Position Description
Head of Diverse Learning

Lourdes Hill College educates young women to embrace life and a passionate love of learning in a nurturing, inclusive and innovative Catholic learning community. We equip each person to reach their potential and boldly embody Benedictine values, listening actively with the "ear of the heart". Our overarching vision is to be universally recognised for empowering generations of young women to be a transforming Benedictine presence in our world.

Position Overview

The Head of Diverse Learning provides strategic and operational leadership for inclusive education and the College's response to student diversity. The role leads the identification, planning, implementation and review of adjustments, targeted interventions, enrichment and extension so that students with diverse learning strengths and needs can access, participate in and progress through the curriculum on the same basis as their peers.

As a Middle Leader, the Head of Diverse Learning develops staff capability, leads multidisciplinary and collaborative practice, oversees relevant compliance and funding processes, and promotes a culture of high expectations, belonging and achievement. The role works closely with College leaders, teachers, support staff, students, families and external professionals to strengthen whole-school inclusive practice and advance the College's strategic priorities, mission and values.

Duties and associated indicators of successful performance include:

Religious Leadership & Mission Stewardship

- Models a leadership style grounded in humility, contemplation and relational presence in the spirit of the Good Samaritan, Benedictine tradition and College values.
- Promotes the dignity, giftedness and full participation of every student, strengthening a culture in which diversity is recognised as an enriching dimension of College life.
- Encourages and participates in meaningful liturgical, prayer and formation experiences that engage students, staff and families in the faith and spiritual life of the College.
- Supports staff to integrate faith, values, inclusion and reflection into teaching, learning and pastoral practice.
- Supports College service, social justice and formation programs as lived expressions of mission.

Staff Leadership and Professional Capacity Building

- Leads, mentors and supports Diverse Learning case managers, support staff and relevant people, fostering clarity, accountability, collaboration and professional excellence.
- Builds staff expertise in inclusive education, reasonable adjustments, accessible curriculum design, evidence-informed intervention, enrichment and extension.
- Provides coaching, professional dialogue and targeted professional learning to strengthen teacher confidence and capability in responding to diverse learners.
- Works collaboratively with Curriculum, Pastoral and Program Leaders to embed consistent whole-school approaches to inclusive planning, teaching, assessment and reporting.
- Leads and supports staff through performance and development processes, workload allocation, role clarity and relevant professional learning opportunities.
- Identifies and develops leadership capability within the Diverse Learning team while promoting staff wellbeing, engagement and reflective practice.
- Provides day-to-day guidance and support, including the effective deployment and supervision of school officers and teacher aides.

86 Hawthorne Road, Hawthorne, Queensland 4171 Australia | lhc.qld.edu.au | admin@lhc.qld.edu.au
ABN 84 010 639 460 | A Company Limited by Guarantee | CRICOS Provider Code 00503k

Strategic Leadership of Diverse Learning

- Develops, implements and evaluates a coherent College-wide vision and framework for Diverse Learning aligned with legislation, regulatory and funding requirements, College priorities and contemporary research.
- Leads a coordinated approach to students requiring adjustments, targeted literacy or numeracy support, disability provisions, enrichment, extension or other individualised responses.
- Establishes transparent processes for referral, consultation, assessment, planning, intervention, review and transition.
- Uses student achievement, engagement, attendance and wellbeing information, together with professional evidence, to identify priorities and evaluate the impact of support.
- Ensures Diverse Learning programs maintain high expectations, promote student agency and are responsive to students' strengths, needs, interests and aspirations.
- Contributes specialist advice including planning, curriculum design, subject selection, transition and improvement priorities.

Inclusive Curriculum, Pedagogy and Assessment

- Leads and promotes inclusive, evidence-informed teaching practices that improve access, participation, engagement and learning growth for diverse learners.
- Collaborates with teachers and faculty leaders to design accessible curriculum, differentiated classroom responses, targeted interventions and appropriate extension opportunities.
- Supports teachers to analyse student data and use it to inform planning, intervention, extension, monitoring and review.
- Oversees the development, implementation and review of Student Access Plans or equivalent College plans, ensuring student and family voice is appropriately included.
- Guides staff in the design and implementation of reasonable adjustments to teaching, learning, assessment and the learning environment.
- Provides advice on assessment accessibility, alternative formats and approved conditions while safeguarding curriculum integrity and maintaining appropriate academic challenge.
- Promotes effective collaboration between Diverse Learning staff, classroom teachers, curriculum leaders, program leaders, pastoral leaders and external professionals.
- Participate in At Risk Meetings, as required.

