



Position Information Document

Position Title	Leader of Diverse Learning
Team	Diverse Learning Team
Responsible to	Head of Campus (Marian), and ultimately to the Principal
Classification	Teaching / Position of Responsibility (POR) 4
Fractional Time	1.0 FTE (0.2 FTE teaching, 0.8 FTE POR release)
Tenure	Teaching – Permanent POR – Fixed term (4 years)

Cardijn Context

Cardijn College is a leading R-12 co-educational Catholic school established in 1984, deeply connected to the Marist tradition and inspired by the dual charisms of our patrons, Cardinal Joseph Cardijn and St. Marcellin Champagnat.

Located in the Southern Vales region of Adelaide, Cardijn has grown to three campuses, each offering a unique educational environment to over 2,100 students, supported by more than 300 dedicated staff members.

Cardijn College Marian in Noarlunga Downs enrolls students from Years 7 to 12, offering an extensive curriculum alongside a vibrant extra-curricular program to support a range of learning pathways and cater to the varied interests of our students.

Cardijn College Marcellin in Christie Downs has a focus on vocational education and training for students in Years 10 to 12 and beyond, with relationships that extend well into their careers. Marcellin facilitates seamless transitions into professional life through strong industry partnerships, equipping students with the skills and experiences necessary for career success.

Cardijn College Galilee in Aldinga enrolls students from Reception to Year 9, providing a nurturing environment with an emphasis on ecological awareness and a personalised sense of belonging.

Position Summary

The Leader of Diverse Learning provides creative and dynamic leadership in all areas relating to the inclusivity of students, particularly those in need of additional support or with specific needs. In this role, the Leader of Diverse Learning plays an integral role in fulfilling the College's strategic imperative of providing all students access to learning programs based on the SACE and Australian Curriculum as well as implementing pedagogies that support high-quality, inclusive learning environments.

They will work collaboratively with the site-specific inclusive education leaders, colleagues, parents/caregivers and external agencies to oversee the construction, implementation and ongoing review of Personalised Plans for Learning (PPLs) and the support structures necessary to support students. The Leader of Diverse Learning will also have oversight of the processes and quality assurance of the Nationally Consistent Collection of Data (NCCD), Gifted & Talented programs and student intervention opportunities. From application, enrolment, transition between campuses and beyond Cardijn, the Leader of Diverse Learning will lead their team to support all students with additional needs.

The Leader of Diverse Learning will develop strong working relationships with colleagues, parents/caregivers and CESA personnel to ensure that the learning entitlement of diverse learners is met.

Key Working Relationships

- Executive Leadership Team
- Marian Campus Leadership Team
- Staff
- Students
- Parents/Caregivers
- CESA Personnel
- External Stakeholders

KEY AREAS OF WORK

Leading and Managing the Diverse Learning Team

The Leader of Diverse Learning will:

- Lead the Diverse Learning Team, chairing meetings and providing support and guidance to the leaders, teachers and education support officers (ESOs) within the team.
- Lead, in partnership with the Executive Leadership Team, the development, implementation and review of policies, strategies, guidelines, structures and initiatives relating to diverse learning which are underpinned by research to inform best practice.
- Lead the processes associated with the NCCD across the Marian Campus including the collection of evidence such as Personalised Plans for Learning (PPLs), evidence of adjustments, consultation and collaboration requirements, monitoring and review expectations, recording meeting notes and the like.
- Lead and manage the workflow, timetables, rosters and schedules of ESO and teaching staff in the Diverse Learning Team including that of part-time staff and their associated employment fractions.
- Work with the Marian Campus Diverse Learning Leaders, lead the allocation and review

of resourcing (staffing, programs and infrastructure) that provides the best overall support for students, within our limitations.

