

Learning Diversity Case Manager

Title	Learning Diversity Case Manager
Classification	Teacher T1-1 – T2-6
Appointment duration	Ongoing
Date Reviewed	May 2026

Whitefriars College provides a quality education for young men grounded in the Catholic Carmelite tradition that emphasises critical thinking, the search for meaning and how to contribute to the common good of society.

The College supports every student to seek and achieve excellence in their learning, their relationships, and their participation in the community. Students are invited to appreciate the Christian worldview and see the goodness of God in themselves, all others and the natural world. Our aim is to enable our young men to look beyond themselves with a moral compass and social conscience and to approach life with intelligence, inner strength and gentleness. At Whitefriars College we value:

- **Faith** Shared faith expressed through contemplation, community and service.
- **Gentleness** The expression of gentleness as the intelligent way to express masculinity.
- **Excellence** Excellence and collaboration in learning, teaching and in all we do.
- **Respect** Positive, inclusive and respectful relationships across our community.
- **Justice** Action and advocacy for equity, justice and environmental stewardship through words and deeds.

Commitment to Ethos

All staff in the Catholic school have an indispensable role to play in furthering the mission of the Church. It is expected that all staff employed in a Catholic school:

- accept the Catholic educational philosophy of the school.
- develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work.
- by their teaching ministry, other work and by personal example strive to help students and families to understand, accept and appreciate Catholic teaching and values.
- avoid, whether by word, action or public lifestyle, influence upon students that is contrary to the teaching and values of the Church community, in whose name they act.
- Continuously work towards their accreditation to teach in a Catholic School as per the Victorian Catholic Education Authority (VCEA) policy.

Furthermore, it is expected of all employed at Whitefriars College that they accept and support the ethos of the Carmelite order, along with activities directed at the broader aims of the College.

Whitefriars College is committed to strengthened practice for the protection of children in line with the Victorian Government child safety reforms and **Ministerial Order 1359**.

Catholic school communities place the highest priority on the care, wellbeing and protection of children and young people. Founded in Christ and sustained by faith, Catholic schools seek to fulfil their mission of enabling each student to come into the fullness of their own humanity. This includes paying attention to the inherent dignity of children and young people, and their fundamental right to be respected, nurtured and safeguarded by all. Whitefriars College staff and volunteers are instructed about the school's child safety policies and are expected to comply with the school's obligations and understanding of a child protection culture and minimisation of the risk of child abuse. Staff and volunteers are provided with appropriate training and development opportunities, as well as ongoing supervision and management, to ensure their conduct is consistent with the school's child safety and wellbeing policies and procedures.

Overview

The Learning Diversity Case Manager is responsible to the Deputy Principal – Learning and Teaching through the Director – Learning Diversity and plays a vital role in supporting students with learning differences to access the curriculum. The role involves working collaboratively with teachers, staff and families to support the specific learning needs of students.

This role implements the Multi-Tiered System of Supports (MTSS) model to ensure inclusive education principles are enacted throughout the College. Working closely with specific cohorts of students, they consult, collaborate, and work in partnership with the Director – Learning Diversity, Learning Support Officers, teachers, middle leaders, the College Leadership Team, allied professionals, and parents to develop programs and implement strategies that support students with diverse learning needs.

The Learning Diversity Case Manager also carries a classroom teaching load. The role requires a passion for inclusive education, a strong understanding of diverse learners and empathy for students with additional learning needs. It also requires knowledge of contemporary pedagogy and the use of varied learning methodologies. The Learning Diversity Teacher is expected to be a professional and innovative member of the teaching staff at Whitefriars College.

In partnership with the Director – Learning Diversity, this role supports the implementation of Tier 2 and Tier 3 interventions and works collaboratively with subject and pastoral staff to ensure effective communication, professional collaboration, and tailored support for students with individual learning needs.

Attributes and Competencies

- Presents a professional, warm, positive and welcoming presence
- Demonstrates strong inter-personal and communication skills
- Maintains high levels of confidentiality while fostering credibility, integrity, and trust
- Displays empathy, enthusiasm, commitment, and a strong motivation to contribute positively to the College community
- Is compassionate, approachable, and demonstrates a genuine interest in the wellbeing and development of others
- Works effectively within a collaborative team environment and develops strong professional relationships with staff, students, and families
- Maintains high professional standards, with strong attention to detail and a commitment to quality outcomes
- Demonstrates initiative, self-motivation, and a proactive approach to work
- Alignment with College Mission and Values Statement.

