



Learning Diversity Coordinators

About Parade College

Parade College is a member of the national body of Catholic schools known as Edmund Rice Education Australia (EREA). The College aims to help young people grow into well-rounded individuals who will make a meaningful contribution to society. In a vibrant learning community, students are encouraged to explore and develop their talents to the fullest and aim for excellence in all their endeavours.

As a long-standing Catholic school in the Edmund Rice tradition, Parade College strives to be a learning community that offers best practice education and pastoral care to its students to foster fullness of life and holistic growth for all.

Parade College is the oldest Edmund Rice School in Australia, dating back to 1871, and has a proud history of excellence in the education and pastoral care. Parade offers a multitude of curriculum options for students, whatever their interest may be; from academic, sporting, music, visual arts and trade options.

The professional environment for staff at Parade College emphasises innovation, the importance of lifelong learning and quality relationships between staff, students and the College community.

Applications are invited from suitably qualified, highly motivated and innovative leaders for the position of Learning Diversity Coordinator.

The Position

The Learning Diversity Coordinator plays a vital role within the College, ensuring that each student has opportunities for both academic and spiritual growth and to lead a meaningful life. The position supports Parade College's commitment to inclusive education, in line with the EREA Touchstones of Liberating Education and an Inclusive Community. The Learning Diversity Coordinator is a vital member of the Learning Diversity Team, as they have a direct impact on the academic and personal development of students with diverse learning needs.

The responsibilities of the Learning Diversity Coordinator include:

- assisting with the identification of neurodiverse students, consult and collaborate with key stakeholders within the College community, and facilitate referral and assessment procedures;
- delivering intervention, teach students, and assist teachers with curriculum differentiation;
- collaborating with class teachers and other relevant people to assist in the design, implementation, and monitoring and review of adjustments, as documented in the Personalised Learning Plan;
- contributing to the provision of staff professional development and parent education programs;
- contributing to the preparation of documentation required under legislation in line with privacy, confidentiality, and disability obligations, for example, pre-enrolment documentation, and assist in the preparation of submissions for the Nationally Consistent Collection of Data (NCCD);
- supporting the development of inclusive learning environments; and
- assisting in the implementation of programs and processes to support students with disability.

The successful candidates for this position will commence January 2026. The leadership appointment is for a two year term, with an ongoing teaching position associated with these appointments. This leadership position attracts a Position of Leadership Allowance and generous time release per cycle.

The positions are full-time positions, which include a teaching load (*part-time applications FTE 0.8 and above may be considered*).

About You

The successful candidate for this role will be a suitably qualified and experienced teacher who has specialist training and expertise working with neurodivergent learners and students with disabilities. They will have excellent organisational skills together with interpersonal and communication skills. Experience working independently and in collaborative partnership with teams of teachers is also essential for this role.

A strong knowledge of teaching and learning processes, study skills, organisational skills and evidence of delivering effective targeted interventions are all desirable. The successful candidate will also be committed to the full life of the school and support of its Christian ethos.

All Staff are expected to support and participate in the faith life of the College, including commitment to the College's Mission, ethos, and participate in ongoing professional development and learning.

Candidates will be required to have, and maintain, VIT registration for the duration of their employment.

Application Requirements

In preparing an application, please read the advertisement and position description carefully to ensure that you can demonstrate your ability to meet the position requirements and have a good understanding of the role.

Applications must include:

- a **covering letter** addressing the **Key Selection Criteria** including your skills, qualifications and experience relevant to the role; together with
- a current **Curriculum Vitae**.

For enquiries please contact the Director of Human Resources via email: hr@parade.vic.edu.au, or phone: 94683300.

To apply for this position, please visit the Employment Page on the College website via: <https://www.parade.vic.edu.au/school/employment> and select 'Apply'.

Parade College acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians of the lands where we live, learn and work.

This community is committed to the safety, wellbeing and protection of all children in our care.

Parade College is an Equal Opportunity Employer.



