

Coordinator of Learning Enhancement

POSITION DESCRIPTION



Reporting to:	Director of Teaching and Learning
Teaching:	Ongoing
Fraction:	Fulltime
Leadership time release:	0.2 FTE plus Homeroom or its equivalent
Leadership Tenure:	Two years
Leadership Salary:	Category 2
Prepared:	August 2022

Position Context

Hume Anglican Grammar is a multi-campus co-educational Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus.

Since 2011, the School has occupied the Mt Ridley P-12 campus of 10 hectares, this site will ultimately have some 1,400 students. In 2019, it opened a 8-hectare second campus in Donnybrook. Commencing with junior primary, each year additional classes and year levels are added so the campus will ultimately have an enrolment of 1,300 from Prep to Year 12. This year, the school has 2,005 students and employs some 210 staff - 146 teaching and 64 non-teaching.

In 2023, the School will open its third campus in Kalkallo, as a Primary (P-6) school and as feeder to the Mt Ridley and Donnybrook Secondary schools, it will follow a similar growth pattern to Donnybrook with eventually some 600 students. In 2022, the first classes for the new campus have commenced and are being accommodated at the Donnybrook campus, to then move to the new site in 2023. Currently, the student enrolment at each campus is: Mt Ridley 1,355, Donnybrook 525 & Kalkallo 125.

The school is on a growth trajectory and in 2023 is expected to increase to 2,300 students and ultimately have some 3,300 students (Mt Ridley 1,400, Donnybrook 1,300 and Kalkallo 600) with a corresponding cohort of teaching and general staff on its three campuses with plans for further expansion.

Purpose of the Position

Hume Anglican Grammar is committed to supporting the educational needs of all students. The Coordinator of Learning Enhancement is responsible for promoting an inclusive educational environment through overseeing and monitoring the academic welfare of students with diverse educational needs. This includes students with high intellectual potential and those requiring additional learning support in different areas of the curriculum.

Reporting to the Director of Teaching and Learning, the Coordinator of Learning Enhancement operates in close collaboration with their curriculum leader colleagues and subject teachers to raise standards of achievement of students with diverse educational needs.

This will include leading a committed team of Learning Enhancement staff in:

- planning and coordinating the delivery of additional support for students and in fostering their holistic development
- providing support and guidance to teaching staff in the development and implementation of appropriate programs that support students with diverse learning needs
- actively pursuing the values, vision, goals and pathways of the School's Strategic Plan

The Coordinator of Learning Enhancement supports and promotes the School's child safety culture. Under the direction of the Deputy Principal, they support strategies to embed a culture of child safety, monitor performance of individuals in their charge in achieving this, and periodically review the effectiveness of the strategies employed. The Coordinator of Learning Enhancement is particularly attuned to the protection and behaviour of children who might be vulnerable or at risk.

There are four Coordinators of Learning Enhancement, one for each school section, and a number of non-teaching support staff.

Responsibilities and Duties

The Coordinator of Learning Enhancement's responsibilities include:

- Developing best-practice strategies in all aspects of the School's teaching and learning programs to benefit students with diverse educational needs
- Recognising the value and unique strengths of each individual within the School community
- Overseeing the identification, development and facilitation of support, enrichment and extension programs to meet the learning needs of students
- Planning, implementing and evaluating alternative or modified programs to meet the needs of students who require educational support
- Providing direct, explicit and intensive teaching for students with specific needs, identified through assessment procedures
- Managing relevant testing, data and evidence for students with diverse educational needs
- Overseeing the allocation of duties and teaching commitments of Learning Enhancement staff ensuring they are reflective, collaborative and accountable in their work with staff and students
- Managing appropriate engagement in academic competitions and/or participation in enrichment initiatives, through the curriculum and co-curricular programs
- Overseeing the annual learning enhancement budget
- Preparing applications for the funding of students with learning, social or physical difficulties, e.g. Nationally Consistent Collection of Data on School Students with Disability (NCCD)
- Overseeing Individual Learning Programs (ILPs) in collaboration with Learning Enhancement staff that maximise the opportunities for the engagement and challenge of students
- Actively negotiating and providing advocacy on behalf of students with diverse educational needs
- Forming the strongest of connections with parents through regular and comprehensive communication including Parent Support Group meetings where individual learning needs and goals are considered, progress is monitored, and learning pathways discussed
- Liaising with the School Psychologist with regards to cognitive testing of students
- Collaborating with the respective Head of Teaching and Learning, to ensure appropriate 'special provisions' are in place to support students with diverse educational needs
- Providing regular reporting on student progress or individual learning needs to relevant staff
- Establishing and maintaining Learning Enhancement files on the School's Learning Management System
- Coaching and leading teaching staff in facilitating high quality practices creating a more inclusive curriculum and positive outcomes for students with diverse learning needs
- Providing periodic staff briefings on the educational needs of various students
- Managing the physical and financial assets of the Learning Enhancement section
- Liaising with their counterparts to plan transition support for students from Year 6 into Year 7
- Undertaking the duties of a teacher as defined by the Position Description for a Teacher
- Carrying out other duties as directed by the Principal

Qualifications, Skills and Experience

Essential

- Experience teaching school-age students with diverse educational needs
- Effective communication skills and the ability to work collaboratively with colleagues
- Propensity to recognise and value distinct strengths within the individual
- Commitment to own personal ongoing learning
- Being flexible and open to change
- Being proactive and innovative
- Experience leading and working in a team
- Experience in successful classroom teaching practice
- Experience with devising and implementing positive differentiated learning strategies
- Experience in formal academic testing, and reporting to parents
- The ability to implement effective support strategies and programs
- Current registration, or immediate eligibility for registration with the Victorian Institute of Teaching

Desirable

- Qualification in education of students with diverse educational needs
- Experience in a Prep to Year 12 school
- Involvement in relevant professional communities

Personal Qualities

- Excellent communication and interpersonal skills to build relationships with key stakeholders
- Ability to lead and support teachers to effectively enhance student learning
- Outstanding organisational skills, planning, analytical and strategic thinking capabilities
- Commitment to professional learning and continuous improvement
- Personal sense of initiative, enthusiasm and high energy
- A resourceful team leader who is able to operate in a mentoring, collaborative and inclusive manner
- Demonstrated interest in ongoing personal professional development.

Key Selection Criteria:

1. Demonstrated experience as a teacher of students with diverse educational needs.
2. Ability to effectively introduce new initiatives supporting both students with high intellectual potential and those requiring additional learning support.
3. Proven experience supporting teachers in the implementation of personalised learning practices and a genuinely differentiated curriculum that caters for students with diverse educational needs.