



Head of Inclusive & Enhanced Learning (ELC-12) Position Description

Position Details

Position	Head of Inclusive & Enhanced Learning (ELC-12)
Award	Educational Services (Teachers) Award 2020
Agreement	Trinity Grammar School, Kew – Enterprise Agreement 2023
Salary Level	Commensurate with experience
Position of Responsibility Level	Level 4
Position reports to	Director of Teaching and Learning and the Director of Business for ESS direct reports
Direct reports	Inclusive Learning Coordinators Inclusive Learning Teachers Inclusive Learning Assistants

Position Summary

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

The Head of Inclusive and Enhanced Learning has oversight from ELC to Year 12 for:

- Enhanced Learning.
- Gifted and Talented Education.
- Academic Testing and Data Analysis.
- Professional learning specific to personalised learning.

Able supported by both the Junior and Senior School Enhanced Learning Coordinators, the successful applicant will have overall responsibility for:

- NCCD.
- ISV Funding.
- Ensuring research-based policies and procedures for students with additional needs are developed and adhered to.

Additionally, the role encompasses gifted and talented education across the school. A key element of this role will be to research and educate students, staff and the broader school community around the gifted and talented programs available.

In conjunction with the Director of Teaching and Learning, Director of Wellbeing and the teaching and learning team, the Head of Inclusive and Enhanced Learning will research, plan and enact a variety of professional learning for staff within Enhanced Learning and the wider staff community. At Trinity Grammar School, Kew we are committed to implementing evidence-based personalised learning for all students.

A key deliverable of this role is the continued research into the evidence that supports the implementation of personalised learning for all students. In conjunction with the Director of Teaching and Learning, Curriculum Executive and Heads of Faculty, the Head of Inclusive and



Head of Inclusive & Enhanced Learning (ELC-12) Position Description

Enhanced Learning will significantly contribute to the school's own research into personalised learning, both through academic research and action-based research in our own context.

The Head of Inclusive and Enhanced Learning will also be responsible for all academic testing for current and prospective students, including but not limited to, AAS, Ravens, NAPLAN. Importantly, they will also analyse and distribute the results of analysis to relevant teachers with recommendations for teaching and learning.

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.

Responsibilities and Duties

Administer all facets of the Enhanced Learning Faculty

- Lead and Coordinate the Enhanced Learning program across all campuses, ensuring compliance with the School's NCCD submission and regulatory requirements.
- Manage support for students with disabilities and learning difficulties, providing teachers with essential information for differentiation.
- Collaborate with the First Nations Coordinator to secure funding and enhance the School's First Nations program.
- Direct the work of the Enhanced Learning Teachers. Chair regular Faculty meetings (one per cycle).
- Support teachers in engaging with staff and parents.
- Oversee the implementation of approved modified and alternate curriculum.
- Manage the selection of students who need modified and/or alternative curriculum.

Data Management, ISV Funding and NCCD Submission:

- Data Collection and Analysis: Oversee the collection, management, and analysis of data related to student learning needs and the effectiveness of inclusive education practices. This includes maintaining accurate records of student assessments, interventions, and progress.
- Funding Application Preparation: Prepare and submit applications for ISV funding related to learning diversity and inclusive education. This includes gathering and compiling required documentation, developing detailed project proposals, and ensuring alignment with funding criteria.
- NCCD Reporting: Ensure timely and accurate submission of data for the Nationally Consistent Collection of Data (NCCD) on school students with disability. This involves coordinating with relevant staff to gather necessary information, preparing detailed reports, and ensuring compliance with NCCD guidelines and deadlines.



Head of Inclusive & Enhanced Learning (ELC-12) Position Description

Professional Learning and Research:

- Professional Learning and Research Faculty Training: Provide professional development for teachers and staff on inclusive teaching practices, differentiation strategies, and supporting diverse learners.
- Program Coordination: Design, research and oversee programs and interventions for students with learning differences, including but not limited to those with disabilities.
- Research, develop and implement Gifted and Talented program bespoke to Trinity Grammar School, Kew.