Induction of Students & Families and Case Management

The Leader of Diverse Learning will:

- Together with the Diverse Learning Team, oversee the management of students who have a diagnosed or imputed disability or learning difficulty.
- Facilitate processes that support the creation of PPLs for students with disabilities, students identified as gifted & talented, young people in care and First Nations Students in close consultation with the student and their parents/caregivers and relevant support agencies as required.
- In partnership with the Diverse Learning Team, and Manager: Student Support Services, be responsible for those students who are under the guardianship of the Minister for Child Protection and regularly report on their pastoral and academic progress, liaising with relevant stakeholders as necessary.
- Develop and support others with developing relevant plans for students such as Safety Plans, Return to School Plans, Support Plans, Management Plans and others as required.
- Oversee and lead the enrolment and transition process for diverse learners joining Cardijn in partnership with the Diverse Learning Team and develop processes to support this based on best practice.
- Lead the review and evaluation of diagnostic reports regarding current students, as well as those that accompany enrolment applications and post-acceptance, implementing actions as required in response to those reports.

Staff Professional Learning

The Leader of Diverse Learning will:

- Lead professional learning and development of staff to provide them with opportunities to develop knowledge and skills to cater for the diversity of learners at Cardijn. Support staff in developing strategies that result in positive educational outcomes for all students.
- Provide assistance, and support teachers as needed, with matters relating to curriculum design, assessment and reporting, resources, excursions and incursions.
- Lead the development of teachers' capabilities in learning how to engage with PPLs and adjust the curriculum and learning tasks, assessments and reporting tools to ensure that all students can access the curriculum.

Stakeholder Liaison

The Leader of Diverse Learning will:

- Develop a learning pathway approach for identified students from enrolment, transition to graduation and pathways beyond Cardijn,
- Liaise with the relevant CESA consultants and external providers (e.g., NDIS, DCP, psychologists, psychiatrists, occupational therapists, etc).
- Lead and develop processes relating to our work with Allied Health Professionals and their engagement with the College.

Other Duties

The Leader of Diverse Learning will:

- Support the response to critical incidents involving students with diverse learning needs in partnership with the relevant campus leaders.

- Liaise with the People & Culture Team in regard to the working conditions of ESO staff in relation to the Enterprise Agreement.
- Be involved in the recruitment of new staff including the interview and induction processes.
- Oversee the Diverse Learning Budgets in consultation with the Finance Manager and Director of Business.
- Contribute to the development of infrastructure across the College to support the provision of outstanding opportunities for students with diverse learning needs.
- Promote a safe working environment for all staff, students and volunteers.
- Perform other duties as required by the Principal (or delegate).

TEACHER DUTY STATEMENT

Professional Responsibilities

- Operate in accordance with the Charter for Teachers in SA Catholic Schools.
- Have a commitment to uphold and contribute to the ethos of Catholic schools.
- Have a commitment to uphold and contribute to the ethos of Cardijn College.
- Understand the employer's requirements and act in accordance with South Australian Commission for Catholic Schools (SACCS) and the College's policies, guidelines and procedures.
- Ensure that confidential information is handled appropriately.
- Complete administrative tasks accurately and on time including record keeping.
- Participate in professional development activities which lead to improved student outcomes and strengthen the professionalism of the teacher.
- Appropriately assist students who are hurt, sick or in distress.
- Meet and teach students at designated locations and times.
- Develop and maintain effective professional partnerships with other staff.
- Undertake supervision duties including yard duty diligently.
- Undertake supervision of all Teachers, Education Support Officers and students in the designated area(s) of responsibility.
- Attend staff meetings, parent teacher interviews and other co-curricular activities.
- Accept delegated responsibilities.
- Perform any other duties as required from time to time by the Principal and/or College Leaders.

Content of Teaching and Learning

- Understand and implement the requirements for curriculum development and create curricula in accordance with the Australian Curriculum and school's directives.
- Design, develop and implement teaching programs and lesson plans.
- Address students' varying intellectual, emotional and physical abilities in teaching practice.
- Identify individual learning needs and styles, and plan authentic learning experiences that enable all students to achieve success.
- Know and understand a range of learning methodologies and technologies and their application to the classroom.
- Research and utilise teaching resources to build upon concepts and apply them in

classroom environments.

- Observe students to determine how well they are performing and assist individual students who may not be performing well.
- Evaluate each student according to assessment standards, keeping in mind individual limitations.
- Develop curriculum and assessment procedures in designated curriculum areas/year levels according to college policies.
- Demonstrate best practice in teaching and learning.
- Apply prior learning to changes that happen from time to time in teaching and learning practice.
- Provide students with information and support in improving performance.

