



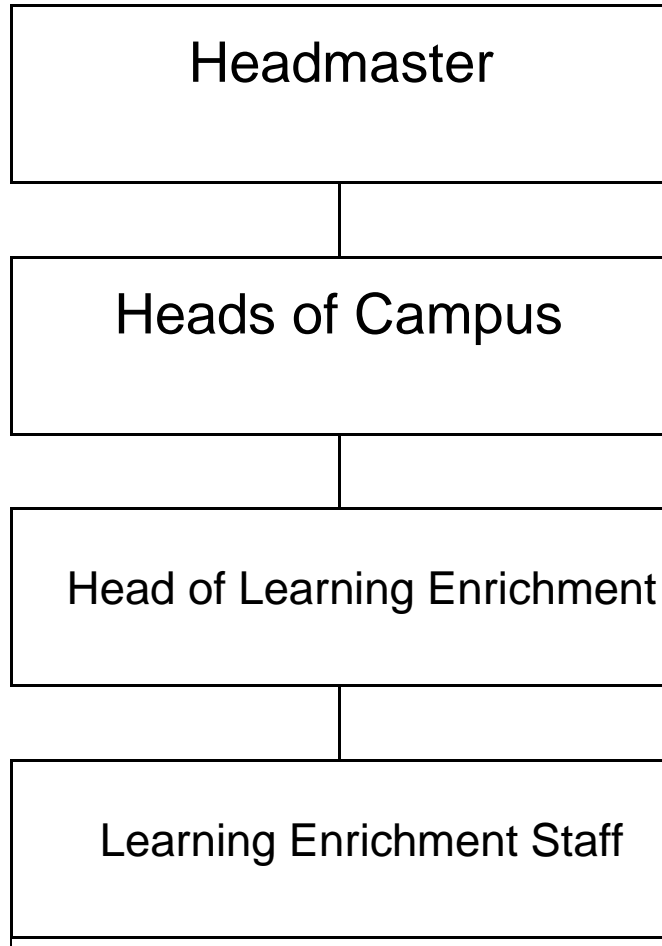
HEAD OF LEARNING ENRICHMENT Position Description

| POSITION DETAILS | | | |
|--------------------------|--|-----------------------------|--|
| Department | Learning Enrichment | Enterprise Agreement | Launceston Church Grammar School (Teachers) Enterprise Agreement |
| Location | Junior Campus and Senior Campus | Remuneration | Base Salary + Responsibility Allowance |
| Manager | Heads of Campus | WHS Role | Workplace Health and Safety Worker |
| Employment Status | Additional Responsibility Role, Fixed Term | Date | 17 September 2021 |

| ABOUT LAUNCESTON CHURCH GRAMMAR SCHOOL | | |
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| <p>Launceston Church Grammar School is an Anglican co-educational day and boarding community where global learners and leaders are nurtured, challenged and inspired to serve and shape our world with courage, curiosity, creativity and compassion.</p> | | |
| GRAMMAR IDENTITY | GRAMMAR IDENTITY IN ACTION | GRAMMAR VIRTUES |
| <ul style="list-style-type: none"> Global Learners and Leaders Courageous Learners and Leaders Curious Learners and Leaders Creative Learners and Leaders Compassionate Learners and Leaders | <ul style="list-style-type: none"> Understanding, engaging and influencing our world. Embracing challenges in our world with sincerity and justice. Exploring and examining our world. Discovering and designing solutions for our world. Seeking and serving the needs of our world. | <ul style="list-style-type: none"> Wisdom, Gentleness, Love Sincerity, Justice, Forgiveness Humility, Thankfulness, Patience Hope, Joy, Perseverance Service, Compassion, Kindness |

| PURPOSE OF THE POSITION |
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| <p>The Head of Learning Enrichment is a new Executive position responsible for leading Learning Enrichment across the School. The position involves leading and managing a team of staff to provide learning enrichment to students who need learning support and extension from Early Learning to Grade 12. The Leader of Learning Enrichment is an important position of responsibility which requires a strong commitment to the implementation of the Launceston Grammar Vision, Purpose, Identity, Virtues and Strategic Plan as well as full supportive of the Headmaster and the Senior Executive. The position of responsibility is for a fixed three-year period and held in conjunction with a complementary teaching load.</p> |

