



Position Title:	Learning Enhancement Teacher
Dated:	April 2026
Reports To:	Head of Learning Enhancement
Prepared by:	Director of People and Culture

Position Purpose

The Learning Enhancement Teacher works with students in Middle and Senior Schools. They are expected to have a strong background in multiple learning enhancement areas, evidence based best practice and relevant involvement in the school environment.

The position will suit teachers who have qualifications in secondary teaching and interest in teaching inclusive/special education.

Overall, the essential role of a teacher, at St Leonard's College, is to provide an exemplary, world-class, innovative and academically rigorous education for our students, in a physically, emotionally and spiritually safe environment.

College Values

At St Leonard's College, teachers are expected to support the values of the College which include:

Lifelong Learning

We value and develop the essential personal qualities and skills for lifelong learning, including self-confidence, integrity, resilience and creativity. A St Leonard's education prepares students to take their place in the world and make meaningful contributions to society.

People

Our young people are encouraged to embrace diversity and individuality as well as collective responsibility.

Partnership

We consider education to be a partnership between students, teachers and parents, each with their separate roles and responsibilities.

Teachers

Our teachers are committed to continuing personal and professional development and embrace educational innovations. They are fully equipped to adapt to the rapid changes in education.

Community

Students become aware of the needs of the wider community and learn to engage in the world outside of the College community.

Environment

We are committed to protecting the environment as well as addressing the challenges which will face future generations.

Diversity

We welcome all cultures and celebrate diversity. Our students are encouraged to engage with people and cultures that are outside of their immediate world.

Duties & Essential Job Functions

Identification and assessment

- Use quantitative and qualitative data to identify strengths and weaknesses of individual students.
- Use data to monitor progress and response to intervention
- Take referrals from staff about students needing support
- Conduct or assist with testing appropriate to qualifications (eg YARC, WIAT, DASH)

Interventions

A range of these will be implemented through the learning enhancement program, depending on the identified needs of students.

- Implement evidence-based intervention programs for students with learning difficulties
- Contribute to team teaching, and providing in class support for specific students
- Conduct support classes
- Consult with staff on adjustments of curriculum to cater for students with learning difficulties
- Conduct short-term skills-based units

Professional relationships

- Liaise with Head of Learning Enhancement, Heads of School, Heads of Years, classroom teachers, school psychologists and external professionals where appropriate
- Provide recommendations for staff regarding adjustments of teaching practice as appropriate for students with learning difficulties
- Contribute to the professional development of teaching staff in relation to the needs of children with learning difficulties
- Coordinate Student Support Group meetings for specific students
- Refer children for further assessments where appropriate
- Attend Learning Enhancement team meetings
- Attend other faculty meetings regularly, as appropriate
- Liaise with Learning Enhancement Assistants in relation to support of students

Professional activities

- Attend relevant professional learning activities
- Assist with maintenance of assessment tests and resources
- Maintain records of learning enhancement provided to individual children
- Consult with parents of children receiving individual/small group support
- Attend parent-teacher meetings as required
- Provide written reports for children receiving support
- Maintain records NCCD documentation
- Assist with maintenance of learning enhancement student files
- Any other tasks as deemed appropriate for the role.

Teacher Duties and Responsibilities

At St Leonard's College teachers operate in a multi-faceted role where duties include:

- Best practice in teaching
- Pastoral care
- Curriculum development and innovation

- Professional learning and engagement
- Co-curricular involvement
- General and Administrative responsibilities
- Duty of care responsibilities

Other Functions and Responsibilities

The responsibilities of a St Leonard's College teacher will reflect the Australian Professional Standards for Teachers comprising of the three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement and include, but are not limited to:

- Preparing and executing well-planned, academically rich and innovative lessons
- Developing a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs
- Employing a variety of effective teaching strategies to effectively implement the curriculum
- Ensuring that classrooms are places where technology is discretely, yet actively employed to assist in effective learning
- Reporting on academic achievement to parents via the Continuous Reporting system and make appropriate levels of contact with parents as necessary
- Developing learning relationships with students that assist in nurturing the confidence and agency of St Leonard's College students
- Giving appropriate time to the planning of lessons and collaboration with other teachers as part of teaching teams
- Actively contributing to a culture of teaching and learning where teachers learn with and from each other and inquire into effective pedagogical practice
- Engaging in active and continuous professional learning that is relevant to their area/subject discipline as well as concerns and debates in the education sphere more generally
- Being thoroughly versed in the policies of the College and abide by the policy directives
- Supporting Pastoral staff in ensuring that the expectations of student behavior and dress are met
- Engaging with students in a variety of activities outside the classroom, including House and co-curricular activities.

