



Position Description

Position of Responsibility:	Head of Department - Learning Enhancement (Senior School)
Tenure:	5 year tenure as Head of Department Ongoing substantive teaching role
Classification:	Level B In accordance with the Presbyterian Ladies' College Teachers Agreement 2026
Time Release:	15 ppc (periods per cycle)
Position Reports to:	Deputy Principal (Wellbeing) All positions in the College ultimately report to the Principal.
Direct Reports:	Learning Enhancement staff

Presbyterian Ladies' College

Established in 1875, Presbyterian Ladies' College (PLC) is a leading Christian independent school for girls from Kindergarten to Year 12, with onsite boarding available from Year 7.

The campus is situated in the east of Melbourne on a 16-hectare site, creating a unique environment of a school in a park.

Our core values, underpinned by our Christian Ethos, are Integrity, Empathy, Courage, Delight and Service, and these provide an enduring foundation for dynamic learning.

The College Mission is to provide an outstanding education within a Christian context that:

- prioritises care
- promotes holistic development and growth
- personalises learning
- provides enriching opportunities
- perpetuates principled living and a service ethic
- prepares students for their time as scholars, thinkers, citizens, advocates, and leaders

PLC seeks to appoint staff who are passionate about education, with the highest professional skills who will actively support the Christian teachings and ethos of the College and possess a willingness to make a positive difference to the lives of PLC students. This will be visibly demonstrated through their behaviours, attitudes and role-modelling of the four PLC values: truth and excellence, character and integrity, service, care and respect. All staff must also commit to a culture that supports and embraces Child Safe Standards.

Our consistently impressive academic results reflect the high-quality teaching, dedication of the students and visionary leadership for which the College has long been renowned.

We value and nurture the individual strengths and passions of the students. The personal development of our students is our priority with extensive age-appropriate learning, care and wellbeing programs. The



students' talents and interests are nurtured within a rich curriculum program, as well as through extensive co-curricular offerings.

Our ultimate goal is to develop girls who are fully prepared and will flourish in their life and work well beyond school as they contribute in meaningful ways to their community as scholars, thinkers, citizens, advocates and leaders.

Position Overview

The Head of Learning Enhancement is responsible for the leadership and management of the Learning Enhancement Department. This includes energetically and thoughtfully contributing to the College's inclusive approach to learning support, differentiation, enrichment and extension, and English as an Additional Language. They will also have a thorough knowledge of theory and experience relating to these specialist fields. The Head of Learning Enhancement liaises and works with Heads of School, Faculty Leaders, Year Level Coordinators, teachers, relevant staff and families to ensure our students experience exceptional learning outcomes through support and/ or enrichment.

The Head of Learning Enhancement leads a committed team including learning enhancement leaders, teachers and teacher support staff. The role requires a strong focus on wellbeing and the holistic development of each student, fostering a culture of trust and care. A collaborative approach should be reflected in the working relationships between staff, Heads of Department, staff in other departments, Year Level Coordinators, the School Counsellors and the students.

Key Responsibilities

Responsibilities will include facilitating student involvement in programs targeting highly able students, supporting academic departments with differentiating the curriculum, and communicating with parents about the opportunities for highly able students.

Educational Leadership & Collaboration

- Actively support the Christian ethos of the College, modelling a Christian example in all activities
- Have a clear vision for the provision of exceptional education of students with additional needs such as support, enrichment or extension.
- Work with Head of School, Heads of Department and relevant staff to ensure the implementation of excellent educational programs and initiatives for Learning Enhancement students, with specific reference to new and relevant research and practice.
- Chair the Learning Enhancement Faculty Meetings (7-12)
- Collaborate with teachers to modify learning programs to meet the learning needs of learning enhancement students, with a focus on curriculum pedagogy and alternative and equitable assessment and reporting
- Contribute to the provision of high quality differentiated practice across the Senior School
- Oversee the Disability Provision Process including applications and examinations.
- Coordinate the cyclical Educational Planning process for each Learning Enhancement student through annual collaborative planning with families and students, Individual Education Plans, Individual Learning Plans, Learning Profiles and so on
- Support effective transition programs for Learning Enhancement students at key transition points (at enrolment, Year 6 into 7; Year 10 into 11 and beyond).
- Coordinate and lead the NCCD process for the Senior School, liaising with the Head of Learning Enhancement (Junior School), and all key leaders to ensure consistency of approach and practice, leading moderation of the data and completing the annual submission of data.ensuring alignment of teaching and learning in the department with the expectations of all aspects of curriculum, assessment and reporting



