

TINTERN GRAMMAR

POSITION DESCRIPTION

Position:	Head of Learning Enhancement Junior School
Reporting to:	Head of Junior School
Department:	Learning Enhancement
Date:	July 2026

Primary Purpose

The Head of Learning Enhancement Junior School is responsible for the team that identifies, develops and provides individual and group programs to support Junior Schools students with additional learning needs. The Head of Learning Enhancement Junior School is responsible for the overall management of the Junior Schools' Learning Enhancement Department, including administrative duties and will effectively communicate with staff, students, parents, class teachers and other professionals on an ongoing basis. The incumbent is also responsible for providing advice and support to classroom teachers to improve their ability to cater for individual differences. There is some involvement in the Early Learning Centre (ELC) identifying students for referral into early intervention and or external providers, in consultation with the Head of ELC.

Position in Context

The Head of Learning Enhancement Junior School is responsible to the Head of Junior School and has a lead role in the Junior School Learning Enhancement team.

Freedom to Act / Autonomy

It is the responsibility of the Head of Learning Enhancement Junior School to the Head of Junior School of any important enquiries and any potential issues that may arise in the course of the day. The Head of Learning Enhancement Junior School has a high degree of autonomy in the daily operations of the Learning Enhancement services.

Major Duties and Responsibilities

1. Student Management

- Support professional learning for staff in consultation with Head of Secondary LE through the Director of Professional Learning.
- Provide assistance to Junior School students with additional learning needs either in the classroom or in a withdrawal setting which may include curriculum modification to allow participation in class activities and presentation of material that takes account of the students learning needs and preferences. Liaise with Learning Enhancement Teachers and Learning Enhancement Assistants as required.
- Coordinate learning needs assessments for new and existing Junior Schools' students as required and provide advice to staff on assessments completed by external providers.
- Manage the scheduling of individual assessments.
- Assist with the analysis of diagnostic assessments in the Junior School and ELC
- Liaise with Head of Junior School regarding issues which are highlighted through testing and current student needs
- Advise classroom teachers on strategies to support students with additional learning needs
- Responsible for the placement and matching of students with appropriate intervention and support programs
- Develop positive relationships with and support students in Learning Enhancement programs
- Foster an 'open door' philosophy so that students and parents feel welcome to discuss additional learning needs

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- Identification and monitoring of students with learning difficulties via standardised testing (YARC, TOWRE, PAT)
- Consultation with Specialists regarding cognitive assessment and special consideration
- Create and update the Junior School Learning support register
- Monitor and enhance the welfare and academic progress of Junior School students by developing a thorough understanding of students with additional learning needs in consultation with the Head of Junior School.
- Refer students to, and seek advice from other specialist services within the school (and externally) when necessary
- Identify students that may receive additional funding to support their learning and initiate applications to achieve this
- Educate Junior School Learning Enhancement staff for record keeping requirements for NCCD process and ensure it is completed regularly.

2. Learning and Development

- Review and develop Learning Enhancement programs designed to foster autonomy in learning. This includes areas such as positive learning behaviours, productive learning behaviours, effective learning strategies, metacognition and skill development
- Participate in professional learning in the area of Learning Enhancement
- Keep up to date with the requirements of external bodies as required
- Initiate guest speakers to assist staff professional learning and provide PL for staff
- Provide information sessions for parents to assist with home community links
- Regular meetings with parents as required
- Oversee the NCCD process and associated record keeping in Junior School and liaise with the Head of LE Secondary, Business Manager in NCCD audit
- Provide Business Manager and Senior Vice Principal assistance in the form of information regarding the intervention program and supports in place for relevant students
- Assist with recruitment of LE staff as required

3. Resource Management

- Establish and maintain professional networks to maintain a high standard of current professional knowledge
- Keep abreast of research literature and current trends and share information with colleagues at staff meetings
- Review existing resources and ensure that necessary resources are available for use by students
- Attend relevant meetings and functions as required
- Maintain up to date records of Junior Schools' students with learning needs
- Coordinate timetabling and staffing allocations in the Junior School Learning Enhancement Team
- Participate as a member of the Junior School Management Team

4. Learning Enhancement Program Management

- Oversee and trial the implementation of specific learning enhancement programs that support the students' development
- Plan, organise and discuss the Learning Enhancement program with the Head of Junior School and Deputy Heads of Junior School
- Provide guidance to staff in the design and development of curriculum and Learning Enhancement programs
- Liaise with Head of Junior School regarding staffing needs as required

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- Oversee the Junior School Learning Enhancement purchasing, accounts and budgeting as required
- Assist with the purchase and maintenance of resources where necessary