Student Identification, Case Coordination and Support

- Oversees consistent and evidence-based processes for identifying students with diverse learning strengths and needs, including information from families, previous schools, teachers, specialists and relevant assessment data.
- Overseas case management and review processes for students requiring significant or sustained adjustments or targeted intervention.
- Coordinates case management and review processes for students (years 5-12) requiring significant or sustained adjustments or targeted intervention for particular Year levels.
- Ensures student support records are accurate, current, secure and accessible to authorised staff who require the information to support learning.
- Coordinates transition information and support for incoming students and for students moving between year levels, sub-schools, subjects and post-school pathways.
- Maintains appropriate communication with students and families regarding identified needs, planned adjustments, progress and review outcomes.
- Coordinates access to internal and external specialist advice where required and ensures recommendations are considered within the educational context.
- Oversees targeted individual, small-group and in-class support programs and evaluates their effectiveness.

86 Hawthorne Road, Hawthorne, Queensland 4171 Australia | lhc.qld.edu.au | admin@lhc.qld.edu.au
ABN 84 010 639 460 | A Company Limited by Guarantee | CRICOS Provider Code 00503k

Disability Standards, AARA, NCCD and Compliance

- Provides leadership to ensure College practices support the rights of students with disability to access and participate in education on the same basis as students without disability.
- Oversees documentation and evidence processes associated with reasonable adjustments, consultation, monitoring and review.
- Leads the College's processes for the Nationally Consistent Collection of Data on School Students with Disability, including staff guidance, evidence quality, moderation and submission readiness.
- Coordinates, documents and quality assures Access Arrangements and Reasonable Adjustments applications and supporting evidence for eligible students in accordance with QCAA requirements. Including the facilitation of internal and external assessment.
- Works with relevant College leaders to coordinate approved assessment conditions, including internal and external assessment arrangements.
- Oversees relevant grant funding and accountability processes, ensuring records and expenditure demonstrate appropriate use and educational purpose.
- Monitors changes to legislation, standards, authority requirements and professional guidance, and advises College leaders and staff on implications for practice.

Literacy, Numeracy, Enrichment and Extension

- Provides strategic oversight of targeted literacy and numeracy support in collaboration with curriculum leaders, teachers and relevant specialists.
- Ensures intervention is based on appropriate evidence, includes clear goals, and is monitored for impact on student learning and participation.
- Leads a coordinated approach to identifying and supporting high-potential and high-achieving students, including enrichment, extension, mentoring and appropriate external opportunities.
- Promotes rigorous and inclusive learning pathways that respond to student readiness while avoiding lowered expectations or unnecessary withdrawal from core learning.
- Uses program evaluation and student outcome data to refine intervention, enrichment and extension priorities.

Faculty Operations and Administration

- Provides effective operational leadership of Diverse Learning, ensuring coordinated programs, resources, staffing and administrative processes.
- Develops annual priorities and implementation plans aligned with College strategic plan and objectives and identified student needs.
- Coordinates team meetings, case conferences, communications and reporting so that staff are informed, prepared and supported.
- Oversees the allocation and scheduling of teacher aide and support hours according to documented student need, program priorities and available resources.
- Ensures compliance with College policies, recordkeeping expectations, privacy obligations, child safeguarding requirements and relevant regulatory responsibilities.
- Contributes to workforce planning, timetabling, subject offerings, transition planning and the organisation of assessment support.
- Prepares reports and advice for the Principal, College Leadership Team and relevant committees as required.

