

### POSITION DESCRIPTION

	Effective Date:	July 2025
<b>POSITION TITLE:</b>	Head of Learning Engagement (Pre-Kindergarten to Year 12)	
<b>REPORTS TO:</b>	Associate Director of Analytics and Academic Services Director of Junior School	
<b>QUALIFICATIONS:</b>	<ul style="list-style-type: none"><li>• Tertiary level qualifications in education.</li><li>• Master qualifications (desirable).</li><li>• Meet all compliance requirements as a teacher in WA.</li></ul>	
<b>EXPERIENCE:</b>	<ul style="list-style-type: none"><li>• Proven experience in implementing best practice inclusive education programs.</li><li>• Significant experience in teaching students with a range of needs, ideally across primary and secondary year levels.</li><li>• Experience leading the development and implementation of a differentiated curriculum across a range of learning areas.</li><li>• Proven experience in both literacy and numeracy instructional methods, ideally from Pre-Kindergarten to Year 12.</li><li>• Demonstrated experience working collaboratively and collegially with staff to improve student outcomes.</li><li>• Proven ability to lead, coach, mentor and develop others.</li><li>• Knowledge of Positive Education principles.</li></ul>	
<b>PERSONAL ATTRIBUTES:</b>	<ul style="list-style-type: none"><li>• Confident in liaising and working effectively with staff, parents and students in complex situations.</li><li>• Articulate and engaging with a personal warmth that engenders mutual respect and inspires personal and professional excellence.</li><li>• Model optimism, a growth mindset and shares own learning.</li><li>• Fully supportive of Perth College’s Anglican heritage and willing to be part of the total life of the School.</li></ul>	
<b>POSITION PURPOSE:</b>		
<p>The Head of Learning Engagement is responsible for the strategic vision and implementation of an inclusive learning environment for students and staff in Years Pre-Kindergarten to Year 12. This includes the co-ordination, oversight and monitoring of students with learning differences, those identified as gifted and talented, those requiring learning support and English as an Additional Language or Dialect students.</p> <p>The primary aim of this role is to maximise learning engagement for students and to support teachers to differentiate for all ability levels.</p>		
<b>KEY RESPONSIBILITIES:</b>		
<b><i>Leadership and Management</i></b>		
<ul style="list-style-type: none"><li>➤ Leads the development, implementation and continuous improvement of the School’s Learning Engagement strategies and programs.</li><li>➤ Ensures strategic direction of the School is supported by the Learning Engagement Team utilising the Response to Intervention model.</li><li>➤ Provides leadership and management of staff in the Learning Engagement Team and oversees growth of team members.</li><li>➤ Oversees the assessment, monitoring, learning, teaching and administration of students with learning differences.</li><li>➤ Contributes positively to the Senior School Academic Leadership Team</li><li>➤ Contributes positively to Junior School staff meetings.</li><li>➤ Promotes a culture of open and timely communication within the team and interacts with all stakeholders in a positive, professional, consultative and solution focussed manner.</li></ul>		
<b><i>Identification &amp; Data Analysis</i></b>		
<ul style="list-style-type: none"><li>➤ Oversees the process of identification, profiling, monitoring and tracking students identified with learning differences</li></ul>		

	Effective Date:	July 2025
<b>POSITION TITLE:</b>	Head of Learning Engagement (Pre-Kindergarten to Year 12)	

- Analysis of data to ensure timely academic monitoring of student progress to ensure appropriate interventions are supporting the learning growth of students with learning differences.
- Oversees the provision of appropriate adjustments for educational assessments such as OLN, NAPLAN and ATAR Examinations in conjunction with the Director of Analytics and Academic Services.

#### **Case Management/Administration**

- Manages the application process for Equitable Access Adjustments for the ATAR examinations.
- Oversees the transitions between the Junior and Senior schools, ensuring the common language, approach and programs help to facilitate a smooth transition for both students and their parents/carers
- Oversees the creation, implementation and monitoring of students on documented plans, and report progress to relevant stakeholders, including parents.
- Oversees a system of reporting the students' needs and progress to parents, teachers and students.
- Co-ordinates the AISWA Inclusive Education, State and Federal funding processes.
- Co-ordinates information for Nationally Consistent Collection of Data and Census data for Students with a Disability.
- Liaises with external agencies as required to support students with specific disabilities – e.g. Autism Association, Dyslexia-SPELD Foundation (DSF).
- Partners with parents to support educational outcomes for students with learning differences.

#### **Pedagogy & Curriculum Design**

- Oversees the development of programs for students who have learning differences.
- Supports teachers to develop and implement appropriate programs and differentiated curriculum and assessment to ensure students with learning differences are engaged and their learning is maximised.
- Use student learning data to guide and tailor response to intervention, including how best to structure Individual Education Plans, Learning Adjustment Plans and Modified Programs to ensure students are learning and showing measurable growth.

#### **Curriculum Delivery**

- Deliver appropriate extension and support programs to meet the needs of identified students.
- Co-teach alongside classroom teachers to support curriculum interventions, modelling best practice strategies and interventions.
- Undertake classroom teaching requirements as allocated.

#### **Professional Learning**

- Lead support for teachers to better understand how to differentiate and provide opportunities for them to develop their skills to ensure all students are maximising their learning growth.
- Design and deliver relevant professional learning for staff.
- Keep abreast of current research in the areas of differentiation, high impact teaching strategies, inclusive and gifted education.
- Attend relevant professional learning.

#### **Other Duties**

- *Work as part of a high performing collaborative team and undertake projects and other duties as directed by the Principal and/or Director of Learning and Teaching.*

#### **SUCCESS CRITERIA:**

1. **Leadership:** Demonstrates the ability to lead through influence and foster improved educational practices that are inclusive and support equity for all students.
2. **Inclusive Education Expertise:** Demonstrates comprehensive understanding and effective application of best practices of inclusive education, including proficient knowledge of identification processes and evidence-based pedagogy.
3. **Case Management:** Experience in managing the academic and pastoral needs of identified students requiring adjustment, fostering their holistic growth and development by documenting and implementing strategies and interventions in comprehensive Individual Education Plans and Learning Adjustment Plans.

	Effective Date:	July 2025
<b>POSITION TITLE:</b>	Head of Learning Engagement (Pre-Kindergarten to Year 12)	

4. **Curriculum Design and Interventions:** Demonstrated experience in designing, delivering, evaluating, and continually improving targeted interventions aimed at supporting and extending identified students across various academic levels and subjects across the School.
5. **Professional Learning:** Demonstrated ability to design and deliver a robust professional learning program that enhances teacher differentiation skills, supporting teachers to effectively implement targeted learning interventions for students requiring adjustment.
6. **Relationship Building:** Demonstrates the ability to cultivate positive relationships with colleagues, students, parents, and the wider community, fostering an inclusive and supportive environment conducive to the success of gifted learners.

**Conditions**

Full-time – up to the equivalent of 0.4 teaching load each year. This will be dependent on the timetable allocation of Learning Engagement activities across the Junior and Senior School.