TYNDALE CHRISTIAN SCHOOL
God's Truth Prevails
SALISBURY EAST

Position Title	Learning Enrichment Leader	**Career Group**	Staff
Classification Level	Band 2 Level 2	**Reporting To**	Head of Sub-School
Sub-school	Junior/Middle/Senior School – Salisbury East	**Executive Leader**	Head of Sub-School

Purpose of the Role

The Learning Enrichment Leader collaboratively leads the promotion and implementation of an intentional whole school approach to the provision of excellent, inclusive education in accordance with the vision and core purpose of the School. They act as a key advisor on matters regarding the inclusion and advocacy of student learning. The Learning Enrichment Leader is committed to the learning and growth of the school community, including students, their families, employees, volunteers and other valued members. They will be guided by the School's Core Values, Statement of Faith and other key governing principles. The Learning Enrichment Leader understands, leads, mediates and serves the best interests of the school community through the implementation of strategic vision and culture in conjunction with the Head of School. They will also model the School's Core Values and biblical Christian worldview in their own practice and through the School's practice, programmes and operations.

Additional Reporting Relationships

The Learning Enrichment Leader reports directly to the Head of sub-school and will be a member of the sub-school Leadership team. The Learning Enrichment Leader will operate in close collaboration with the other Learning Enrichment Leaders at Salisbury East to ensure a collaborative and inclusive approach.

A Christian Example

Each employee is required, in connection with their work, to behave in a manner consistent with the principles and beliefs and in accordance with the Christian ethos of the School, as contained and interpreted in the Vision, Mission, Core Purpose, Statement of Faith and Core Values. They provide a specifically Christian role model and example:

- to all students and families associated with the School, as well as others outside the School community;
- of a faith-filled and Christ-centred life;
- performing their role diligently and with a servant heart; and

- showing that the body of Christ has many parts, and each part has a role to play that other parts are dependent upon, just as each employee is dependent upon others.

In their interactions with students, parents, other staff, contractors and visitors, employees will be sensitive to the needs and circumstances of others, showing grace and forgiveness, and always being prepared to speak or act as an example of a follower of Christ.

Summary of Work Responsibilities

1. **Leading learner agency**
   a. champion the development and implementation of evidence-based, inclusive educational practices, informed by the principles of Universal Design for Learning (UDL), to proactively remove barriers to student engagement, access, participation and achievement;
   b. support pedagogical innovation and a continuous review of the learning environment to optimise opportunities for all students to achieve their potential for learning, personal development, academic performance and post-school pathways;
   c. uphold a positive culture of challenge and support, enabling promotion of enthusiastic and independent learners, committed to lifelong learning;
   d. build a developmental culture for leading, designing and managing the quality of teaching and learning and for students' achievement in all aspects of their development, drawing on a variety of measures, data and benchmarks to inform this;
   e. uphold high expectations through careful collaborative planning, monitoring and reviewing the effectiveness of learning, particularly as it pertains to the development of Individual Education Plans, Positive Behaviour Support Plans, and curriculum, instructional and environmental adjustments;
   f. lead the identification, monitoring and review of students requiring additional learning support through assessment data, observations and specialist reports, collaborating with curriculum and pastoral leaders to inform class placements, learning pathways and targeted interventions.

2. **Developing self and others**
   a. collaborate with the sub-school Deputy Head of Teaching and Learning, to build a professional learning community by providing both pathways and a learning framework for the professional development of staff members;
   b. induct new staff members in consultation with the Head of School and other Learning Enrichment Leaders where appropriate;
   c. expand self and staff understanding of diagnoses within the cognitive, social-emotional, physical and sensory domains, that are encountered in an educational environment, and implement evidence-based strategies and adjustments;

d. build strong relationships with the staff to ensure that their wellbeing is supported as part of the Tyndale family;
e. support staff development to build capacity in relevant areas in conjunction with the sub-school Deputy Head of Teaching and Learning, including consultation, coaching and professional learning in differentiated instruction, Universal Design for Learning, inclusive assessment and reasonable adjustments;
f. provide direct leadership, mentoring and professional support to Education Support Officers, utilising the principles of the Impact Cycle and instructional coaching to identify areas for growth, establish meaningful goals, implement evidence-based practices and evaluate their impact on student learning and engagement; and
g. model effective leadership and commit to their own ongoing professional development and personal health and wellbeing in order to manage the complexity of the role and the range of learning capabilities and actions required of the role.

3. Leading strategic direction, improvement, innovation and change

a. work collaboratively with the Head of School to explore, prepare and review programs and initiatives that are viable and effective in their promotion of learner agency;
b. provide accurate, open, timely and quality advice and guidance to the Head of School regarding inclusion and diversity;
c. work with others to produce and implement clear, evidence-based improvement plans and policies for the development of inclusion practices;
d. lead the implementation and ongoing development of Compass for Individual Education Plans and relevant student management processes, in collaboration with school leadership and relevant stakeholders;
e. develop and implement consistent processes for the creation, documentation, communication, monitoring and review of Individual Education Plans within Compass, including the transition of relevant student information and documentation; and
f. coordinate staff training and ongoing support in the use of Compass, evaluating and refining processes to ensure consistency, accuracy, confidentiality and compliance.