86 Hawthorne Road, Hawthorne, Queensland 4171 Australia | lhc.qld.edu.au | admin@lhc.qld.edu.au
ABN 84 010 639 460 | A Company Limited by Guarantee | CRICOS Provider Code 00503k

Community Engagement and Collaboration

- Builds respectful and collaborative relationships with students, families and staff to support student learning, agency, wellbeing and success.
- Acts as a key point of contact for Diverse Learning matters, responding to enquiries with professionalism, sensitivity and appropriate confidentiality.
- Facilitates effective consultation with families regarding student needs, adjustments, support plans and review processes.
- Works with relevant external professionals, agencies and education partners to coordinate advice and support while maintaining clear College oversight of educational decisions.
- Promotes understanding of inclusive education and celebrates the achievements, growth and contribution of diverse learners within the College community.
- Represents Diverse Learning at College events, information sessions, transition activities and community forums as required.

Budget Management

- Provides oversight of Diverse Learning budgets and resources, ensuring alignment with identified student needs, program priorities and College strategic direction.
- Supports the development, monitoring and reporting of budgets in collaboration with senior leadership and the College Finance Team.
- Ensures responsible, transparent and equitable allocation of financial, human and material resources.
- Monitors expenditure, funding conditions and emerging resourcing needs to support effective and sustainable provision.
- Evaluates the educational impact and value of programs, services, assistive technologies and resources.

Child Safety and Wellbeing

Lourdes Hill College is committed to the safety, wellbeing and dignity of all children and young people. All employees are required to:

- uphold the College's Child Safe Program and Codes of Conduct;
- maintain appropriate professional boundaries and child-safe practices;
- identify, respond to and report child safety concerns, allegations or disclosures in accordance with College procedures and legal obligations; and
- comply with the Queensland Child Safe Standards, Universal Principle and Reportable Conduct Scheme, including required safeguarding training.

Other Duties

- Attend College events and activities relating to the academic and student life of the College, including but not limited to camps, retreats, reflection or Stella days, award and graduation ceremonies, subject information nights, curriculum events, welcome functions and transition activities.
- Attend weekly Middle Leader meetings as required.
- Attend At Risk Meetings
- Undertake any other duties as required by the College Principal that are consistent with the nature and level of the role.

86 Hawthorne Road, Hawthorne, Queensland 4171 Australia | lhc.qld.edu.au | admin@lhc.qld.edu.au
ABN 84 010 639 460 | A Company Limited by Guarantee | CRICOS Provider Code 00503k

Reporting Relationship and Key Relationships

This role reports to the Deputy Principal – Teaching and Learning.

Direct Reports:

- Diverse Learning Case Mangers / Teachers
- Diverse Learning Support Staff, including teacher aides and school officers assigned to the area

Key Relationships:

- Curriculum Team
- Head of Professional Practice & Data
- House Pastoral Leaders
- Program Leaders
- College Leadership Team
- College Counselling and Wellbeing Team
- College Finance Team
- College Communications Team
- Students, families and relevant external professionals

Boards / Committees:

Provides input and representation on College and external boards and committees, as required.

Qualifications and Experience

- Bachelor's degree or higher in education or a relevant discipline, with an ongoing commitment to professional learning.
- Current Queensland teacher registration.
- Demonstrated successful teaching experience and experience in inclusive education, diverse learning, student support or a related field.
- Demonstrated capacity to lead staff, programs and whole-school improvement in response to diverse learning strengths and needs.
- Sound knowledge of reasonable adjustments, inclusive curriculum and assessment, NCCD processes and relevant Queensland senior schooling requirements.
- Postgraduate study in inclusive education, special education, gifted education, literacy, numeracy or a related field is desirable.

Term of Appointment

The role is classified as a *Middle Leader Tier 5* under the Catholic Employers Single Enterprise Collective Agreement – Religious Institute Schools of Queensland.

All responsibilities, remuneration, allowances and performance expectations will be in accordance with the Middle Leader provisions of the Enterprise Agreement. The appointee will be expected to lead in line with the College's values and in compliance with College policies.

86 Hawthorne Road, Hawthorne, Queensland 4171 Australia | lhc.qld.edu.au | admin@lhc.qld.edu.au
ABN 84 010 639 460 | A Company Limited by Guarantee | CRICOS Provider Code 00503k