5. Other Duties

- Be an exemplary teacher and mentor within the classroom program
- Provide innovative, creative ideas to motivate students and be willing to try new ways to inspire their learning
- Teaching load as determined
- Promote communication with the Junior School Counsellor to discuss Learning Enhancement students
- Coordinate the PSG meetings in Junior School and decide which Learning Enhancement teacher is better placed to chair each meeting; ensure meeting minutes and ILPs are sent to parents and saved.
- Ensure staff are familiar with Individual Learning Plans and requirements for documentation related to the NCCD process
- Ensure documentation is recorded and saved in a suitable format for NCCD purposes
- Participate in annual funding needs assessment with Business Manager, Senior Vice Principal and Head of LE Secondary

Direct reports

JS Learning Enhancement Assistants

JS Learning Enhancement Teachers

Contacts

Internal

Head of Junior School

Deputy Head of Boys Junior School

Deputy Head of Girls Junior School

Junior School Classroom Teachers

Members of Learning Enhancement Team

Head of ELC

Junior School Counsellor

Head of Learning Enhancement (Secondary)

Senior Vice Principal

Director of Human Resources

External

Parents of students with learning needs

Psychologists, Paediatricians, Tutors and other Professionals

Competencies Required

- Current VIT registration
- Qualifications in Special Education preferable
- Demonstrated experience in the area of Education Support, particularly learning disabilities
- Demonstrated ability to provide effective, collaborative, dynamic leadership in Learning Enhancement
- Experience in explicit, direct instruction techniques
- Able to interpret a wide variety of assessments and reports and develop and implement specific programs

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- Experience in the generation and use of data to inform teaching and learning, and a sound understanding of the process
- A high level of understanding of effective teaching and learning including catering to different learning styles and making special provision for students with additional needs
- Demonstrated ability to establish positive and effective working relationships with classroom teachers, specialist staff and students who have additional learning needs
- Strong organisational and time management skills, with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of competing tasks
- High-level digital technology skills

Child Safety

Tintern Grammar performs thorough assessments of potential and existing employees. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person to be trusted to work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, Criminal Records Checks and Working with Children Checks.

Tintern Grammar's commitment to Child Safety.

Tintern Grammar is committed to creating and maintaining a school in which all children are safe from harm and in doing so abides by the 11 child safe standards set down by the Commission for Children and Young People [CCYP | The 11 Child Safe Standards](#).

At Tintern Grammar we have a zero tolerance for child abuse, racism and other vilification;

The principles that guide child safety at Tintern Grammar are that:

1. the best interests of the child are paramount;
2. child protection is a shared responsibility of everyone in the School community;
3. all children have a right to feel safe and be safe at school, and have equal rights to protection from abuse and neglect;
4. the School will consider the opinions of students and use their opinions to develop child safety policies and procedures; and
5. the School is committed to providing a culturally safe environment in which the diverse and unique identities of Aboriginal children and young people are respected and valued
6. the School is committed to understanding children and young people's diverse circumstances and providing support and responding to those who are vulnerable, including children with a disability, children from culturally and linguistically diverse backgrounds, those who are unable to live at home, lesbian, gay, bisexual, transgender and intersex children
7. the School will take into account the diversity of all children, (including but not limited to the needs of Aboriginal and Torres Strait Islander children), and children who are vulnerable, and make reasonable efforts to accommodate these matters
8. everyone must also comply with the School's Child Safety Code of Conduct, which sets stringent standards for personal behaviour
9. all children, regardless of their gender, race, religious beliefs, age, disability, sexual orientation, or family or social background, have equal rights to protection from abuse.

OH&S

Employees are responsible for:

- Carrying out their duties in a manner which does not adversely affect their own health and safety or that of others
- Cooperating with measures introduced in the interests of workplace health and safety

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- Undertaking any training provided in relation to OH&S
- Immediately reporting all matters which may affect workplace health and safety to the OH&S Manager or Property Manager
- Correctly using any information, training, personal protective equipment and safety devices provided
- Refraining from intentionally misusing or recklessly interfering with anything that has been provided for health and safety reasons
- Undertaking only those tasks for which they have authorisation and/or the necessary training, and for which all necessary safety arrangements are in place

The purpose of this position description is to serve as a general summary and overview of the major duties and responsibilities of the position. It is not intended to represent the entirety of the position nor is it intended to be all-inclusive. Therefore, the position may be required or requested to perform for Tintern Grammar other work duties not specifically listed herein. Tintern Grammar 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.

I have read and acknowledge the requirements of this position.

Signed..... Date.....