CHILD SAFETY EXPECTATIONS FOR STAFF

All staff at CGGS must ensure that their students have a child safe learning environment at all times. Every interaction that a staff member has with a student must be conducted with child safe standards in mind and with an understanding of the CGGS child safe policies and procedures. This relates to all student interactions onsite, offsite or online, and in all programs including excursions, events, camps and parent involvement activities.

THE ROLE

At CGGS, a Multi-Tiered System of Supports (MTSS) framework underpins our approach to student development. This comprehensive model is designed to nurture academic, social, and emotional growth across all year levels. It encompasses curriculum design, parental engagement, professional learning, collaborative practice, and the Response to Intervention (RTI) framework.

The Head of Learning Diversity – Junior School leads the Department to support students to reach their full academic, social and emotional potential. This includes learners consolidating literacy and numeracy skills, students with English as an Additional Language, students requiring adjustments or targeted intervention, and students identified for enrichment or extension opportunities. The role works across prevention, early identification, intervention, enrichment, case management and staff capability-building so that support is coherent, documented and responsive to student progress.

Students are supported through a combination of differentiated classroom practice, consultation with teachers, in-class support, targeted small-group intervention and, where appropriate, individual sessions. The Head of Learning Diversity – Junior School oversees these supports and works in close partnership with the Head of Junior School, Deputy Heads of Junior School, School Counsellors and classroom teachers on matters related to student learning needs, adjustments, wellbeing and progress.

This role has both a leadership and teaching commitment. It is expected that CGGS teachers will respect and support the School’s ethos, values, policies and procedures while working with loyalty and commitment to the School.

KEY INTERNAL CONNECTIONS

Reporting directly to

- Head of Junior School

Direct Reports

- Inclusive Learning Specialists

Associated Relationships

- Principal
- Deputy Heads of Junior School
- Members of the Educational Leadership Team
- Director of Research and Design
- Head of Middle School
- Junior and Senior School Staff
- Head of Learning Diversity – Secondary School
- Head of Extension and Enrichment
- Admissions Manager
- School Counsellors
- Year Level Coordinators



KEY EXTERNAL CONNECTIONS

- Professional associations and networks (e.g. Melbourne and Beyond Gifted Network, SPELD, Learning Difficulties Australia and Think Forward Educators)

KEY DUTIES AND RESPONSIBILITIES

1. Leadership

- Lead and manage the Learning Diversity team in Junior School.
- Plan strategically for the implementation of Learning Diversity programs at CGGS to address the ongoing needs of students.
- Lead the Response to Intervention (RTI) model as part of a Multi-Tiered System of Supports (MTSS) framework.
- Coordinate timetabling of staff in the Learning Diversity team.
- Ongoing training of staff in the Learning Diversity team to ensure fidelity of the different programs used in Learning Diversity.
- Coordinate the referral process for language, numeracy and/or behavioural screeners for students.
- Partner with families through clear, timely and compassionate communication, including meetings to develop, review and adjust student plans, discuss progress, and ensure shared understanding of agreed supports.
- Liaise with external agencies involved with a student, such as occupational therapists, speech pathologists, audiologists, educational psychologists and other relevant professionals, to inform adjustments, intervention planning and classroom support.
- Consult with alternative education providers (such as Ashwood or Rossbourne Schools) to determine suitability and possible placements for students if necessary.
- Consult with Year Level Coordinators, classroom teachers and relevant leaders to coordinate individual and group programs, share student information appropriately, and ensure supports are implemented consistently.
- Consult with Year Level Coordinators and relevant Heads of Department to assist with the Year 6 to Year 7 transition for students in the Learning Diversity department.
- Ensure reasonable adjustments are identified, documented, implemented and reviewed in collaboration with teachers, families and relevant professionals, and that these adjustments support student access, participation and achievement across classroom, assessment and broader school contexts.
- Coordinate the NCCD database, evidence collection, moderation processes, audit readiness and annual submission requirements, ensuring that staff understand their responsibilities and that documentation accurately reflects the adjustments provided for students.
- Provide professional learning opportunities for teachers across the School in relation to Learning Diversity requirements, approaches and NCCD processes.
- Ensure that systems for monitoring, reviewing and evaluating student progress are implemented, documented and used to inform decisions about entry to intervention, continuation, adjustment or exit from intervention programs.
- Identify resources needed to meet the needs of students and budget accordingly.
- Monitor and take full care of the health and safety of others within the Learning Diversity area of responsibility.
- Involvement in enrolment meetings/discussions with the Head of Junior School to assist with determining specific student needs as required.

2. Teaching & Learning

- Identify and adopt evidence-informed teaching and intervention approaches for students with diverse learning needs, drawing on assessment data, classroom observation, teacher feedback and current research.
- Monitor teaching and learning activities to meet the needs of students with diverse learning needs.
- Identify and explicitly teach learning strategies, organisational skills and metacognitive routines that develop students' independence and confidence as learners in age-appropriate ways.
- Develop, implement and review an Individual Learning Plan for each student accessing Tier 2 and/or Tier 3 interventions, ensuring goals, adjustments, strategies, responsibilities and review timelines are clear.
- Develop and maintain Student Strategy Sheets for students accessing Tier 1 adjustments or being monitored, ensuring teachers have practical, accessible guidance for classroom support.