PARADE COLLEGE

POSITION DESCRIPTION

Position Title	Learning Diversity Coordinator
Reports To	Principal, Director of Learning Diversity

PRIMARY PURPOSE OF POSITION

The Learning Diversity Coordinator plays a vital role within the College, ensuring that each student has opportunities for both academic and spiritual growth and to lead a meaningful life. The position supports Parade College's commitment to inclusive education, in line with the EREA Touchstones of Liberating Education and an Inclusive Community. The Learning Diversity Coordinator is a vital member of the Learning Diversity Team, as they have a direct impact on the academic and personal development of students with diverse learning needs.

By maintaining compliance with the Nationally Consistent Collection of Data (NCCD), the Learning Diversity Coordinator facilitates access to tailored support services for NCCD students and advocates for all students to achieve their full potential. The Learning Diversity Coordinator manages cases and provides support to NCCD students with disabilities requiring learning adjustments, as well as Indigenous students, students with Refugee Status, those with a new arrival or non-English speaking background (NESB), and other students who need learning adjustments.

This position includes a teaching load; as such, this position description should be read in conjunction with the Classroom Teacher position description.

STATEMENT OF DUTIES	
NCCD Compliance	- Follow the NCCD model to determine which students are receiving adjustments due to disability, the level of adjustment and the broad category of disability. - To ensure that PSG Minutes accurately reflect the content of the meeting in accordance with the PSG guideline document. - To coordinate and chair Program Support Group (PSG) Meetings, including the timely writing of minutes to parents. - To assist the Learning Diversity Leader with the annual NCCD process. - To communicate regularly with staff, parents/guardians and the College community through email, SIMON, telephone, - To assist the Learning Diversity Leader with the collection and management of NCCD evidence for students on their caseload. - To undertake NCCD moderation with the Learning Diversity Leader for Quality Assurance. - To maintain clear and accurate student records, including the special provisions spreadsheet.
Student Agency and Personalised Learning Support	- To encourage student participation and student voice. - To post personalised learning and teaching recommendations for NCCD students on SIMON. - To actively seek opportunities to promote best practice in the support of students with diverse learning needs, including Neurodivergent learners, students with cognitive difficulties, and students with a sensory or physical disability. - To identify NCCD students through observation and assessment using a range of instruments, to plan appropriate interventions and support, and implement the referral process.

	• To assist teachers with differentiation, the implementation of teaching and learning recommendations, adjustments and Personalised Learning Plans. • To actively monitor the progress of NCCD students, including liaising with teachers and regularly checking students' engagement. • To advise students and their families of Pathway options and subject selection. • To teach Intervention classes and assist with the development of curriculum and assessment tasks. • To facilitate the transition of Grade 6 NCCD-funded students through: ○ Assisting with the annual Grade 6 Testing Day. ○ Participating in Enrolment Interviews. ○ Participating in the Orientation events. ○ Developing a Personalised Learning Plan based on each student's identified needs. • Ensure a clear understanding of the VCAA Special Examination Arrangement for VCE external assessments. • Inform families of any documentation process that may be required for Special Provisions in accordance with VCAA guidelines. • Work with the Director of Learning Diversity and the Learning Diversity Leader regarding the submission of VASS applications for VCAA Special Provisions for students in Years 10 – 12.
Staff consultation and collaboration	• To be available for staff and to actively encourage teachers to discuss concerns regarding students deemed to be at-risk. • Coordinate with teachers, parents, and external specialists to gather comprehensive insights on student progress and challenges, fostering a collaborative approach to support. • To liaise with the Learning Diversity Leader and the Director of Learning Diversity regarding assessments and examinations for NCCD students, including special examination provisions for eligible students. • To advise the Foundation Maths and Literacy Intervention Coordinators of students for placement in Intervention classes. • To be present in staff rooms, providing support to teachers regarding differentiated curriculum and classroom adjustments • Attend meetings and maintain ongoing communication with the Deans of Learning, House Leaders, and the Deans of Students to ensure the effective case management of NCCD students.
Leadership	• To actively participate in Learning Diversity Department Meetings. • To provide Professional Learning to increase staff knowledge and capacity regarding neurodivergent learners. • To engage in ongoing Professional Learning, including professional reading and attendance at VCEA workshops. • Other duties as negotiated with the Director of Learning Diversity and/or the Principal.
KEY PERFORMANCE INDICATORS	
• Satisfaction levels among key staff, parents, and the College Leadership Team regarding performances. • Regular Annual Reviews. • Effective communication with staff, parents, students, and the broader College community through SIMON, phone calls, and emails. • Active participation in Professional Learning opportunities. • Contribution to developing Learning Diversity policies and protocols. • Prompt follow-up and communication with staff and parents/guardians. • Timely creation of PSG Agendas and distribution of PSG minutes. • Consistently meeting deadlines with high-quality outcomes and products. • Demonstrating flexibility in various situations. • Ability to collaborate and work in a team environment.	