Personalised Learning

- In conjunction with the Director of Teaching and Learning and the Deputy Directors of Teaching and Learning Senior School and Junior School, research, develop and implement Personalised Learning bespoke to Trinity Grammar School, Kew.
- Assist in research to help inform the strategic masterplan for the School and the concept of personalised learning in the middle years.

Resource Management:

- Manage resources allocated for learning diversity initiatives, including budget oversight and procurement of necessary materials and tools.
- Management of the assessment of the needs for potential future Trinity students and liaising with families regarding the programs (reviewing incoming student files and sharing information).
- 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.
- Send Authorisation letters home and manage the collection of individual goals for these students.
- Ensure student profiles are prepared and maintained for students with diverse educational needs.
- Prepare and chair school Enhanced Learning briefings to staff and the beginning of each year.
- 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 expenditures.
- Ensure that relevant Enhanced Learning staff attend these meetings.
- Teach subjects for which they are registered including teaching small curriculum supports classes and / or 1:1 support.
- Involvement in co-curricular program as determined by the Deputy Principal.
- Carry out any other duties as specified by the Director of Teaching and Learning, Director of Wellbeing, Deputy Head of Senior School or Deputy Head of Junior School.



Knowledge and Skills

- 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
- 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, Heads of Faculty, Students Services Department and subject and classroom teachers
- Excellent skills in the contemporary use of learning technologies.
- Demonstrates knowledge and implementation of innovative learning initiatives.
- Demonstrates understanding of the requirements of a contemporary curriculum.
- Working as part of a diverse team and working autonomously with limited supervision.
- A strong capacity for patience and empathy in fostering a culture of care, innovation, and high-performance.
- A positive mindset, high emotional intelligence, and the ability to think analytically and problem-solving.

Personal Qualities

- Ability to build and maintain meaningful relationships with colleagues and the wider school community
- Excellent interpersonal skills that are evident through effective communication across the school.
- Adaptable and flexible work ethic with a good understanding of the evolving nature of schools.
- Patient and understanding with a caring and compassionate approach.
- Ability to champion and embody the School's values through conduct, performance, and collegiality
- A reliable and dependable person with professional integrity
- Excellent organisational skills
- Flexibility and tolerance of diversity
- Ability to build strong connections with students
- Capacity for knowing students and associated needs
- Ability to foster student leadership and growth
- Collaborative leadership approach
- A strong capacity for patience and empathy in fostering a culture of care, innovation, and high performance



Qualifications & Selection Criteria

- Tertiary Teaching qualification (Post Graduate qualification in Inclusive Education)
- Registered as a Teacher with the Victorian Institute of Teaching (VIT)
- Level II First Aid certificate (or the willingness to complete first aid training)
- Anaphylaxis certificate (or the willingness to complete anaphylaxis training)
- Experience as a Senior Manager is required
- Experience managing students with special needs
- Administrative experience in individualised academic programs is highly recommended
- Case Management Team experience is highly regarded
- Pastoral management experience with children and young people is highly regarded

Connectedness and Collaboration

- Director of Teaching and Learning
- Transitions Coordinator and Registrar
- Current students and families
- Heads of Faculties
- Heads of Years
- Head of Counselling
- The Principal
- Deputy Principal – Head of Senior School
- Head of Junior School
- Director of Wellbeing
- School Chaplains
- School Psychologists
- Director of Innovative Learning
- Director of School Operations

Our Values

- Truth – seeking understanding.
- Courage – being our best selves.
- Community – connecting and learning together.
- Service – putting others first.

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.



Head of Inclusive & Enhanced Learning (ELC-12) Position Description

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 Staff at Trinity Grammar School are required to:

- Have current VIT registration or a current employee Working with Children Check;
- 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.

Occupational Health and Safety

All employees must:

- take reasonable care for their own psychological and physical health and safety;
- take reasonable care not to adversely affect the health and safety of other persons;
- comply with reasonable health and safety instructions, as far as they are reasonably able, and
- cooperate with reasonable health and safety policies or procedures.

Approval

Developed by	Office of People & Culture
Approved by	Principal or delegate
Approval date	November 2024
Next review date	November 2027