- maintaining an overview of needs and programs for highly able and talented students, Indigenous students, and those in need of academic support across the curriculum
- identifying, through assessment procedures, special needs of all referred students and monitoring the progress of students within the Department.
- working with the Admissions Department and the Deputy Principal to identify new students' needs and overseeing new girls' testing
- contributing to the development and implementation of strategies, processes, activities and events that ensure College-wide alignment of all aspects of curriculum for the department
- collaborating with the Deputy Head of Junior School (Curriculum & Pedagogy) to ensure ongoing development of consistency and coherence in the Year 7–12 Learning Enhancement program.

Staff Leadership

- Coordinate, supervise and develop a cohesive Learning Enhancement team across the school: learning enhancement leaders, teachers, teacher aides, itinerant teachers and volunteers.
- Strategically plan and coordinate, in conjunction with the professional learning leaders and Heads of School, the professional learning of the learning enhancement needs for staff as required.
- Lead through a current knowledge of processes and procedures relating to the diverse needs of students: disability issues, verification, educational programs, diagnostic testing, data collection.
- maintenance by the department of high standards of teaching and learning, assessment and reporting
- participating in College processes to select, appoint and deploy departmental staff
- assisting in the ongoing development and performance reviews of department staff
- implementing the Staff Development program in line with College priorities and department needs
- leading and managing teachers in a manner to ensure the cohesive functioning of the department as a professional learning team
- ensuring appropriate induction and mentoring of new staff into departmental protocols
- providing mentoring to individual department staff as appropriate to facilitate their professional growth and efficiency
- contributing to Student Wellbeing Team meetings, Individual Year Level Wellbeing meetings and Heads of Department meetings
- planning and running of department meetings and professional learning sessions for the department
- leading the department's contribution to/participation in the development and implementation of the College's Strategic Plan goals, priorities and initiatives

Monitoring, analysing and reporting student learning outcomes

- Coordinate the ongoing and accurate testing, monitoring and assessment of students with additional learning needs as required, referring students for further assessment in a timely and efficient manner
- Analyse and report testing results and other data to inform the development of exceptional learning programs for students in Learning Enrichment
- Maintain clear records pertaining to student progress and assessment
- Take responsibility for the accurate and timely reporting of data to relevant internal and external agencies and authorities as required
- collaborating with the Deputy Principal (Curriculum & Learning) in regard to strategic collation, analysis and interpretation of student learning data to inform department practice

Community Engagement

- Develop and maintain positive relationships with parents and families of Learning Enhancement students
- Attend parent meetings, parent/teacher interviews, and faculty and school meetings as required
- Participate in co-curricular activities within and outside School hours
- Attend and contribute to parent meetings and events as required
- Discuss individual performance, strengths and weaknesses, and recommendations for improvement with students and parents.



- Effectively communicate information about student learning to parents, students and other stakeholders
- Proactively provide parents with opportunities to gain insight into how students learn and how best they can be supported in their learning

Management & Administration

- ensuring compliance with all College policies
- demonstrating a high level of administrative, communication and organisational skills to ensure the effective operation of the Department
- assisting the Deputy Principal to determine future budgetary requirements for the faculty
- overseeing the management of department budget, resources, facilities and/or equipment
- taking a lead role in promoting and supporting students, staff and visitor safety and well-being, anticipating and responding accordingly to potential risks
- demonstrating full awareness of Occupational Health and Safety issues and procedures, complying with these and taking responsibility for one's own health and safety
- being familiar with emergency procedures and being ready to implement them if necessary

Other Duties

- as directed by the Deputy Principal (Wellbeing) or the Principal, including where necessary assistance to other Senior Executive members
- maintain up-to-date understanding and support of the College's commitments to Child Safety, Health & Safety, and Policy & Compliance