Teachers are expected to undertake supervisory duties which are allocated in a roster either before school, at recess, lunchtime or after school. They are also expected to be involved in cocurricular activities, which may reflect particular skills and interests or as designated by the College. Teachers also undertake pastoral care responsibility. With each of these tasks it is the practice of the College to share the responsibilities as evenly as possible amongst the teaching staff so that there is no unreasonable load on any member of staff.

All teachers are expected to attend staff meetings and other ad hoc meetings as arranged. It is also an expectation that all members of teaching staff attend the College's major functions throughout the year.

Qualifications and Experience

- Tertiary qualifications in Education.
- Post graduate qualifications in Special Education or equivalent (preferred).
- Current VIT Registration.
- Previous experience in a similar role managing assessment and intervention strategies with students across middle and senior years.
- Knowledge of contemporary pedagogy and innovative use of ICT in the classroom to enrich learning.
- Well-developed classroom management strategies which enhance student engagement and outcomes.
- Strong interpersonal and communication skills with an ability to work as part of a team.
- Be an active contributor to a collegial work environment.
- Willingness to uphold the ethos and values of the College.

Professional Qualifications and Checks

Teachers

A relevant tertiary qualification in Education is required as a minimum and hold a current VIT Registration.

General Staff

Appropriate qualifications or experience specific to the role is a requirement.

It is a condition of employment that all staff provide a current Employee Working with Children Check or VIT Registration before their position will be confirmed. A Criminal Record check may also be requested in certain circumstances.

Child Safety and Wellbeing Responsibilities and Requirements

St Leonard's College has zero tolerance for child abuse.

St Leonard's College is committed to the safety and wellbeing of our students.

All employees are required to have a positive history of working with children, and be able to demonstrate their suitability, experience and attributes in relation to child safety.

Prior to commencing employment information will be collected in order to establish suitability for child-connected work as defined in Ministerial Order 1359, *Implementing The Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premise*.

Everyone working at St Leonard's College is responsible for the care and protection of the children and young people within our care and the reporting of information about suspected child abuse. This includes not only a strong belief but also a legal requirement to comply with the Child Safe Standards as gazetted by the Minister for Child Protection and the obligations set out in Ministerial Order No. 1359.

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Be responsible for understanding the St Leonard's College Child Safety and Wellbeing Framework; applying the College's Child Safety and Wellbeing Policy including being compliant with the Child Safety and Wellbeing Code of Conduct, Child Safety and Wellbeing Complaints and Concerns Procedure, Child Safety and Wellbeing Response and Reporting Procedure, Staff Student Boundaries Policy and being proactive in reporting any concerns or identified risk.
- Take all reasonable steps to protect children from abuse.
- Be aware of key risk indicators of child abuse, including harm caused by other children and students, to be observant, and to raise any concerns they may have relating to child abuse with the Principal, the Deputy Principal, the Head of Counselling Team or with one of the Child Safety Officers.
- Discuss their belief that a child is in need of protection with the College's Child Safety Officers so that they may obtain assistance and advice in relation to reporting their concerns to DFFH or Victoria Police. Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children.
- Promote the cultural safety, participation and empowerment of First Nation's people, students with a disability, students with linguistically and/or culturally diverse backgrounds, overseas students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students.
- Promote the safety, participation and empowerment of children with a disability.
- Promote the safety, welfare and wellbeing of students.

General Responsibilities

All staff are to be supportive of the St Leonard's College Mission Statement and to enhance the school's reputation as one which is a warm and caring environment, characterised by efficiency, professionalism and a willingness to meet the individual needs of those within its community.

This position is covered by the conditions stipulated in the *St Leonard's College Agreement 2023*, and any subsequent Agreement.

- The College:
 - is an equal opportunity employer
 - complies with the requirements of the Privacy Act
 - has a strong commitment to Health, Safety and Wellbeing
 - will not tolerate racism or harassment of any kind.
- College Standards - all staff are expected to actively support the following standards:
 - Communication – effective, helpful and positive
 - Confidentiality – Protect the privacy and confidentiality of all personal information (staff/families/students)
 - Teamwork – work together as a team to achieve the best results. Share information and collaborate across all sections of the College; trust, respect and support
 - Accountability – we do our work with honesty, integrity and enthusiasm
 - Performance – we perform to the best of our ability
 - Initiative – looking for opportunities to improve the way we work; flexible, adaptable and efficient.

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of duties attached to this position. The Position Description is subject to review in response to the changing needs of the College and the development of skills and knowledge of the successful incumbent.