REPORTING RELATIONSHIPS



Direct Reports

Learning Enrichment Staff

Key Relationships

- Headmaster
- Head of Senior Campus
- Head of Junior Campus
- Director of Teaching and Learning – Senior Campus
- Junior Campus – PYP Coordinator
- Director of People and Culture
- Teaching Staff
- General Staff
- Students
- Parents

| SELECTION CRITERIA | |
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| Qualifications, Registration and Licences | <p>Teacher Registration — Tasmanian Teachers Registration Board.</p> <p>Working with Vulnerable People Registration — Department of Consumer, Building and Occupational Services.</p> <p>Tertiary Qualification — Qualified in Education (Special Education Gifted Education would be desirable)</p> |
| Experience | <p>Leader — Demonstrated capacity to lead or experience in leading teams.</p> <p>Teaching — Curriculum and pedagogical design; exemplary teaching practice.</p> <p>Minimum Experience — 5 years teaching experience</p> |
| Skills | <p>Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.</p> <p>Writing — Communicating effectively in writing as appropriate for the needs of the audience.</p> <p>Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.</p> <p>Active Listening/Outstanding Communicator — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</p> <p>Conflict Resolution – Work with individuals to find a peaceful solution to a disagreement.</p> <p>Planning - Require the ability to create and use logical, systematic processes to achieve goals.</p> <p>Time Management — Managing one's own time and the time of others.</p> <p>Relationships — Strength in relationship building.</p> |
| Personal Attributes | <p>Conduct — High standards of professional conduct.</p> <p>Dependability — Being reliable, responsible, and dependable, and fulfilling obligations.</p> <p>Adaptability/Flexibility — Being open to change (positive or negative) and to considerable variety in the workplace.</p> <p>Integrity — Being honest and ethical.</p> <p>Achievement/Effort — Establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.</p> <p>Initiative — A willingness to take on responsibilities and challenges.</p> <p>Feedback – Able to give and receive feedback.</p> <p>Best Practice – Confident in modelling best practice.</p> |

| KEY RESULT AREAS | TASKS | KEY PERFORMANCE INDICATORS |
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| Organisational Management and Compliance | <ul style="list-style-type: none"> • Coordinate learning needs assessments for new and existing students as required • Demonstrate knowledge of the Disability Discrimination Act and the Disability Standards for Education (Early Learning, Primary, Secondary) • Identify students eligible for and apply for additional funding for students with additional needs using current data including through NCCD. • Oversee NCCD processes and procedures to ensure that the school is compliant eg student needs are identified, adjustments are made, adjustments are monitored and there is consultation with parents and carers. • Teach students who require extension and support. • Oversee NAPLAN procedures with regard to students who require adjustments (exemption/modification) • Arrange Professional Learning for staff Establish and maintain professional networks in order to maintain a high standard of current professional knowledge • Keep abreast of research literature and current trends and share information with colleagues on a regular basis • Review existing organisation of resources for students and staff ensuring quality and easy access • Attend relevant meetings, functions and events as required • Maintain up to date records of students regarding learning needs and strengths • Develop consistent Education Plans (EPs) for students across P-12 and liaise with relevant staff in the annual development of IEPs for all students who receive funding and for others for whom it is deemed appropriate • Attendance at IEP meetings when required • Maintain an accurate and up to date database of all assessment data and relevant information for students within each year level • Liaising with TASC Coordinator to ensure the modification of examinations for students with learning difficulties (as | <ul style="list-style-type: none"> • Timely and accurate completion of learning needs assessments • Evidence of provision of requisite resources for additional needs and learning enrichment programme • Funding sourced efficiently and effectively for all students who are eligible in accordance with regulatory guidelines and expectations and ensuring accurate records and related data. |