Key Responsibilities

The Learning Diversity Case Manager is expected to exhibit the following attributes and competencies:

- A lively and practical support to the Catholic nature of the College
- An understanding of, appreciation for and sensitivity to the Carmelite spirit and tradition, which has underpinned the history, development and culture of Whitefriars College
- Apply and model exemplary teaching and learning skills employing a broad range of learning strategies and learning technologies
- Display a high level of commitment to student welfare extending beyond the classroom
- Exhibit ongoing professional growth on a personal level and for the benefit of the College community
- Advise and support mainstream teachers in the design and implementation of curriculum, pedagogy, and assessment practices to support students with disability in the classroom
- Use appropriate assessment tools to identify student needs, including familiarity with Student Performance Data, and use of this information to inform professional practice in providing adjusted programs, targeted interventions, and monitoring of students with disability

- Provide strategic support of students as required: help with differentiation of class work, tests and assignments, and support the teacher with the drafting of Individual Learning Plans (ILP) for students on adjusted programs
- Provide interventions for individuals or small groups of students with specific educational needs
- Liaise with teaching staff to ensure that the specific needs of students are catered for through: the provision of support with adjustments for students in the mainstream classes, withdrawal of students from mainstream classes for individual or small group interventions
- Provide support and assist with the implementation of professional learning opportunities to staff on disability and inclusion
- Provide recommendations to teachers and support implementation of strategies through classroom observation, team teaching and coaching
- Conduct appropriate testing to determine the appropriate intervention
- Implement and manage Personalised Learning Profiles (PLPs);
- Contribute to a positive family-school partnership through professional feedback to the Programs Support Group (PSG) meetings each term; helping to chair the meetings
- Contribute to the collection of data on students with disability for the annual NCCD, including supporting teachers with storing their evidence of adjustments, and their recording of data on these students
- Collaborate with a range of Allied and Counselling staff including as a member of the MTSS Interventions Team, to discuss students who are referred for screening, and develop appropriate approaches to monitoring the student and liaising with their family and teachers
- Work closely with Learning Leaders, House Leaders, and families to ensure that students with a disability are well-supported emotionally and academically
- Represent the Learning Diversity and the College at a range of events and meetings, including Open Day, Information Evenings, etc.
- Use work practices that meet legislative requirements related to working with students with disabilities; and use accurate and non-discriminatory language when working with students with disabilities and providing monitoring and feedback to teachers and families
- Model inclusivity with understanding of others with diverse backgrounds

Other duties as directed by the Principal or their delegate.

Key Selection Criteria

- Commitment to the mission, values, and ethos of a Catholic school in the Carmelite tradition, including respect for diversity, community, and student wellbeing.
- Demonstrated experience supporting diverse learners and a strong commitment to inclusive education practices that promote access, participation, and academic growth for all students.
- Tertiary qualifications in intervention are highly regarded
- Sound understanding of the Victorian Curriculum and the ability to implement contemporary learning support strategies, differentiated teaching practices, and evidence-based interventions within a secondary school setting.
- A keen interest in working closely with young people and ensuring access and equity for their academic pathway
- Experience using the student performance data to help teachers map out the learning goals for students with additional needs
- Demonstrated organisational skills, initiative, professionalism, and the ability to work collaboratively within a dynamic team environment while maintaining confidentiality and attention to detail.
- VIT registration

This role attracts a time release to perform the relevant tasks required.

Terms and Conditions of employment are as per the Catholic Education Multi Enterprise Agreement 2022 (CEMEA 2022).



Application

Applicants should submit:

- A covering letter of *no more than one page* outlining why the application is being made for the position
- A response of *no more than one page* on your ability and experience that will enable you to undertake the various aspects of the role
- An up-to-date Curriculum Vitae
- The names and contact details of at least three relevant referees

Applications should be addressed to **Mr Mark Murphy, Principal, Whitefriars College**

and submitted via the link below by **4:00pm Thursday, 22 October 2026**.

<https://external-jobboard.myrecruitmentplus.com/?recruiterId=12399>

Any enquiries regarding the role should be directed, in the first instance, to Ms Nipuni De Silva, Human Resources Manager on 9872 8214.