- Help adapt differentiated materials to assist student learning in regular classes and store these in a centralized location (MyCGGS) for teacher referral.
- Conduct lessons and support other Teachers to address individual differences by ensuring lessons are thoroughly prepared and designed to engage and challenge students.
- Provide prompt feedback to students through a variety of assessments, both verbally and written, on their progress.
- Maintain SEQTA NCCD database of student plans and teacher feedback.
- Manage the Learning Diversity portal in MyCGGS to ensure teachers can access current student information, resources and guidance.
- Ensure effective implementation and use of technology to support student learning.
- Contribute to the development of a differentiated curriculum as well as teaching and assessment materials.
- Work collaboratively with all staff within a team setting, including:
 - Meetings as required with School Counsellors
 - Coordination of excursions and student opportunities within Learning Diversity
 - Active membership of the Melbourne and Beyond Gifted Network and coordination of student activities
 - Active membership of SPELD, Learning Difficulties Australia and Think Forward Educators.

3. Recording and Assessment

- Ensure compliance requirements are met.
- Ensure effective systems for identifying, assessing and reviewing students.
- Maintain a separate reporting format for students accessing Tier 3 interventions to report according to ILP goals.
- Update relevant staff with progress reports of student development.
- Conduct regular progress meetings with families to discuss and modify goals for students with an ILP.
- Conduct regular meetings with the Head of Junior School and Deputy Head of Junior School to provide regular updates regarding student progress over time and ongoing needs within the Learning Diversity Department.
- Collect and interpret specialist assessment data as needed.
- Develop an understanding of the learning needs of each student and communicate ways to support student progress.
- Assist in the management of whole (Junior) School academic testing.

4. Professional Learning

- Monitor and implement contemporary approaches and practices in differentiated learning.
- Participate regularly in professional learning and support members of the team to engage in professional learning.
- Prepare and implement an annual professional development plan in accordance with school priorities and individual learning needs.

5. General teaching staff expectations

- Participate in the School Review process in order to continuously improve teaching knowledge and practice.
- Participate as a member of the Junior School Compass team.
- Be actively involved in pastoral care programs, being sensitive to students experiencing personal, social, or organisational problems and liaise with relevant pastoral care colleagues.
- Mentor staff members as required.
- Attend and contribute to meetings for subject, faculty and staff and parent-teacher meetings, school events, Open Day, excursions, assemblies and services.
- Be actively involved in the School's extensive co-curricular program.
- Undertake rostered supervisory duties outside of the classroom and exercise responsibility for the welfare of students.
- Supervise student teachers as required.

6. Health & Safety

All staff are expected to:



- Adhere to and implement all safe work practices and procedures in accordance with the CGGS Occupational Health & Safety policy, Workplace Health & Safety policy and Manual Handling policy
- Work safely and report any hazards in accordance with school procedures
- Monitor and take full care of the health and safety of others within area of responsibility
- Participate when required in the resolution of safety issues

QUALIFICATIONS

Essential Criteria:

- Tertiary degree in Education
- Post graduate qualification/s in Learning Intervention or equivalent
- Current VIT Registration
- First Aid qualification (Level 2) and current CPR qualification
- Anaphylaxis Awareness qualification in line with Ministerial Order No. 706
- Current Working with Children Check
- Current National Criminal History Police Check

PREVIOUS EXPERIENCE, SKILLS AND KNOWLEDGE

Essential Criteria:

- Previous experience designing, implementing and reviewing Tier 2 and/or Tier 3 interventions; using student achievement and diagnostic data to inform support; collaborating with teachers to implement adjustments; and contributing to NCCD, ILP or equivalent learning support documentation.

Desirable Criteria:

- Experience leading or coordinating a Learning Diversity, Inclusive Education or Learning Support team within a school environment, including the supervision, coaching or professional learning of teachers and support staff.
- Experience with database management systems to record NCCD data

KEY PERSONAL ATTRIBUTES

- Ability to translate research into action, lead specialist staff, coach teachers, use data to inform decisions, and provide evidence-informed interventions and adjustments that support access, participation and growth for students with diverse learning needs.
- A love of teaching and a passion for education
- A strong interest in working with children
- High level interpersonal skills and proven ability to work collaboratively in a team
- Positive and flexible attitude
- Enthusiasm and energy
- Self-motivation
- Commitment to achieving best practice
- The ability to be discreet and maintain confidentiality
- Well-developed time management and organisational skills

PROFESSIONAL EXPECTATIONS

Demonstrate commitment to Ministerial Order No. 1359 – Implementing the Child Safe Standards, and CGGS Code of Conduct

- Be responsive and maintain respectful communications and collaborative relationships with the CGGS community
- Model exemplary ethical behaviour and exercise informed judgments in all professional dealings
- Meet expectations as set out in the CGGS Staff Handbook
- Adhere to and implement all safe work practices and procedures in accordance with the CGGS Occupational Health & Safety policy, Workplace Health & Safety policy and Manual Handling policy
- Work safely and report any hazards in accordance with school procedures
- Participate in OHS training as required



ALLOWANCES

The position is a Category 1 Position of Responsibility and attracts both a time and monetary allowance. The time allowance is 8 hours per week.

N.B. This position description is not intended to represent the entirety of the position nor is it intended to be all-inclusive. CGGS reserves the right to modify this position description in consultation with the incumbent from time to time depending on the operational needs and requirements of the School.

