

PURPOSE OF POSITION

The Learning Diversity Leader: People and Practice is responsible for fostering an inclusive culture that supports students with additional learning needs. The role focuses on building staff capability, supporting teachers and Learning Support Officers, strengthening student wellbeing and learning outcomes, and promoting inclusive practices across the College. This leader ensures that all students are known, valued, and supported to access learning through evidence-based adjustments and effective classroom practice inclusive of MTSS and targeted intervention programs.

REMUNERATION AND KEY RELATIONSHIPS

Position of Leadership	Learning Diversity Leader – People and Practice
Remuneration	POL 2
Time Allocation per cycle	18 periods
Tenure	1 Years
Reports to	Deputy Principal Teaching and Learning
Key Internal Liaisons	Learning Support Staff Teaching Staff Leader Diversity Leader – NCCD Operations Learning Diversity Teachers Deputy Principal – Student Engagement House Leaders Wellbeing Team

KEY RESPONSIBILITIES

LEADERSHIP

- Provide leadership by actively supporting the College Vision, Mission, Strategic Plan, and Annual Action Plan.
- Enact and promote the MACS Vision for Instruction and St John's Vision for Learning, MACS Vision for Engagement and MACS Vision for Leadership.
- Lead professional learning for staff relating to inclusive education, differentiation, adjustments, and Disability Standards for Education requirements.
- Promote a culture of inclusion where all students and staff can thrive.
- Build teacher capability in supporting students with learning disabilities, EAL learners, refugee-background students, and Aboriginal and Torres Strait Islander students.

STUDENT SUPPORT AND CURRICULUM

- Monitor the academic and wellbeing needs of students under case management.
- Support teachers in developing appropriate curriculum adjustments and differentiated learning experiences.
- Liaise with parents, caregivers, consultants, and funding bodies regarding funded students.
- Assist teachers with the development and implementation of Personal Learning Programs (PLPs).
- Conduct classroom observations and provide coaching and feedback regarding inclusive teaching practice.
- Support intervention programs including LINKS and Numeracy initiatives.
- Collaboratively manage student transitions into, through, and beyond the College.

STAFF LEADERSHIP

- Coordinate and lead Learning Support Officers, Learning Diversity Teachers, including induction, professional learning, mentoring, and performance support.
- Facilitate regular Learning Diversity team meetings.
- Support Learning Area Leaders in implementing effective inclusive learning practices.
- Attend and contribute to Pastoral Wellbeing Committee meetings and Student Support Meetings as required.

COMMUNITY AND ADVOCACY

- Maintain effective relationships with students, parents, carers, consultants, and external agencies.
- Promote awareness and understanding of learning diversity across the College.
- Advocate for equitable access and participation for all students.
- Attend relevant MACS and professional network meetings.

OTHER RESPONSIBILITIES

This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide as to the responsibilities of the role. The position is subject to review and modification by the Principal (or nominee), in negotiation with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee.

The position is employed in accordance with the terms and conditions of the Victorian Catholic Multi Enterprise Agreement 2022 and any subsequent amendments and industrial agreements.

This role is subject to ongoing review and may change to suit the requirements of St Johns Regional College.

KEY SELECTION CRITERIA

- **Leadership of Inclusive Education**

Demonstrated knowledge and successful experience in leading inclusive education, including differentiation, reasonable adjustments, Personal Learning Programs and evidence-based interventions, with evidence of improved student learning, engagement and wellbeing outcomes

- **Educational Leadership and Staff Capability**

Demonstrated capacity to improve teacher and Learning Support Officer practice through professional learning, coaching, mentoring, classroom observation, feedback and the implementation of agreed whole-school practices.

- **People Leadership and Team Culture**

Demonstrated capacity to effectively lead and develop a team, including establishing clear expectations, allocating and monitoring responsibilities, providing constructive feedback, managing performance and difficult conversations, resolving issues professionally, and building a collaborative culture characterised by trust, accountability and psychological safety.

- **Communication and Professional Relationships**

Demonstrated highly developed communication and interpersonal skills, including the capacity to listen and respond constructively to feedback, communicate decisions clearly, manage disagreement professionally, and establish respectful and productive relationships with staff, students, parents/carers and external professionals.

- **Student and Family-Centred Practice**

Demonstrated capacity to work collaboratively with College Leadership, Learning Area Leaders, wellbeing personnel and the Learning Diversity Leader – NCCD Operations to implement College priorities and ensure an integrated whole-school approach to Learning Diversity

- **Strategic and Collaborative Leadership**

Demonstrated capacity to work collaboratively with College Leadership, Learning Area Leaders, wellbeing personnel and the Learning Diversity Leader – NCCD Operations to implement College priorities and ensure an integrated whole-school approach to Learning Diversity.