Position Detail

Manager, Deaf and Hard of Hearing Support Program

At Strathcona Girls Grammar, we are committed to being a learning community that is Unstoppable Together, advancing the connections that inspire excellence, opportunity and impact for every student, grounded in optimism and the joy that shapes a purposeful life well lived.

Our mission, Empowering Minds, Enriching Community, Transforming the Future, underpins every aspect of school life. We believe that exceptional teaching has the power to transform lives. Through a culture of high expectations, curiosity, innovation and continuous improvement, we empower students to become confident, capable and future-focused learners who are prepared to thrive in an increasingly complex world.

At Strathcona, we are proud of our long history of supporting Deaf and Hard of Hearing students as part of our commitment to diversity, inclusion and educational excellence. We believe every student should have equitable access to learning, connection and opportunity, and we foster an environment where Deaf and Hard of Hearing students are empowered to thrive academically, socially and personally. Through specialised support, collaboration and a culture of high expectations, we empower students to access every aspect of school life with confidence, fostering the connection, opportunity and sense of belonging that underpin our commitment to being Unstoppable Together.

Strathcona Girls Grammar is a school where the dignity of each person is recognised, respected and fostered. Our school takes an integrated and collaborative approach to building and strengthening safe and respectful school communities which are child safe.

Purpose of the Position

The Manager, Deaf and Hard of Hearing Support Program provides leadership of Strathcona's Deaf and Hard of Hearing Support Program, guiding its strategic direction, delivery and continuous improvement across the School. Reporting to the Head of Learning Enhancement, the role leads a multidisciplinary team of Teachers of the Deaf, Auslan Interpreters, Auslan Teacher and Speech Pathologist, and works collaboratively with students, families, staff and external specialists to maximise educational access, participation, achievement and wellbeing for Deaf and Hard of Hearing students.

The Manager will be primarily based at one campus but will have oversight of Deaf and Hard of Hearing students across all three campuses. Travel between campuses will be required as needed to support students, staff and program delivery.

Authorised by: Principal
Last reviewed: October 2026

Responsibilities	Outcome
To promote and enable the Strathcona Strategic Vision.	• Observable behaviours and professional practice of all staff at Strathcona. • Strathcona's vision is "To be a learning community that is unstoppable together, advancing the connections that inspire excellence, opportunity and impact, for every student, grounded in optimism and the joy that shapes a purposeful life well lived." • Underpinning this vision are the core values of Courage, Respect, Integrity, Compassion, and Empowerment.
Provide students with a child-safe environment.	• A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety. • Be familiar with and comply with the School's Child-Safe Policy and Code of Conduct, and any other policies or procedures relating to child safety.
To model observable professional behaviour and professional courtesy.	• An environment of professional trust, empowerment and learning is fostered.
Provide strategic leadership for the Deaf and Hard of Hearing Support Program.	• Program priorities align with School strategic goals and contemporary best practice. • Annual plans, e.g. Individual Learning Plans are implemented and reviewed. • The Program demonstrates continuous improvement in student access, participation and outcomes.
Lead and develop a multidisciplinary team.	• Teachers of the Deaf, Auslan Teachers, Auslan Interpreters, Integration Aides, Notetakers and Speech Pathologist work collaboratively and effectively. • Staff performance, growth and wellbeing are supported through coaching, feedback and professional learning. • Clear expectations, accountability and consistent practices are established across the team.
Oversee the delivery of high-quality, evidence-informed support for Deaf and Hard of Hearing students.	• Students are supported to access, participate in and contribute fully to all aspects of school life. • Support and adjustments are responsive to individual needs and informed by current research and specialist advice. • Student achievement, engagement, wellbeing and self-advocacy are fostered.
Build staff capability in inclusive practices for Deaf and Hard of Hearing students.	• Teaching staff understand the learning, communication and participation needs of Deaf and Hard of Hearing students. • Evidence-informed strategies are implemented consistently across classrooms and learning environments. • Professional learning opportunities strengthen staff knowledge and confidence.
Work collaboratively with students, families, staff and external specialists.	• Strong partnerships support positive student outcomes. • Communication is timely, professional and responsive. • Program Support Groups (PSGs) and transition processes are effectively coordinated.