| KEY RESULT AREAS | TASKS | KEY PERFORMANCE INDICATORS |
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| | <p>per recommendations from external professionals) including overseeing the organisation of adjusted timing and conditions for examinations.</p> <ul style="list-style-type: none"> • Maintain knowledge of IT and how it may assist student learning • Coordinate budgeting as required and the purchase and maintenance of resources where necessary • Keep up to date with the requirements of external bodies as required | |
| Leadership Teaching and Learning | <ul style="list-style-type: none"> • Promote a culture that is supportive and responsive to individual student needs • Identify, develop, oversee, trial and promote specific programmes to support those students with learning difficulties and needing learning extension aligned with the School strategy • Participate in relevant professional learning in the area of Learning Enrichment • Be receptive to suggestions and initiatives from staff on alternative practice or policy • Model being an exemplary teacher and mentor within the classroom programme • Initiate guest speakers to assist staff professional learning and provide relevant professional learning and guidance for staff • Provide information sessions for parents to assist with home community connection • Initiate regular meetings with parents as required • Conduct regular reviews of Learning Enrichment programmes using multiple sources of evidence including student assessment data, curriculum documents and feedback from parents and students | <ul style="list-style-type: none"> • Evidence of effective and contemporary programmes in place • Evidence of programme review and continual improvement • Evidence of positive growth in individual student outcomes • Evidence of effective initiatives in professional development • Evidence of effective home / school parent partnerships |
| Staff Leadership | <ul style="list-style-type: none"> • Advise classroom teachers on strategies to support students with additional learning needs • Supervise, mentor and recruit Educational Assistants who are appropriately qualified and experienced | <ul style="list-style-type: none"> • Classroom teachers report being skilled, equipped and confident to support students with additional learning needs across the learning spectrum • Educational assistants report being skilled, equipped |

| KEY RESULT AREAS | TASKS | KEY PERFORMANCE INDICATORS |
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| | <ul style="list-style-type: none"> • Ensure Educational Assistants are timetabled in an effective manner according to the needs of students • Utilise School communication platforms to communicate to staff about specific learning disabilities, advanced needs and helpful learning strategies • Brief on a regular basis Heads of Campus, Heads of Department, Heads of House and Staff about individual student progress | <p>and confident to fulfill their role</p> <ul style="list-style-type: none"> • Timely communication to staff of new information about the learning of students |
| Student Engagement | <ul style="list-style-type: none"> • Establish and maintain positive relationships with and support students in integration and support programmes • Coordinate the placement and matching of students with appropriate intervention and support programmes • Provide assistance to students with additional or exceptional learning needs either in the classroom or in a withdrawal setting • Provide innovative, creative ideas to motivate students and be willing to try new ways to inspire their learning • Monitor and enhance the welfare and academic progress of students by understanding their needs in consultation with the Director of T&L and PYP Coordinator • Promote teacher collaboration to ensure students' needs are identified and met • Coordinate referral of students to specialist services as needed | <ul style="list-style-type: none"> • Evidence of student engagement and satisfaction • Evidence based and effective interventions • Student needs met and/or plans in place for those to be met • Student welfare needs monitored, reported on and addressed • Evidence of referrals, as needed to specialist services |
| Profile, Representation and Stakeholder Management | <ul style="list-style-type: none"> • Establish and maintain effective and open communication with parents of students with additional needs • Contribution to school publications | <ul style="list-style-type: none"> • Timely, open and effective communication with parents • Timely and effective responses to any issues • Evidence of positive parent satisfaction |

As the needs of the School change, other duties and responsibilities as reasonably required by Heads of Campus may be allocated.

