



PARADE COLLEGE

POSITION DESCRIPTION

Position Title	Learning Diversity Leader
Reports To	Principal, Director Learning Diversity

PRIMARY PURPOSE OF POSITION

The Learning Diversity Leader 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 Leader is a key member of the Learning Diversity Team, assisting the Director of Learning Diversity in the leadership and execution of the NCCD (Nationally Consistent Collection of Data) model at Parade College. Ensuring compliance with the NCCD, the Learning Diversity Leader enables access to customised support services for NCCD students and advocates for all students to realise their full potential. The Learning Diversity Leader plays a critical role at the College by strengthening staff understanding of the requirements and procedures associated with the NCCD model.

Supporting the Director of Learning Diversity, the Learning Diversity Leader oversees the Learning Diversity Coordinators and Learning Support Officers. They collaborate with academic staff to ensure optimal learning outcomes for students with additional needs. The leader manages cases and supports NCCD students with disabilities who need learning adjustments, as well as Indigenous students, students with Refugee Status, new arrivals, NESB students, and others requiring learning adjustments.

This position includes a teaching load; therefore, read this position description in conjunction with the Classroom Teacher position description.

STATEMENT OF DUTIES

NCCD Compliance	Support the Director of Learning Diversity for the further development and implementation of the NCCD by: • Being familiar with current NCCD guidelines. • Being familiar with VCEA compliance around the compilation, moderation, Quality Assurance, and validation of the NCCD school data. • Being familiar with the requirements and the implementation of the NCCD model in the classroom. • Working with the Learning Diversity Coordinators (LDCs) and the Student Wellbeing Team to collect, collate and record evidence for NCCD submission for all Parade College students who receive adjustments. • Ensuring the collation, documentation, recording and storage of evidence of a parent consultation, adjustments, and diagnosis (or imputed disability) as required by the evidentiary requirements in the NCCD guidelines. • Ensuring responsibility for accurate and timely data collection and uploading to Catholic Education Victoria Network (CEVN) as per the VCEA NCCD guidelines.
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	• Maintaining a sound understanding of legislation and responsibilities including: ◦ <i>Disability Discrimination Act 1992</i> ◦ Disability Standards for Education 2005 ◦ NCCD model and guidelines. • Implementing the NCCD model, including the identification of students, the level and frequency of adjustments, category of disability and evidence of parent consultation. • Ensuring VCEA applications, paperwork and reporting requirements are current and kept up to date for all: ◦ NCCD applications ◦ Therapy and/or Equipment applications. • Facilitating professional learning for staff regarding the NCCD model, and adjustment for NCCD students. • Keeping staff up to date with the NCCD processes and any changes to guidelines. • Communicating with parents/guardians regarding the NCCD collection procedures and Personalised Learning Plans (PLPs). • Meeting with the VCEA NCCD Consultant for Moderation and Quality Assurance. • Attending VCEA NCCD Professional Learning and NCCD Network Meetings. • Ensuring that the NCCD details regarding eligible students are current and accurate on SIMON. • Scheduling Nationally Consistent Collection of Data (NCCD) Team meetings for data collection and moderation.
Student Agency and Personalised Learning Support	• Encouraging student participation and student voice. • Uploading personalised learning and teaching recommendations for NCCD students on SIMON. • Actively seeking 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. • Identifying NCCD students through observation and assessment using a range of instruments, to plan appropriate interventions and support, and implement the referral process. • Assisting teachers with differentiation, the implementation of teaching and learning recommendations, adjustments and Personalised Learning Plans. • Actively monitoring the progress of NCCD students, including liaising with teachers and regularly checking students' engagement. • Advising students and their families of Pathway options and subject selection. • Working with the Transition Coordinator and the Development Team to facilitate the transition of Grade 6 NCCD-funded students through: ◦ Leading the annual Grade 6 Testing Day ◦ Participating in enrolment Interviews ◦ Coordinating and leading additional orientation events for students and their families ◦ Meeting with primary schools to gather data on students ◦ Developing a Personalised Learning Plan based on each student's identified needs • Overseeing and managing the PLP and Program Support Group (PSG) processes. • Assisting the Development Team with enrolment interviews for prospective NCCD students in Years 8 – 12.

	Working with the Director of Learning Diversity, the Learning Diversity Coordinators 10 – 12, and the Dean of Learning (10-12) regarding the submission of VASS applications for Special Examination Arrangements for VCE external assessments.
Staff consultation and collaboration	- Assisting teachers with the development and implementation of classroom adjustments including professional learning, mentoring and classroom modelling/observation; - Being available for staff and to actively encourage teachers to discuss concerns regarding students deemed to be at-risk. - Coordinating with teachers, parents, and external specialists to gather comprehensive insights on student progress and challenges, fostering a collaborative approach to support. - Liaising with the Director of Learning Diversity and the Academic Deans regarding assessments and examinations for NCCD students, including special examination provisions for eligible students. - Working with the Foundation Maths and English Intervention Coordinators and the Director of Learning Diversity on student placement in Intervention classes. - Being present in staff rooms, providing support to teachers regarding differentiated curriculum and classroom adjustments - Attending meetings and maintaining ongoing communication with the Deans of Learning, House Leaders, and the Deans of Students to ensure the effective case management of NCCD students. - Working with the Student Wellbeing and Teaching and Learning Teams to provide expert advice and support for NCCD students presenting with complex learning, behavioural, and accessibility needs.
Leadership	- Leading Learning Diversity Department meetings with the Director of Learning Diversity. - Providing Professional Learning to increase staff knowledge and capacity regarding neurodivergent learners. - Engaging in ongoing Professional Learning, including professional reading and attendance at VCEA workshops. - Overseeing and managing the Learning Support Officer team and Learning Diversity Coordinators (LDC), including the recruitment and management of staff; - Other duties as negotiated with the Director of Learning Diversity and/or the Principal.
Teaching	To teach Intervention classes and assist with the development of curriculum and assessment tasks.
Other Duties	Other duties as directed by the Principal and/or Director, Learning Diversity.

POSITION REQUIREMENTS	
Qualities required	- Ability to work effectively with colleagues to support students with additional needs. - 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 additional needs. - Support of College policies and strategic direction. - Ability to engage effectively with external support services.

Skills Needed	• Excellent interpersonal and communication skills. • Excellent organisation and time management skills. • Appropriate ICT skills. • Excellent knowledge of: ○ VCEA policies including the NCCD process. ○ VCAA rules, regulations, and policies. ○ Government legislation pertaining to students with disabilities. • Excellent understanding of the academic, social/emotional and behavioural needs of students who learn differently. • Strong commitment to ongoing Professional Learning and a willingness to share understandings gained with colleagues. • Strong commitment to promoting awareness amongst colleagues of an inclusive curriculum. • An understanding of the operative teaching connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person.
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. Skilled educator with a specialisation in supporting students with additional needs through evidence-based and inclusive education principles and practices. 3. Ability to effectively lead and support teachers, Learning Diversity Coordinators, and Learning Support Officers to ensure a very high standard of professional practice. 4. Ability to promote a healthy learning environment which promotes best practice and excellent student learning outcomes, including the development of Personalised Learning Plans (PLPs). 5. Ability to conduct meetings with parents/guardians, including Program Support Group Meetings (PSGs), with a focus on building effective partnerships in the best interests of the child, family and school. 6. Knowledge and understanding of contemporary practices and policies related to students with additional needs. 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 *Catholic Education Multi Enterprise Agreement 2022* for Registered Teachers. Salary is set out in the Agreement according to years of experience and qualifications.
- The position is for a three-year term. The position will be re-advertised after three years and is subject to the College Review process.
- This position attracts a POL allowance and a time allowance per cycle as determined by the Principal.
- The position reports to the Director, Learning Diversity and will need to be available to the Director, 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.