

## LEARNING ENHANCEMENT LEADER

The position of Learning Enhancement Leader is a Position of Leadership within the College.

The Learning Enhancement Leader is accountable to the Principal for the overall oversight and coordination of adjustments for students with learning disabilities.

The Learning Enhancement Leader

- Actively collaborates with the Principal to promote and enhance the Catholic identity of the College and the Mercy Ethos and to ensure that all College practices and procedures reflect the Vision, Mission and Values of the College.
- Shares in the task of promoting collegiality and community within the College where all members are treated with dignity and respect.
- Provides positive leadership as the College endeavours to fulfil its educational mission
- Shares active responsibility for the promotion of a College learning culture, committed to continuous improvement that embraces all staff and students.

**All leaders at the Academy of Mary Immaculate commit to the vision of the Academy as a 'premier learning community'.**

### KEY AREA OF RESPONSIBILITY:

- Responsibility for coordinating the personalised learning of students with cognitive disabilities across the College
- Ensuring that diverse learners within the College are appropriately catered for and best practices are adopted and clearly reflect the Disability Discrimination Act 1992
- Responsibility for prioritising Learning Support Officer support for students with **cognitive disabilities** who require more than support that can be provided within the classroom, that is, students who are described in the NCCD as requiring supplementary, substantial and extensive adjustments.

### Specific Duties include:

- Applying the NCCD framework to determine the level of adjustments and consequent support for students to be provided by the Learning Enhancement Team
- Writing applications for specialist referrals after teachers have implemented 10 weeks of adjustments
- Building awareness of the College's internal referral process
- Maintaining and reviewing the Disabilities Provision Policy
- Ensuring that adjustments are being provided for students by classroom teachers and that these adjustments are monitored and reviewed
- Overseeing the development of Personalised Learning Plans
- Summarising specialist reports and ensuring that they are located on the Learning Management System (SIMON) under the student's profile
- Ensuring consultation and collaboration with the student and/or parents and carers or associates have occurred. This includes:
  - Convening Program Support Group Meetings
  - Maintaining Records of Communication (Program Support Group Minutes or Phone Calls)
  - Communicating Personalised Learning Plans
- Overseeing the collection of evidence in relation to students with cognitive disabilities:
  - Maintenance of spreadsheets including: Year 7 Pre-Testing, special exam provisions, additional time for assessments or other learning accommodations
  - Learning Support Officer Log Books
  - Annotated and dated work samples
  - Personalised Learning Plans for students who require **substantial and extensive adjustments**
- Building capacity of Learning Support Officers through the provision of weekly meetings and professional learning

Contributing to the work of the NCCD Team by:

- Assisting staff to understand the NCCD process and its underpinning legislations
- Securing professional learning for teachers specifically in relation to NCCD model and or other specific learning disabilities
- Supporting teachers in identifying smart learning goals and adjustments
- Scheduling time in the staff meeting program for teachers to complete the Disability Education Modules every two years
- Completing NCCD Team moderation and case-study meetings, annual case study development
- Attending all NCCD briefings with the NCCD Team
- Recording NCCD data and verifying and confirming it
- Submitting NCCD information
- Evaluating the application of the NCCD model and how school practices and processes could be improved to facilitate the following year's NCCD.

#### **Commitment to Child Safety**

- Providing students with a child safe environment
- Being familiar with and complying with the College's Child-Safe policy and Code of Conduct and any other policies or procedures relating to child-safety
- Proactively monitoring and supporting student wellbeing
- Exercising pastoral care in a manner that reflects school values
- Implementing strategies which promote a healthy and positive learning environment

#### **Other Duties**

- Undertaking classroom duties as required.
- Undertaking other duties as directed by the Principal.

#### **Annual Budget**

- Development of an Annual Budget

#### **Publications**

- Articles for the College Newsletter, Academian, College Facebook page and other publications

#### **Membership**

- Member of the Learning Leaders team

#### **Accountability**

- Reports to the Principal

#### **Positions reporting to the Learning Enhancement Leader**

- Members of the Learning Enhancement Team

## KEY CRITERIA: LEARNING ENHANCEMENT LEADER

### **Key Selection Criteria:**

1. Understanding of and commitment to Catholic Education
2. Willingness to support the Mercy Ethos and its expression in the life of the College
3. Demonstrated evidence of working with students and staff in classrooms to support improved student learning outcomes
4. Demonstrated ability to provide support for students with additional needs in the classroom and in small group settings
5. Demonstrated capacity to work in a team that values continuous improvement
6. Highly developed interpersonal and communication skills, including the demonstrated ability to work collaboratively with all members of the College community
7. Sound organizational and administrative skills
8. Commitment to continuous improvement in personal practice and professional learning

### **Child Safety:**

1. Experience working with children
2. A demonstrated understanding of child safety
3. A demonstrated understanding of appropriate behaviours when engaging with children
4. Familiarity with legal obligations relating to child safety (eg. mandatory reporting)
5. Be a suitable person to engage in child-connected work