| CONDITIONS OF EMPLOYMENT | |
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| Employment Legislation | <p>Specific conditions of employment are derived from the Fair Work Act, the Educational Services (Teachers) Award 2010, the Launceston Church Grammar School (Teachers) Enterprise Agreement 1 January 2020 – 31 December 2021, Launceston Church Grammar School policies and procedures. Copies of these documents are available from the following websites:</p> <p>Fair Work Act http://www.austlii.edu.au/au/legis/cth/consol_act/fwa2009114/</p> <p>Educational Services (Teachers) Award 2010 – MA000077 https://www.fwc.gov.au/documents/documents/modern_awards/award/MA000077/default.htm</p> <p>Launceston Church Grammar School (Teachers) Enterprise Agreement https://www.fwc.gov.au/documents/documents/agreements/fwa/ae508572.pdf</p> |
| Remuneration | To be negotiated. |
| Teaching Load | The Leader of Learning Enrichment will have a negotiated teaching load. |
| Working with Vulnerable People Registration | <p>In accordance with the provisions of the <i>Working with Vulnerable People Act 2013 (Tasmania)</i>, all Launceston Church Grammar School employees are required to register to work with vulnerable people. This registration is commonly referred to as the Working with Children Check. Registration is issued by the Department of Consumer, Building and Occupational services; please refer to https://www.cbos.tas.gov.au/topics/licensing-and-registration/registrations/work-with-vulnerable-people for further information.</p> <p>Registration is valid for three years. Employees are responsible for the cost of registration. At the commencement of employment and every three years thereafter, employees must supply the People and Culture Department with a copy of their registration details or complete a Registration to Work with Vulnerable People Statutory Declaration until their registration application has been processed. Failure to obtain and / or maintain registration may result in termination of employment.</p> |
| ACF Requirements | As part of our commitment to Child Safety and to meet our ACF accreditation obligations all employees are required to complete a two hour Safeguarding Children online course. |

| CONDITIONS OF EMPLOYMENT | |
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| First Aid | <p>All Launceston Church Grammar School employees are required to hold the HLTAID004 – Provide First Aid in an Education and Care Setting qualification.</p> <p>Employees are responsible for initial cost of this qualification. The School provides for the 3 yearly re-certification of this qualification, following commencement of employment.</p> |
| Teacher Registration | Tasmanian Teacher Registration must be complete before a teacher commences at Launceston Church Grammar School. |
| Travel | This position is based at the Junior and Senior Campus, however the need to travel both locally and interstate may arise. |
| Workplace Health and Safety | <p>As an employee of Launceston Church Grammar School, while at work you must:</p> <ul style="list-style-type: none"> • Take reasonable care for your own health and safety; and • Take reasonable care that your acts or omissions do not adversely affect the health and safety of others; and • Comply, so far as you are reasonably able to, with reasonable instruction provided by the School; and • Co-operate with reasonable policy and procedure relating to health and safety at the workplace that has been notified to staff by the School. <p>Specific terms of reference can be found in Clause 28 the Work Health and Safety Act 2012 (Tasmania).</p> |

| SPECIAL REQUIREMENTS | |
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| Hours | <ul style="list-style-type: none"> • Out of hours work will be expected • Attendance for up to three days of each of the stand-down periods at the end of Terms One, Two and Three and for the week before the start of the school |
| Time Allowance | <ul style="list-style-type: none"> • The total indicative time allowances vary dependent upon student numbers and age range of students incorporated into the Learning Area. Please note that this may be changed from time to time by the Headmaster (see Teaching Load) |

| SPECIAL REQUIREMENTS | |
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| Key Competencies | <ul style="list-style-type: none"> • Superior leadership skills • Superior organisational and collaborative abilities • Excellent written and communication skills • Exemplary teaching skills • Superior problem solving skills |
| Key Contacts (external) | <ul style="list-style-type: none"> • Personnel performing similar roles in other schools • Personnel who can provide external support |
| Relevant “Teams” | <ul style="list-style-type: none"> • School Executive • Academic Care Team • Others as required |
| Appraisal Personnel | <ul style="list-style-type: none"> • Appraised by Heads of Campus |
| Appraisal Cycle | <ul style="list-style-type: none"> • Informal appraisal every year • Formal appraisal every 2 years (next formal appraisal – 2023) |
| Review of this Position Description | <ul style="list-style-type: none"> • This Position Description will be reviewed periodically • Last review in 2021. • Next review in 2023. |