

# Position Description

*This position description summarises the essential responsibilities, activities, qualifications, and skills for this position and may be reviewed or modified by the Principal or their delegate, in response to the strategic direction of the school and the development of skills and knowledge for this position.*

## Position Details

<b>Position</b>	Head of Enhanced Learning (ELC-Yr12)
<b>Award</b>	Educational Services (Teachers) Award 2020
<b>Level</b>	In accordance with experience
<b>POL</b>	Level 4 (23% of Level 10)
<b>Work Location</b>	School Precinct, Kew
<b>Directly reports to</b>	Director of Teaching & Learning

## Child Safety

Trinity Grammar is a school where the dignity of each person is recognised, respected, and fostered. The School has zero tolerance for child abuse and will treat very seriously all allegations and concerns. In line with its 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.

All employees at Trinity Grammar School are required to:

- Have a current Working with Children Check or VIT registration.
- Complete all mandatory reporting training and education about child safety.
- Adhere to the School's Child Protection Policies, Staff Code of Conduct and associated policies and procedures.
- Report suspected cases of child abuse in accordance with the School's policies.

## Position Summary

This position is to enhance and expand Trinity's tradition of meeting the unique educational, social, and emotional requirements of students with divergent educational needs. This position is a middle leadership position that leads a large team of teachers and teaching assistants across the campus from ELC to 12.

## Major Duties

- Administer all facets of the enhanced learning faculty.
- Teach subjects for which they are registered.
- Involvement in Co-curricular program as determined by The Deputy Principal

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## Specific Duties: Administration of Enhanced Learning

### Admissions

- Manage all inclusive learning admissions to the School.
- Liaise closely with the Director of Admissions and Marketing, conduct interviews in person and over the phone, write records of contact and establish student files.
- Assist the Head of Transitions in the transition process of these students and direct the work of the Enhanced Learning level managers to ensure this occurs.

### Auditory and Speech Screening

- Manage the School screening programs at Prep, Grade 5 and Year 7.
- Liaise with external providers, allocate staff to supervise, prepare timetables and ensure the results are sent to parents and a copy kept on file at School.

### Commonwealth Funding

- Coordinate applications for State and Commonwealth funding for students with diverse educational needs.
- Liaise with parents of funded students and ensure funding is used according to School and Government guidelines.
- Gather data and apply for Targeted Funding Programs for Literacy and Numeracy.
- Ensure the money and times are allocated to students and classes who have students at or below National benchmarks in literacy and numeracy.

### Budgets

- Prepare and manage the Inclusive Learning and Support budget.

### Teacher Assistants

- Allocate and direct work of the Teacher Assistants.
- Arrange and chair Teacher Assistant meetings (one per term).

### Academic Assessment, Diagnostic Testing and Data Reporting

- Manage parent feedback from NAPLAN testing for students who fall at or below National benchmarks.
- Organise and administer all academic assessments, for all students, throughout the school.
- Analyse data and prepare reports and professional learning for staff based on those reports.

### Enhanced Learning Teachers

- Direct the work of the enhanced learning teachers. Chair regular Faculty meetings (one per cycle).

### Modified and Alternate Curriculum

- Oversee the implementation of approved modified and alternate curriculum.
- Manage the selection of students who need modified and/or alternate curriculum.
- Send authorisation letters home and manage the collection of individual goals for these students.

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## Special Exam Arrangements

- Manage the provision of special exam arrangements for students.

## Student Profiles

- Ensure student profiles are prepared and maintained for students with diverse educational needs. Prepare and chair school Enhanced Learning briefings to staff at the beginning of each year.

## External Professionals

- Manage the liaison of external professionals who visit the School or who work with Trinity students. This could include arranging meetings, collating reports and approving expenditure.

## Referral Meetings and Promotions Meetings

- Ensure that relevant enhanced learning staff attend these meetings.
- Carry out any other duties as specified by the Director of Teaching and Learning.

## Knowledge required for this position

- Knowledge of staff management as it pertains to the implementation of program for students with diverse educational needs.
- Ability to facilitate staff to provide curriculum accommodation strategies and alternate evaluation/assessment methods Prep to Year 12.
- Practical understanding of the most effective training methods, scheduling, and monitoring of teacher's assistants and other para-professionals Prep to Year 12.
- Working knowledge of a variety of general intellectual and special needs assessment tools.

## Skills and attributes required for this position

- Demonstrated ability to work with external professionals, parents, staff and students in a complex school environment.
- Experience in planning and implementing curriculum programs.
- Ability to liaise with Heads of Year, Student Services Department and subject and classroom teachers.
- Excellent organisational skills.
- Spirit of cooperation and teamwork.
- Flexibility and tolerance of diversity.

## Experience/Pre-requisites

- Experience as a senior/middle manager required
- Experience managing students with special needs highly recommended
- Administrative experience in individualised academic programs highly recommended
- Case management team experience highly recommended
- Pastoral management experience with children and adolescents highly recommended

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## Qualifications and Skills

- Tertiary Teaching Qualifications (desirable) or alternative qualifications e.g. Speech Pathology etc.
- Registered as a Teacher with the Victorian Institute of Teaching (desirable) or registered as e.g. Speech Pathologist.
- Level II first aid certificate – or the willingness to complete first aid training
- Anaphylaxis certificate – or the willingness to complete anaphylaxis training
- Excellent skills in the contemporary use of learning technologies
- Demonstrable knowledge and implementation of innovative learning initiatives
- Demonstrable understanding of the requirements of a contemporary curriculum
- Working as part of a diverse team and working autonomously with limited supervision
- Excellent interpersonal skills that are evident through effective communication across the School and building and maintaining constructive working relationships
- Adaptable and flexible work ethic with a good understanding of the evolving nature of schools
- A strong capacity for patience and empathy in fostering a culture of care, innovation, and high performance
- Ability to champion and embody the School's values through conduct, performance, and collegiality
- A positive mindset, high emotional intelligence, and the ability to think analytically and problem-solve
- A reliable and dependable person who has good professional integrity

## Key Working Relationships

- Current students and families
- Head of Faculty
- Heads of Years

## Other Key Relationships

- The Principal
- Deputy Principal – Head of Senior School
- Head of Junior School
- Director of Teaching and Learning
- Director of Wellbeing
- School Chaplains
- Head of Counselling
- School Psychologists
- Director of Innovative Learning
- Director of School Operations

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## Teaching Staff Commitment

All teachers are expected to support our students in our three academic pillars of curricular, co-curricular and pastoral care. All teachers are expected to teach vertically across a range of year levels, years ELC, Prep – 6 in the Junior School and years 7 – 12 in the Senior School.

Teachers are expected to support and extend the school's ethos and culture, foster in their students the enjoyment of learning and challenge, provide opportunities for students to have a whole of school experience, while striving for a broad world outlook. Staff must continue their professional development and participate in any mandatory training provided by the School.

## Policies and Procedures

All employees of Trinity Grammar School are expected and required to understand and adhere to all school policies and procedures. It is a condition of employment that all employees attend and participate in all training provided to them regarding policies and procedures in accordance with legislative requirements. A breach of school policy may result in disciplinary action.

## Approval

<b>Developed by</b>	People & Culture
<b>Approved by</b>	Principal or delegate
<b>Approval date</b>	December 2023
<b>Next review date</b>	December 2025