



Position Description

Position Title	Curriculum Leader Exceptional Learners
Department	Springfield Leadership Team
Reports to	Director of Learning & Innovation
Direct Reports	Curriculum Leaders, Teaching Staff across the College
Purpose and Objectives	The Curriculum Leader – Exceptional Learners provides strategic leadership for the identification, support, intervention, extension and enrichment of exceptional learners across the College, from Prep to Year 12. The role works closely with the Director of Learning & Innovation, Heads of Sub-School (Primary and Secondary), Head of Curriculum, and Curriculum Leaders to build a whole-school, data-informed approach that helps every teacher understand and respond to the needs of exceptional learners – students who need additional support and students who need greater challenge. The role leads and oversees all P–12 exceptional learner programs, and is organised around three areas of responsibility: • Leading People – building the knowledge, skills and confidence of staff who support exceptional learners enabling them to identify and respond to the needs of exceptional learners. • Leading Systems – establishing clear, consistent policies, processes and resourcing for a whole school approach in P-12 exceptional learner programs. • Using Data for Student Improvement – using a clear evidence-based cycle to identify, analyse, respond, monitor, evaluate, improve – to ensure every exceptional learner receives timely and effective support, extension or enrichment, including a strong focus on STEM enrichment for academically able students.
Key Accountabilities	Leadership & Delivery • Build the knowledge, skills and confidence of staff so that every teacher can identify and respond to exceptional learners. • Consult regularly with the Heads of Sub-School (Primary and Secondary), Head of Curriculum, Curriculum Leaders and the Director of Learning & Innovation on student data, program development and intervention. • Build and sustain an inclusive culture and inclusive teaching practices across the College. • Help staff understand how exceptional learner programs connect to the College Mission and strategic goals. • Model professional leadership, and keep up to date with current research and best practice in supporting exceptional learners. • Plan and deliver professional learning that builds staff capability in differentiation, personalised learning, intervention and enrichment. • Mentor and supervise Exceptional Learner teachers and Guidance & Counselling staff, to maintain high standards of practice and consistent case management of students. • Work with Exceptional Learners staff and Curriculum Leaders to ensure a consistent approach to programs for exceptional learners across the College.



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- Provide professional advice to Senior Leadership on legislation and policy relevant to exceptional learners.

Leading Systems

- Establish and manage the policies, processes, budget and records that allow exceptional learner programs to run effectively and consistently across the College.
- Develop, lead and manage a coordinated, whole-school framework for exceptional learner programs that make the best use of available staff and resources.
- Prepare and review, at least annually, the policies and procedures for exceptional learner programs, in consultation with relevant staff and leaders.
- Prepare and manage the annual budget for exceptional learner programs, in consultation with the Director of Learning & Innovation.
- Work with Curriculum Leaders to set clear, fair and transparent processes for selecting students into STEM and enrichment programs.
- Provide advice on the choice of assessments used for identification purposes across P–12.
- Maintain current knowledge of legislation and policy relevant to students with additional needs and exceptional learners.
- Prepare funding applications and maintain accurate student records (e.g. in Synergetic) for all P–12 students who meet funding criteria.
- Ensure funding applications are submitted, on time, for every eligible student.
- Assist with the enrolment of new P–12 students where exceptional learner support may be required.
- Maintain confidential, accurate records of identified students and family contact, in line with legal requirements and College policy.
- Timetable P–12 exceptional learner staff for in-class support, withdrawal groups, specialist programs and other duties.
- Provide an annual written report to the Director of Learning & Innovation on student and staff achievements, program innovations and any issues.

Using Data for Student Improvement, Intervention and Enrichment

- Lead a clear, evidence-based cycle – identify, analyse, respond, monitor, evaluate, improve – so every exceptional learner is known, understood and appropriately challenged or supported.
- Develop and apply clear criteria for identifying exceptional learners, drawing on multiple sources of evidence, including NAPLAN, diagnostic assessment, classroom assessment, academic achievement and growth, learning behaviours, wellbeing and engagement data, teacher observation, student voice, parent information, and participation and achievement in academic, sporting, artistic and extra-curricular activities.
- Analyse and triangulate this data to identify students who need intervention, additional support, extension, enrichment or acceleration.
- Develop student profiles that give teachers a clear picture of each identified student's strengths, needs and next steps.
- Coordinate an appropriate response for each identified student, which may include an Individual Learning Plan, targeted intervention, classroom adjustments, differentiated curriculum, extension activities, acceleration, academic coaching, small-group programs, enrichment opportunities or specialist