Knowledge, Skills & Experience

- Postgraduate qualification in Special Education, preferable
- Rich current knowledge of international research and best practice in the area of Additional Learning Needs Education (support, differentiation, enrichment and extension)
- A proven track record as an outstanding classroom teacher and leader of educational teams
- Understanding of and ability to utilise current theory and research to ensure the provision of exceptional educational programs for learning support, differentiation, enrichment and extension
- Strong, proven ability to oversee the maintenance of meticulous records pertaining to students within the Learning Enrichment program
- Experience and knowledge of the Nationally Consistent Collection of Data process and relevant legislation
- Experience working with students who have a learning difficulty or disability

Key Attributes

- A positive role model for colleagues and students
- Ability to work independently and collaboratively
- Professional and personal integrity
- Being flexible and open to change
- Being proactive and innovative
- Enthusiasm for a team environment with a capacity to develop a positive learning culture
- Possess effective communication skills and relate well with all students, teachers, and support staff
- Able to work to deadlines while maintaining a standard of excellence.
- Exceptional communication and interpersonal skills, displaying sensitivity, discretion and professionalism
- Positive and proactive approach to supporting students, colleagues, parents and members of the wider school community



- Commitment to continuous improvement and achieving high-quality outcomes
- Strong organisational and administrative skills
- Proactive approach to the holistic development and wellbeing of students
- Demonstrate integrity, sound judgement, confidentiality and a commitment to high ethical standards

Key Success Criteria

- **Student learning and progress:** student learning data, assessment information and identified learning needs are effectively analysed and used to inform teaching practice, ensure tiered intervention frameworks, data informed identification of needs and high level intervention efficacy to provide support and improved student outcomes in the Department and with other Departments.
- **Learning Enhancement Curriculum development and alignment:** curriculum, teaching, assessment and reporting practices across all School Departments are reviewed, evaluated and aligned with learning support needs.
- **Inclusive learning and student support:** appropriate processes are in place to identify, monitor and respond to the needs of students requiring additional support, including highly able and talented students and students with diverse learning needs
- **High-quality teaching and learning:** high standards of learning support teaching and learning are maintained across the Department, with contemporary pedagogical practice, differentiation and inclusive approaches supporting the diverse needs of all students
- **Professional leadership and collaboration:** the Department operates as a cohesive and collaborative professional learning team, with staff supported to share practice, address challenges and contribute positively to the Department and wider College
- **Strategic contribution:** the Department makes a meaningful contribution to the development and implementation of College strategic priorities, initiatives and improvement activities
- **Cross-College collaboration:** strong and constructive relationships are maintained with curriculum, wellbeing, Learning Enhancement, Admissions and other relevant teams to support consistency, continuity and positive outcomes for students
- **Continuous improvement and innovation:** current research, educational developments and evidence-informed practice are actively considered and translated into practical improvements in curriculum, pedagogy, assessment and student learning.
- **Community relationships and leadership:** clear communication, strong educational leadership and cross community collaboration are demonstrated to build high trust relations with parents, students and colleagues.

Key Working Relationships

- Heads of Department
- Head of Counselling
- Director of Student Wellbeing
- Year Level Coordinators
- Curriculum Coordinators

Workplace Health and Safety

PLC is committed to fostering a safe, healthy and respectful environment for all members of the College community. All staff share responsibility for contributing to a positive workplace culture by complying with the College's OHS policies, procedures and practices, taking reasonable care for their own health and safety



and that of others, and supporting an environment where wellbeing, safety and respect are valued and prioritised.

Child Protection

PLC is committed to being a Child Safe organisation where the safety, wellbeing and best interests of children and young people are at the centre of all we do. All staff share responsibility for creating and maintaining a child safe culture by complying with applicable child protection legislation and the College's Child Safe policies, procedures and practices. This includes actively supporting student wellbeing, promoting inclusion, respect and empowerment, taking action to keep children and young people safe from harm, and raising any concerns regarding child safety. The College has zero tolerance for child abuse.

Approval

Owner:	Deputy Principal (Wellbeing)
Approved by:	Principal
Approved date:	October 2026

The purpose of this position description is to provide a general overview of the key responsibilities of the position and is not intended to represent the entirety of the position nor is it intended to be all-inclusive