4. Leading the management of learner agency

a. provide direct operational and pastoral leadership to sub-school Education Support Officer (ESO) staff including the coordination of timetables, workloads, allocation of support and ongoing review of student needs;
b. work with the leadership team to support best practice in the enrolment, education and pastoral care of students, including student transitions, appropriate class placements and continuity of learning adjustments;
c. ensure Individual Education Plans are developed, distributed, implemented and reviewed in a timely manner, with appropriate consultation between students, families, teachers and relevant professionals;
d. be aware to support the sub-school in its requirement to be compliant with relevant legislative and statutory obligations, and provide regular and timely compliance reports to the Head of School as required, including obligations under the Disability Discrimination Act, Disability Standards for Education and NCCD requirements;

e. collaborate effectively with the Head of School, other Learning Enrichment Leaders, parents, outside providers and others; and
f. ensure evidence is accurately reported and collated for the Nationally Consistent Collection of Data (NCCD) census, with appropriate supporting documentation to secure funding, including the identification of eligible students, verification of supporting evidence and moderation of adjustment levels
g. coordinate the identification, assessment and ongoing case management of students requiring additional learning support, ensuring appropriate interventions, adjustments and regular reviews of progress;
h. establish and maintain effective systems for documenting student needs, interventions, adjustments, parent communication and ongoing reviews, ensuring information is accurate, accessible to authorised staff and appropriately confidential.

5. Engaging and working with the community
a. embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the wider school community;
b. initiate and undertake consultative and restorative processes between stakeholders to ensure a positive and collaborative working relationship;
c. develop and maintain positive partnerships with students, families, carers and all those associated with the wider school community, such as outside providers, the Department of Child Protection, local police, counsellors, social workers and medical professionals, in order to provide holistic and efficient care to each child; and
d. engage with a Multi-Disciplinary Team (MDT) - inclusive of school-based health care, counselling and pastoral care - to develop, implement and monitor action plans, in recognition and support of students, families and carers from communities facing complex challenges, including facilitating collaborative meetings to develop shared understandings of student needs, educational adjustments and agreed actions

6. Additional responsibilities
a. Teach up to 0.5FTE and fulfill yard duties as required.

7. Contributing to a safe and healthy workplace
a. provide adequate supervision, safe work practices, personal protective equipment, training, and sufficient resources to ensure employees can safely and competently carry out their work;
b. involve and consult employees, health and safety representatives and safety committees in the identification, elimination and control of workplace hazards
c. promote both the safety and wellbeing of all employees, and (the school) commitment to the provision of a safe and healthy environment;
d. ensure that accidents or near misses are quickly and competently investigated with employee involvement, and recurrence prevented;
e. participate actively in the return to work programs of injured workers in accordance with the rehabilitation policy; and f. care for their own safety and that of others, including volunteers, students and parents, that may possibly be affected by actions or inaction.

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Essential Criteria

Attributes that must be held in order to perform the job to a satisfactory standard.

General requirements

1. Have a sincere faith in Jesus Christ and are involved in their local church community.
2. Have a passion for Christian education and integrating a Christian biblical worldview into curriculum, pedagogy and their professional witness and relationships with students and the wider school community.

Qualifications, education and professional memberships

1.Registered, or eligible for registration with the Teachers Registration Board of South Australia.

2.Bachelor of Education or equivalent, or higher level of qualification.

Desired Criteria

Attributes that are not essential to job performance, but which enhance or extend performance.

Abilities, aptitudes and skills

Have the demonstrated ability to:
1. Regularly review their own practice and implement change in their leadership and/or manage approaches in response to self-reflection or feedback in order to achieve improved outcomes;
2. Apply appropriate skills and strategies to manage conflict effectively, both with employees and community members;
3. Effectively build trust across the school community and create long-lasting and effective relationships and networks for the benefit of the school;
4. Define challenges clearly and seek positive solutions, including in collaboration with others;
5. Use available evidence and information to inform decisions;
6. Care pastorally for staff with compassion and commitment and communicate, negotiate, collaborate and advocate effectively for the community;
7. Lead staff effectively, both in setting vision and objectives and in enabling others to grow in leadership, and
8. Possess appropriate information, communication and technology literacy skills necessary for relevant duties.

Experience

1. Developing Individual Education Plans based on accurate and thorough collation of student data;
2. Initiating and leading change in a school environment that has achieved the intended outcome; and
3. Promoting learner agency within a classroom environment through utilising evidence-based and effective curriculum, instructional and environmental adjustments.

Knowledge

1. Knowledge and understanding of the practice and theory of contemporary leadership as it applies to school improvement and change;
2. Well versed in the latest research and developments in pedagogy, curriculum, assessment and reporting, and student wellbeing, as it pertains to diversity and inclusion;
3. Understanding of relevant national policies, practices and initiatives as well as relevant federal and state legislation, agreements and policies; and
4. Appreciation of the implications of child safety, health and wellbeing, human resource management, and other legislative and policy requirements in relation to serving the school community.

Agreement

The requirements of this job description are intended to describe the general nature and responsibility of work in this job. These statements are not to be construed as an exhaustive list of all duties, tasks and skills required of the job. This job description should be read in conjunction with the employee's current Employment Agreement and the Enterprise Agreement. Employees will also be required to follow any other job-related instructions and school policies, and to perform other job-related duties requested by their Immediate Responsible Officer and their Executive Leader to support the School's compliance with its legislative obligations. The Immediate Responsible Officer may, through consultation with the employee, vary the responsibilities of the position temporarily as required, but within the skills and responsibility levels appropriate to the position.

By signing this job description, I agree that it accurately reflects my role.

Employee Signature:	Date:
Print Name:	