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	pathways. • Develop a distinctive program of enrichment opportunities, with a strong focus on STEM, innovation and problem-solving – for example, STEM challenges and competitions, mathematics enrichment, coding and robotics, engineering and design challenges, research projects, university and industry partnerships, and Olympiad preparation. • Establish regular review cycles to monitor whether each identified student is making the growth expected, given their starting point and potential. • Evaluate the impact of interventions and enrichment programs using evidence of student growth, achievement, engagement and participation, and use this evidence to strengthen, expand, review or redesign programs. Other Duties • Teach a maximum load of 0.2 FTE. • Carry out other duties as reasonably directed by the Director of Learning & Innovation. • Manage academic concerns raised by students, parents/caregivers and teachers, including special consideration matters, and facilitate program variations. • Understanding of, respect for, and active support of the College's Christian ethos. • Take reasonable measures to protect their own health and safety, and the health and safety of others. • Follow all reasonable Health and Safety policies, guidelines and directions. • As a leader, take additional responsibility for the operational management of safe work practices in their area, including making appropriate resources and training available to team members. • Understand and uphold College policies and other reasonable directions as advised. • Manage academic concerns raised by students, parents/caregivers and teachers, including special consideration matters, and facilitate program variations.
Key Relationships	Head of Springfield, Curriculum Leaders, Teaching Staff, Students, Parents/Caregivers
Selection Criteria	These selection criteria will form the basis to assess applicants for short-listing and determine the successful candidate. Experience and qualifications Mandatory requirements (eligibility) – must hold/commit • Current Queensland Teacher Registration. • Relevant tertiary qualification in Education or a related discipline (postgraduate qualification desirable). Ideally have held a previous Curriculum Leader Exceptional Learners role



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	Knowledge, skills and capabilities SC1: Leadership - Demonstrated ability to lead, mentor and build the capability of teachers and support staff, so that every teacher can confidently identify and respond to the needs of exceptional learners. SC2: Leading Systems - Demonstrated ability to establish and manage clear policies, processes, budgets and compliance requirements for a P–12 program, and to coordinate the work of a team across a large organisation. SC3: Using Data to Identify Needs and Measure Impact - Demonstrated ability to analyse and use a range of student data – academic, diagnostic, wellbeing and engagement – to identify students who need intervention, support, extension or enrichment, and to evaluate the impact of programs over time. SC4: Designing Intervention, Extension and Enrichment Programs - Demonstrated ability to design and lead high-quality, inclusive teaching and learning programs, including targeted intervention, differentiation and enrichment (with a particular focus on STEM), that are informed by curriculum knowledge and student data. SC5: Communication and Relationships - Well-developed communication and interpersonal skills, with a demonstrated ability to build strong relationships and work effectively with students, staff, parents and external partners. SC6: Knowledge of Legislation and Compliance - Sound knowledge of legislation, policy and funding requirements relevant to students with additional needs and demonstrated ability to apply this knowledge in a school setting.
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Job Details	
Position Status	Maximum Term
Hours of Duty	Full Time – 30 programmed hours per week Monday to Friday All year position
Classification	Substantive teaching position + CL1 In accordance with Schedule 7 – Positions of Added Responsibility
Annual Allowance	\$28,974.00 Terms and Conditions – Please refer to the Employment Contract, which may or may not include reference to the Queensland Lutheran Schools Single Enterprise Agreement 2024 .



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Superannuation	12.75% employer contribution
Location	St Peters Lutheran College Springfield 42 Wellness Way, SPRINGFIELD QLD 4300 All employees may be required to travel to different locations to fulfil requirements of their position
Professional Behaviours	Applicants are expected to respect and uphold the College's Mission of "Excellence in Christian Co-Education", support the Christian ethos of St Peters Lutheran College, and uphold the Code of Conduct and Valuing Safe Communities standards. All employees are expected to demonstrate courtesy, co-operation and teamwork with fellow members of staff, and actively and effectively participate in reasonable directions provided.
Child Protection	All employees of St Peters are required to complete annual Child Safety Training. New employees must complete this training upon commencement, and/or provide certificate of completion from previous workplace. Employees must understand and adhere to the College's Child Protection Policy and Procedures.
Health & Safety	All employees are required to take reasonable measures to protect their own health, safety and wellbeing, and that of others, and to follow all reasonable Health and Safety policies, guidelines, and directions. Managers hold additional accountability for operational management of safe work practices in their area, including making appropriate resources, information, and training available to their team members.
Policies & Procedures	Employees are expected to understand and act in accordance with St Peters policy and procedure documents that are available on the College's intranet, relevant legislation and directions within the employment contract and/or <i>Queensland Lutheran Schools Single Enterprise Agreement</i> and take the responsibility to maintain current with these.
Compliance Requirements	Right to work in Australia Queensland College of Teachers Registration. Identified positions will require additional security clearances. All successful candidates will be required to obtain and maintain current levels of security clearance. Timely completion of mandatory training requirements and training relevant to their role.
Other Relevant Information	The College will conduct relevant and required applicant checks which include and are not limited to, contacting current and previous employer(s) to substantiate employment history, past conduct and performance. St Peters Lutheran College aims to be a preferred employer by fostering and valuing diversity, ensuring equitable and fair treatment for all, and respecting and upholding human rights.



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	The College is committed to increasing the participation rate of Aboriginal and Torres Strait Islander people through best-practice recruitment methods and producing positive training and employment outcomes for Aboriginal and Torres Strait Islander people within the wider communities. The collection and handling of information will be consistent with the requirements of the <i>Privacy Act 1988</i>.
Further Information	Further information about St Peters can be found at www.stpeters.qld.edu.au

Reviewed: 02 September 2026
Approved by People & Culture: