



LEARNING ADJUSTMENT LEADER- NCCD

Responsible to: **PRINCIPAL**

Report to: for Learning and Teaching matters: **DEPUTY PRINCIPAL LEARNING & TEACHING**

Report to: for Professional Conduct and Pastoral Care: **DEPUTY PRINCIPAL – HEAD OF CAMPUS**

REMUNERATION & TIME ALLOWANCE

Time Allowance: 14 Periods per cycle (Clyde North)

Tenure: 3 Year appointment

POL: 1

Position Description – Learning Adjustment Leader - NCCD

STATEMENT OF DUTIES

Contemporary Teaching

- To work with teaching staff to lead the implementation of Learning Adjustment across the College through a solutions focused Coaching Model which builds capacity in all teaching staff.
- Assist classroom teachers in the development of best teaching practice and implementation of learning adjustments so as to improve student performance and learning outcomes.
- Promote the College vision for active learning, which is student centred, has measurable impact, is evidence based and is designed to maximise student learning outcomes.
- Build capacity of all teaching staff in inclusive practices and personalised learning
- Build capacity of teaching staff to document effective personalised learning plans
- Assist teachers in the development of a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs
- Understand and support implementation of NCCD requirements together with State and National requirements including the standards of professional practice – Australian Standards of Teaching – and the CECV
- Work collaboratively with teachers to ensure the implementation of the curriculum
- Plan for and conduct Learning Walks and peer observations in order to build capacity to meet Learning Adjustment requirements
- Support teaching staff in documentation of Adjustments via College UbD documentation
- In Collaboration with the LEC Coach, develop and implement a system of ongoing monitoring of Learning adjustments from year to year.
- In collaboration with LEC Coach, submit all requirements for NCCD ensuring compliance with all government regulations
- Embrace the use of information and communications technologies to enhance learning and documentation of Learning adjustments.
- Engage in learning progression discussions
- Liaise with appropriate Learning Enhancement staff in the implementation of NCCD requirements.
- Form part of the NCCD Working party
- To work collaboratively across campus to ensure the Policy of One College is maintained

STATEMENT OF DUTIES	
Pastoral Care and Child Safety	<ul style="list-style-type: none"> • Provide students and staff with a child-safe environment • Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety • Proactively monitor and support student and staff wellbeing • Exercise pastoral care in a manner which reflects school values • Implement strategies which promote a healthy and positive learning environment
Curriculum	<ul style="list-style-type: none"> • To work collaboratively across Campus to promote the College Policy of "One College" and ensure consistent, Assessment and Reporting • To provide suggestions to the Deputy Principal Learning and Teaching for the professional growth of teaching staff. • To actively coach subject teachers through the St Peter's Coaching Model to build capacity in the area of Learning Adjustments. • Together with the LEC Coach, analyse data relevant to NCCD and develop strategies to improve student outcomes. • To encourage teachers to be aware of current developments in pedagogy, including technology, video and films. • Oversee curriculum and teaching requirements associated with VCE VET subjects within their learning area
Professional Learning	<ul style="list-style-type: none"> • Have current knowledge of NCCD initiatives • Commit to ongoing professional development in the area of Learning Adjustments • Be open to researching areas of interest relevant to directions provided in the school's strategic plan • Continue development of ICT skills as technologies evolve
Co-Curricular Involvement	<ul style="list-style-type: none"> • Support and be involved in the co-curricular program • Proactively encourage students to participate in co-curricular activities • Act as a role model for participating students • Keep accurate records of student attendance and participation within the co-curricular activity • Create and maintain a safe environment in which students may enjoy their participation • Oversee the provision and care of relevant equipment materials and first aid requirements
General and Administrative Duties	<ul style="list-style-type: none"> • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures • Maintain currency of first aid, mandatory reporting and anaphylaxis training • Demonstrate duty of care to students in relation to physical and mental wellbeing • Attend all relevant school meetings and after school services/assemblies, sporting events, mass, community and faith days as well as professional learning opportunities • Participate in duty supervision as rostered and other supervision duties when required • Demonstrate professional and collegiate relationships with colleagues • Uphold the professional standards expected of a teacher • Other duties as directed by the Principal

SELECTION CRITERIA (Learning Adjustment Leader - NCCD)	
Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission • A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church • A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ • A capacity to integrate the Church's teachings into all aspects of curriculum
Commitment to Child Safety	<ul style="list-style-type: none"> • Experience working with children

	<ul style="list-style-type: none"> • A demonstrated understanding of child safety • A demonstrated understanding of appropriate behaviours when engaging with children • Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) • Be a suitable person to engage in child-connected work
Education and Experience	<p>Essential:</p> <ul style="list-style-type: none"> • Teaching qualifications • Current Victorian Institute of Teaching (VIT) registration • Qualification (or working towards) in the area of Learning Adjustment • Experience working in the area of Learning Adjustment • Confidence and experience working with teaching staff to build capacity in the area of Learning the Adjustment Program. • Demonstrated knowledge and understanding of the Disability Discrimination Act and CECV Students
	<p>Desirable Other:</p> <ul style="list-style-type: none"> • Accreditation to Teach Religious Education • Completion of ELearning Modules for students with Disabilities • Relevant post-graduate studies (or working towards such qualifications) • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum • Demonstrated experience in using ICT • Preference for experience in the use of student data to maximise learning outcomes
Skills/Attributes	<ul style="list-style-type: none"> • Ability to work as part of a team • Good oral and written communication skills, including ability to communicate with children, parents and the school community • Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes • Ability to demonstrate an understanding of appropriate behaviours when engaging with children • Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions • Leadership qualities • Self-motivation • Ability and willingness to accept policy directives • Highly effective time management skills • Motivated self-starter