Classroom Management and Behaviour Education

- Supervise students during classroom and extra-curricular activities that ensures their physical and emotional wellbeing.
- Manage behavioural problems in accordance with the Cardijn Behaviour Management Procedure to ensure that each student understands the need for following acceptable behaviour standards.
- Establish positive and effective relationships with students.
- Establish and maintain a task-oriented learning environment.
- Set and adhere to timelines for completion of work.
- Negotiate and implement consequences if expectations are not adhered to.
- Arrange student furniture to suit the learning activity.
- Work with students to create an attractive welcoming classroom environment.
- Maintain standards of tidiness and orderliness.
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities.
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of CESA's Behaviour Education and Personal Responsibility Policy (2010).
- Respond appropriately to student behaviour.
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions.
- Consistently maintain behavioural expectations.
- Apply effective consequences and strategies to assist students who interfere with teaching and learning.

Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement.
- Use a variety of assessment and reporting methods to regularly monitor student learning and achievement.
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students.
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement.
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the College.

Professional Learning

- Willingly update learning and teaching pedagogy to implement appropriate strategies that support student learning including the use of ICT.
- Maintain up to date knowledge and understanding of the SACE and the Australian Curriculum.
- Make a commitment to professional learning associated with all school matters including Work, Health & Safety, wellbeing, school organisation and other professional themes.
- Be a reflective practitioner that engages in ongoing planning, evaluation and implementing improved strategies for the learning program.
- Reflect upon NAPLAN and other data as applicable to develop improved learning strategies that lead to enhanced student learning outcomes.
- Share outcomes of professional learning with colleagues.

Policy & Administration

- Adhere to the Code of Conduct for staff employed in CESA schools.
- Support and adhere to the CESA Teacher Accreditation Policy.
- Support and implement College policies and the contents of the Staff Handbook.
- Keep up to date with the College Calendar.
- Fulfil professional obligations in terms of supervision of students in class and on yard duty.
- Attend meetings and briefings to ensure effective communication is achieved.
- Support special College events such as Feast Days, Awards Assembly and other evening events as required.
- Act as an ambassador for the College through school promotions such as Open Day.

Interaction with the College and broader community

- Demonstrate effective leadership skills in designated areas of responsibility.
- Demonstrate effective communication skills with students, colleagues, parents or guardians and others.
- Work effectively as a member of a college team in a range of college activities.
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice.

PERSON SPECIFICATIONS

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience.
- Teacher Accreditation in Catholic Education SA.
- Active support for the Catholic ethos and the College Mission and Values.
- Significant and relevant experience of and commitment to academic leadership and management.
- Significant experience in the strategic staff development and frameworks to achieve high quality teaching that supports learning environments and learning outcomes.
- Exceptional teaching and learning practices relevant to secondary schooling in a co-educational setting.

- Comprehensive knowledge of current educational issues, curriculum frameworks and national standards as they apply to secondary schooling.
- Proven ability to build relationships between students, parents/caregivers and staff.
- Ability to translate vision into action and inspire, engage and lead others in an innovative manner.
- High-level organisational skills with demonstrated ability to plan strategically, problem solve, prioritise, work to deadlines to achieve quality outcomes, give attention to detail and relate tasks/actions to a wider strategic improvement context.
- High-level written and oral communication, interpersonal and negotiating skills with demonstrated capacity to cooperate and communicate effectively with people at all levels.

SPECIFIC REQUIREMENTS

Acquire and maintain:

- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.
- Working With Children Check and Catholic Police Clearance to work in Catholic Education SA.
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate.
- Approved Mandatory Notification training.
- Applicable First Aid Certificate relevant to the role requirements.

WORK HEALTH AND SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker while at work you must:

- Take reasonable care for your own health and safety.
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons.
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer.
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

(Reference: Division 4, Section 28 – SA WHS Act 2012)

PERFORMANCE REVIEW

- All employees are required to proactively participate in the College's Performance Appraisal and Development Program including periodic review.
- On the first anniversary of appointment and biennially thereafter, or at another mutually

agreed time, consultation will occur between the employer and the employee to ensure that the duty statement is accurate.

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.