

## Learning Adjustment Leader Role Description

Catholic College Sale, in the Marist and Sion traditions, fosters a Catholic and Mission focused environment that encourages all learners to strive for excellence and to grow in their potential. In this context teacher leaders strive to provide technical, human, educational, symbolic and cultural leadership, which is student centred and which facilitates the development of each student's potential in an environment of trust, excellence and best practice.

Teacher leaders commit to building a reflective, collaborative and cooperative culture which engages the hearts and minds of every student every day. As a leader within the Catholic College Sale community we believe that effective learning in our Catholic context is built on engagement, growth and excellence, always centred on the whole person.

The Learning Adjustment Leader will act as a change agent to facilitate the implementation of holistic active learning practices for teachers and students within the College. There will be two such positions and they will work collaboratively as a team to support students across Years 7-12.

The Learning Adjustment Leader is appointed by the Principal and is responsible to the Principal and Deputy/Assistant Principals. He/she works collaboratively with key leaders to provide the best pathways for each student. The Learning Adjustment Leader is accountable to the Principals via the Assistant Principal - Learning and Teaching.

The Learning Adjustment Leader will, in partnership with the College Leadership Team, lead the development of a College culture that provides for the spiritual, intellectual, emotional and physical growth of each student and:

- Commits to Catholic College Sale Strategic Directions.
- Endorses a leadership culture of respect, collaboration and continuous improvement.
- Promotes wellbeing through learning.
- Strives for continual improvement for all, through personal, professional and leadership goals that commit to the processes of student growth and development.
- Is welcoming of change and innovation.
- Supports best practice in student learning and wellbeing.
- Endorses a school spirit and identity that builds student connectedness and sense of their own gifts and pathways.
- Facilitates the implementation of holistic learning practices for students and teachers.
- Facilitates the development of a learning culture that is flexible, adaptable, learner-centred and focused on the individual student growth.
- Engages in ongoing professional learning that will promote a culture that supports a learning environment where students are challenged and engaged.
- Builds positive and ongoing relationships and partnerships with parents/carers.

### Team Structure:

The Learning Adjustment Leaders will work collaboratively with each other and key senior and middle leaders as appropriate to the needs of each student. The Learning Adjustment Leaders will work with the Directors of Engagement, Years 7-9 and Years 10-12.

### Specific Responsibilities:

The Learning Adjustment Leader will provide leadership in the development and provision of a learning culture that is flexible, adaptable, learner-centred and in consideration of individual students' learning and wellbeing. His/her knowledge in learning adjustment practices will ensure the best outcomes for students.

The Learning Adjustment Leader is responsible for:

- Supports the transition of students with Special Needs and disabilities as they transfer from one learning environment to another i.e. Year 6 to 7, Year 8 to 9.
- Seeks referrals and assesses the needs of students who have specific learning difficulties and arranges appropriate diagnosis and testing of these students with the support of the Learning Adjustment Team.
- Facilitates Program Support Group (PSG) meetings regularly for identified students and devises specific programs for these students, ensuring all relevant stakeholders are involved.
- Support the Enrichment Programs to best meet the personalised learning plans/goals of the students.
- Develops programs to support students identified as gifted and talented.
- Oversees learning support officers and supports teachers to make appropriate modification to curriculum, for supported students.
- Arranges for the withdrawal of students when small group instruction is considered necessary.
- Assists teachers in the creation of personalised learning plans for identified students and appropriate reporting structures for those students.
- Conducts regular timetabled meetings with all Learning Support Officers and develops the timetable for the deployment of the Learning Support Officers.
- Ensures that the Assistant Principal – Learning and Teaching is informed of the changing needs of students and support staff in the Learning Adjustment area at CCS.
- Integrates as a part of the NCCD team that collects relevant data for students.
- Compiles, maintains and provides accurate and relevant information for College personnel who have contact with the Learning Adjustment students, within the guidelines of the Privacy Act. This includes results of any testing including, PAT, NAPLAN and other diagnostic testing relevant to the student.
- Liaises with Director of Senior Studies to ensure Special Provision pathways are identified and adequately documented.
- Liaises with Curriculum Assistant regarding Special Provision arrangements for internal school assessed tasks and external VCAA exams.
- Other duties as requested by the Principal from time to time.

#### Professional Responsibilities and Accountability:

The role of the Learning Adjustment Leader at Catholic College Sale is expected to:

- Reflect and nurture the Vision of the College in the course of their work.
- Commit to and provide Christian leadership through vision, service and example.
- Energise staff, students and parents through the development of quality relationships and the fostering of community.
- Promote a culture of ongoing improvement.
- Ensure all leadership decisions are implemented in a professional and equitable manner.
- Ensure the role is carried out in a responsible and ethical manner.
- Present consistently and effectively as a role model for others.
- Ensures ongoing familiarity and commitment to College and Diocesan Policies.
- Ensures exemplary commitment to all Child Safe Policies and Protocols.

#### Classification:

POL: 2

Time Allowance: 12 periods per cycle

Tenure: 2021-2023

Review: 2021

*Please note: this role description will remain draft for 2021 to ensure the clarity of role and purpose moving forward. All POLs are appointed for a period of 3 years, with a formative leadership review undertaken at the end of Year 1 of the appointment.*