Lead the provision and review of communication access and specialist supports.	• Appropriate communication supports are available and effectively implemented, including interpreting, captioning and notetaking services where required. • Students have equitable access to learning, co-curricular programs and School events. • Communication access arrangements reflect best practice and student needs.
Represent the School and foster partnerships, engagement and connection within the Deaf and Hard of Hearing community and professional networks.	• Strong relationships are maintained with Deaf and Hard of Hearing organisations, professional associations and networks. • Opportunities for engagement, learning and collaboration are created for students, families and staff. • Community events, parent information sessions and activities that strengthen connections with the Deaf and Hard of Hearing community are facilitated as appropriate. • The School actively contributes to and benefits from professional networks. • Strathcona's reputation as a leader in Deaf and Hard of Hearing education is enhanced.
Manage program administration, compliance, resources and funding requirements.	• Student records, reports and NCCD documentation are accurate and maintained to a high standard. • Funding applications, acquittals and compliance requirements are completed within required timelines. • In consultation with the Head of Learning Enhancement, resources and budget allocations support the effective delivery and future development of the Program. • Oversee the scheduling of Auslan interpreters to ensure communication access across lessons co-curricular and school community activities.
Other duties as required.	• Duties are attended to efficiently and effectively. • The Manager contributes positively to the broader life and strategic priorities of the School.

Reporting Relationships

Reports to	• Head of Learning Enhancement
Manages	• Deaf and Hard of Hearing Support Team
Associated Relationships:	• Principal • Deputy Principal • Head of Junior School • Director of Secondary School • Director of Learning Excellence and Pedagogy • Other authorities as appropriate

Key Challenges

- Build on Strathcona's reputation as a leader in Deaf and Hard of Hearing education, promoting excellence, inclusion and innovation across the School.
- Lead a multidisciplinary team, fostering a culture of professional trust, collaboration, accountability and continuous improvement.
- Ensure high-quality, evidence-informed support that enables Deaf and Hard of Hearing students to access, participate in and contribute fully to all aspects of school life.
- Strengthen staff capability and inclusive practice across the School to maximise educational, social and wellbeing outcomes for Deaf and Hard of Hearing students.
- Foster meaningful partnerships with families, the Deaf and Hard of Hearing community, professional networks and external specialists to strengthen student outcomes and program effectiveness.
- Balance the diverse and evolving needs of students, families, staff, while ensuring effective and sustainable service delivery.

Selection Criteria - Education and Experience

Essential

- Current full Victorian Institute of Teaching (VIT) registration.
- Qualifications relevant to Deaf and Hard of Hearing education and support (e.g. Teacher of the Deaf).
- Demonstrated understanding of the Expanded Core Curriculum (ECC-DHH) and its application to the educational needs of Deaf and Hard of Hearing students.
- Demonstrated experience working with Deaf and Hard of Hearing children and young people across a range of educational settings.
- Experience leading teams, programs, and projects within an educational or specialist support context.
- Demonstrated experience working collaboratively with families and multidisciplinary professionals to achieve positive student outcomes.
- Demonstrated proficiency in using and troubleshooting a range of audiological equipment and assistive technologies that support communication access and learning for Deaf and Hard of Hearing students.
- Highly developed verbal and written communication skills.
- Evidence of maintaining high-quality documentation, reporting and compliance processes.
- Demonstrated knowledge of child safety requirements and responsibilities.

Advantageous

- Proficiency in Auslan, enabling effective communication with Deaf and Hard of Hearing students and families and contributing to communication access across the School where appropriate.
- Experience working within bilingual-bicultural (Auslan-English) educational environments.
- Experience managing multidisciplinary teams e.g. Teachers of the Deaf, speech pathologists, interpreters, notetakers, integration aides.
- Experience in independent schools or similar educational settings.
- Established professional networks within the Deaf and Hard of Hearing, disability or education sectors.
- Relevant postgraduate qualifications in Educational Leadership or a related field.

Personal Qualities

- Be a suitable person to engage in child-connected work.
- Demonstrated ability to build productive relationships and work collaboratively towards shared goals.
- Demonstrates initiative, professional judgement and a solutions-focused approach.
- Personal resilience, enabling effective management of multiple and competing demands.
- Demonstrates a commitment to diversity, inclusion and equitable access to learning and participation.
- Acts with integrity, professionalism and empathy in all interactions.
- Supportive of the ethos of the Christian tradition.

Child Safe Standards

The School is committed to ensuring child safety. The School has zero tolerance for child abuse and will treat very seriously all allegations and concerns. In line with this commitment to child safety, the School has put in place policies and procedures to uphold the Victorian Child Safe Standards. These standards aim to promote child safety, prevent child abuse and set up processes to properly respond to allegations of child abuse.