



Position Information Document

POSITION TITLE	Leader of Learning and Inclusion
EMPLOYMENT TYPE	Permanent
FTE	0.8FTE (POR 2)

Key Working Relationships

- Principal
- Leadership team
- Teaching and non-teaching staff
- Parents/caregivers, students and other members of the school community
- CESA System Coaches

The Leader of Learning and Inclusion is a key member of the leadership team and exercises a unique professional relationship of support and loyalty to the leadership of the Principal. The Leader of Learning and Inclusion contributes to the collaborative decision-making processes and assists the Principal in the planning, implementation and evaluation of school goals and in the transformation of the school culture into a results-oriented professional learning community. The Leader of Learning and Inclusion will provide an exceptional role model for teachers and set high standards for students and staff performance.

Broad Purpose

The Leader of Learning and Inclusion's primary role is to provide leadership and direction to the learning of students, whilst leading a whole school inclusive learning culture. The Leader of Learning and Inclusion is empathetic to the needs of the young people entrusted to their care and promotes conditions allowing students to achieve their maximum potential.

The Leader of Learning and Inclusion is responsible for the innovation, documentation, delivery and review of the curriculum program and for the ongoing professional development of staff within the school. The Leader of Learning and Inclusion is a leader in the implementation of the Australian Curriculum and will have an important role in delivering a 'whole' school approach to improved curriculum, pedagogy and reporting of educational outcomes for students at Dominican.

The Leader of Learning and Inclusion is also responsible for leading a diverse teaching and learning experience for students in all year levels. The Leader of Learning and Inclusion will enable quality differentiated teaching programs, practices, and strategies to enhance access to the curriculum that achieve high levels of progress and achievement for all

students using research and data to inform practices. The Leader of Learning and Inclusion works in collaboration with students, staff, families in the school community and outside agencies and advises the school on best practice for students with diverse learning needs. They lead a team of teachers, curriculum ESO's and work in close partnership, in collaboration and with the Principal and Leadership team.

D U T Y S T A T E M E N T

1. Leading Catholic Identity

- Model and make explicit the values which the Catholic faith and Dominican charism are based on and show a strong commitment as a leader in a Catholic school setting.
- Have an understanding of restorative practices and consistently manage behaviour as part of a team and school wide approach.

2. Leading Teaching, Learning and Well-Being

- Establish and lead a clear vision for contemporary curriculum that utilises the Australian curriculum.
- Be responsible for monitoring student outcomes, improvement and achievement through ongoing analysis of a wide variety of data, including PAT testing, NAPLAN, Semester grades, Pulse Check in, InitaLit and Phonic Screen check data.
- Support teachers to design and implement teaching strategies that are responsive to the learning of all students, including cognitive theory and explicit/direct instruction.
- Support teaching staff to document, implement, review, and improve the curriculum for each year level.
- Support staff in the ongoing development of contemporary planning, assessment and reporting using and leading SEQTA.
- Facilitate PPL meetings and/or review meetings with families.
- Support teachers to construct and maintain student PPLs.
- Maintain up to date records and documentation on student learning and needs.
- Contribute to the continuous improvement of teacher delivery and differentiation.
- Coordinate and support staff with the NCCD process.
- Manage the schools EALD program, including the acquisition of funding.

3. Leading Improvement, Innovation and Change

- Support the implementation of the school's Strategic and Annual Improvement Plans.
- Develop and implement school-wide practices that are effective in improving student performance with particular reference to:
 - i. Wellbeing (PBIS)
 - ii. Literacy and Numeracy practices including school wide teaching and learning philosophies (cognitive theory & explicit/direct instruction)
 - iii. Assessment and Reporting
- Support SEQTA Implementation across the school.

4. Developing Self and Others

- Work closely with the Principal and APRIM to develop professional learning for the whole school and individual school staff as required.
- Lead professional learning opportunities for all staff in current, best-practice

pedagogies.

- Commit to developing their capabilities through attendance at high-quality, best-practice professional learning opportunities.

5. Leading the Management of the School

- Be responsible for the management and allocation of Curriculum ESO's in learning support, including intervention.
- Support with the Transition process for new students and families to the school as well as those moving to Secondary settings.
- Be able to support with the day-to-day management of the school with an emphasis on building relationships, clear communication and consistency.

6. Engaging and Working with the School Community

- Attendance and engagement at out of hours school events.
- Develop trusting and supportive relationships with parents and caregivers.
- Support the enhancement of First Nation's peoples and families with cultural diversity.
- Liaise with outside agencies, in particular Catholic Education Office consultants and allied health partners, regarding students with identified needs.
- Develop exceptional relationships with staff, parents, students, outside agencies and CESA staff.

7. Leading for System Excellence

Attendance and involvement in opportunities within:

- Catholic North Western Community (CNWC)
- Leaders of Learning meetings and professional development
- EALD Network meetings or support another staff member in attending
- Inclusive Education meetings, moderation and professional development
- CESA Initiatives and strategic committees

PERSON SPECIFICATION

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience
- Teacher Accreditation in Catholic Education SA
- Demonstrated skills, knowledge and experience relevant to the role requirements
- High level interpersonal skills to interact positively with the school community and be a positive role model and professional representative for the school at all times
- Excellent written and verbal communication skills and able to work collaboratively within a team environment and effectively teach students to achieve required learning outcomes
- Be self-directed and utilise initiative and judgement to fulfil role requirements
- Excellent organisational skills with ability to problem solve and ensure required timelines are met
- Willingness to actively and positively uphold and contribute to the culture and ethos of the School
- Proficient ICT skills and knowledge and ability to fully utilise required systems and programs, or ability to quickly learn and use effectively

SPECIFIC REQUIREMENTS

- Applicable First Aid Certificate relevant to the role requirements
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
- 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.
- A commitment to personal professional development as a leader in a Catholic school.
- Leadership skills of a high order and a demonstrated commitment to developing themselves as a leader within Catholic Education South Australia – this may include study or system led Leadership development courses.
- A demonstrated ability to support the day-to-day running of a school.

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)

The Position Information Document is a guide only and is not intended to be an exhaustive or exclusive list of the duties and responsibilities attached to this position. The Position Information Document is subject to review and modifications by the Principal, in response to the strategic direction and changing needs of the school, and the development of the skills and knowledge of the position. The Leader of Learning and Inclusion will also respond to other duties as assigned by the Principal through due process of consultation and negotiation.