POSITION REQUIREMENTS	
Qualities required	• Ability to work effectively with colleagues to support NCCD students • Friendly and warm disposition. • Welcoming, helpful, and assertive personality. • Ability to interact positively with staff, parents and students. • Ability to work effectively under pressure. • Loyalty to the College and its staff. • Ability to work flexibly across a two-campus environment. • Ability to work confidentially. • Empathy and understanding of students with diverse learning needs. • Support of College policies and strategic direction. • Ability to engage effectively with external support services.
Skills and Attributes	• Excellent ability to effectively case manage students with diverse learning needs. • Strong interpersonal and communication skills. • Exceptional organisation and time management skills. • Suitable ICT skills. • Comprehensive knowledge of: • VCEA policies, including the NCCD process. • VCAA rules, regulations, and policies. • Government legislation concerning students with disabilities and impairments. • Deep understanding of the academic, social, emotional, and wellbeing needs of students who learn differently. • Strong dedication to ongoing Professional Learning and a willingness to share insights gained with colleagues. • Extensive knowledge of curriculum differentiation. • Appropriate qualifications to conduct Cognitive testing are preferred. • Firm commitment to raising awareness among colleagues about an inclusive curriculum. • Documentation practices (e.g., PSG mins, profiles).
Child Safety	• Be a suitable person to engage in child-connected work • Be experienced in working with children • A demonstrated understanding of child safety • A demonstrated understanding of appropriate behaviours when engaging with children • A sound knowledge of legal obligations relating to child safety under Ministerial Order No. 1359 Child Safe Standards, • Working familiarity with Child Safe requirements and expectations of VCEA PROTECT, VIT, EREA and VRQA • A demonstrated understanding of and commitment to Child Safety protocols, codes of conduct and to ensuring Parade College is a Child Safe School.
Selection Criteria	1. Support and participation in the faith life of Parade College, including commitment to the Mission Statement, ethos of the College, Charter of Edmund Rice Education Australia and personal faith formation. 2. Ability to effectively lead and support teachers to ensure a very high standard of professional practice that is responsive to student need. 3. Ability to promote a healthy learning environment that promotes best practice and excellent student learning outcomes. 4. Highly developed ability to identify neurodivergent learners: to plan and develop programs, to support teachers with the implementation of adjustments, including the deployment of Learning Support Officers and communication with parents/guardians. 5. Knowledge of Government legislation pertaining to students with a disability, including VCEA policies, VCAA rules and regulations, and the NCCD. 6. Knowledge and understanding of contemporary practices and policies related

	to students who are neurodivergent. 7. Well-developed interpersonal skills, including organisation and communication, with a proven ability to work effectively, independently and collaboratively in a team. 8. Commitment to ongoing professional learning.
TERMS AND CONDITIONS	
• Terms and conditions for this position are as outlined in the <i>Catholic Education Multi Enterprise Agreement 2022</i> for Registered Teachers. Salary is set out in the Agreement according to years of experience and qualifications. • This position attracts a POL allowance and a time allowance as determined by the Principal. • A teaching load will be allocated to this position. The incumbent of this position will be required to have and maintain VIT registration for the duration of their employment. • The position reports to the Director of Learning Diversity and will need to be available to the Director of Learning Diversity during specified periods leading up to the commencement of school and after school finishes. • The position will, from time-to-time require attendance outside normal hours. • The successful applicant would require a commitment to ongoing professional learning and hold relevant qualifications. The position requires the completion of an Annual Review Meeting. • All employees at Parade College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act. • Parade College is fully committed to the protection of children. The successful applicant will be expected to satisfy child protection screening and adhere to the School's Child Protection Policies.	