



POSITION DESCRIPTION

CAMPUS LEARNING ENHANCEMENT COORDINATOR

MORNINGTON, ROSEBUD AND TYABB

CONTEXT

Padua College provides a contemporary Catholic secondary co-education for young people within the regions of the Mornington Peninsula and Western Port Bay. Our College was founded by the Sisters of Mercy and is named after St Anthony of Padua. In partnership with our students, staff, parents, parishes and the wider community, Padua College gives witness to the Christian faith in our Catholic tradition. We aim to be a positive, creative, hope-filled learning community where Catholic values and spirit are shared and the sacred dignity of each person is nurtured.

The **North Star** is our guiding direction. It encompasses our “why” at Padua College as we align our vision and action. It inspires, challenges, and provides direction.

We want every person to:

- recognise and utilise their God-given talents;
- be the best they can be; and
- make a positive impact on their world.

Our Core Values:

- a) We welcome and affirm
- b) We inspire growth of the whole person
- c) We create a love of learning
- d) We build positive relationships
- e) We embrace diversity
- f) We show compassion for those in need
- g) We reconcile and forgive
- h) We work for a just and peaceful world

Those in positions of leadership on each campus shape and drive the development of a College wide attitude that engenders the Padua College Mission and Values.

OVERVIEW OF THE ROLE

The role of the Learning Enhancement Team at Padua College is to provide an inclusive education and to enhance educational opportunities for all students. The full inclusion of students with disability has a positive impact upon the learning and teaching environment for all. The Response to Intervention (RtI) model informs the structure of the Learning Enhancement Team and the educational programs offered to students with disability in accordance with the Disability Standards for Education (2005).

The Learning Enhancement Coordinators in conjunction with the Director of Learning Enhancement are responsible for promoting and ensuring an inclusive educational environment through the coordination, oversight and monitoring of students with disabilities or with additional learning support needs on their Campus. This will include coordinating a caring and dedicated team of learning support officers and teachers to plan and coordinate the delivery of additional support for individual students and their learning needs.

The Campus Learning Enhancement Coordinators assist the Director of Learning Enhancement in meeting obligations and compliance with regulatory authorities. They will lead and work collaboratively with the Learning Enhancement support staff on the Campus to cater for the needs of students who require extra assistance to reach their potential, and to provide those students with access to the curriculum by

supporting their classroom learning. The Campus Learning Enhancement Co-ordinators will work with teachers on their campus to develop in students the necessary strategies and skills to foster learning, independence, and confidence, and to facilitate ongoing progress and the attainment of optimal educational outcomes.

The Campus Learning Enhancement Coordinators are key members of the Learning Enhancement Team under the direction of the Director of Learning Enhancement and report to the Director of Learning Enhancement and the Head of Campus.

MAJOR AREAS OF RESPONSIBILITY

The major areas of responsibility of the Learning Enhancement Coordinator include but are not limited to:

- i. liaising with students, parents, and staff to oversee the Learning Program, including PLPs, of students with a disability or with additional needs;
- ii. collaborating with Learning Leaders, Assistant Heads of Campus - Learning and Pedagogy, Learning and Pedagogy Leaders, Learning Leaders, Convenors, and teachers regarding suitable pedagogy to support students with diverse learning needs;
- iii. leading staff in the department at the individual Campus;
- iv. overseeing departmental processes which align with the Response to Intervention (RtI) model and the Disability Standards for Education (2005); and
- v. performing other duties and implementing decisions as requested by the Principal or the College Improvement Team.

STATEMENT OF DUTIES

The following duties are aligned to the Learning Enhancement Coordinator's major areas of responsibility.

<p>i. Personalised Learning</p>	<p>The Learning Enhancement Coordinators will liaise with students, parents, and staff to oversee the Learning Program, including PLPs, of students with additional needs by:</p> <ul style="list-style-type: none"> • fostering positive relationships with students and families to facilitate an inclusive educational experience at Padua College; • case-managing students through a collaborative process involving consultation with teachers, House Coordinators, and relevant stakeholders in the Student Management Group; • developing, monitoring, and evaluating the Personalised Learning Plan (PLP) in collaboration with the student, parents, and teachers; • holding regular Program Support Group (PSG) meetings for students who fall under the Disability Standards for Education (2005); • overseeing the administrative duties associated with the PSG process; • using data to monitor student progress; • supporting students with a disability to enable them to function to the best of their ability whilst encouraging the development of lifelong skills such as independence and resilience; • overseeing students on a Reduced Program and overseeing their progress in relation to short- and long-term goals detailed on the student's PLP; • overseeing the individual Campus Learning Hubs; • developing Learning and Teaching initiatives for students with additional needs; • exploring the use of digital technologies in the support of student learning; • collaborating with the Director of Learning Enhancement to ensure students with a disability are identified, catered, and planned for through the LP and PLP; • collecting and summarising prior assessment data and relevant information to
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	<p>provide teachers and Learning Support Officers with an annual overview of those students with additional needs, which includes suggested strategies for curriculum adjustments and pedagogical approaches (Learning Profile / LP);</p> <ul style="list-style-type: none"> • liaising with the Leadership Team, Learning Area Leaders, subject teachers, Student Management Group, medical and health professionals, and MACS personnel regarding the specific learning needs of students with disability, and in the provision of appropriate programming and support for individual students; • liaising with the Pastoral Coordinators, Heads of Campus, Wellbeing staff, the Learning Enhancement team, previous school (where relevant), VCE/VM/Careers Coordinators (for senior students) to effectively manage the transition of students with disability into secondary school/Senior school/post- school options; • working with AHOc-LAPs to arrange Special Provisions for Assessment and Exams, including assisting with formal applications to VCAA and VTAC such as SEAS; and • consulting with core members and invited members (when required) to guide the planning and implementation of inclusive educational practices for students with a disability or with additional needs (PSGs).
ii. Pedagogy to support students	<p>The Learning Enhancement Coordinators will collaborate with Learning Leaders, Assistant Heads of Campus - Learning and Pedagogy, Learning and Pedagogy Leaders, Convenors, and teachers regarding suitable pedagogy to support students with diverse learning needs by:</p> <ul style="list-style-type: none"> • modelling best practice with regard to the teaching and learning process as it applies to the provision of support for students with additional learning needs; • liaising with the Leadership Team, Learning Leaders, subject teachers, Student Management Group, and MACS personnel regarding adjustments that may be required to facilitate access to the curriculum for students with disability; • collaborating with Learning Areas regarding the implementation of a differentiated and fully inclusive curriculum including reasonable adjustments that cater for students with additional needs; • consulting with subject teachers to determine appropriate learning goals for the PLP and liaising regularly to ensure goals and adjustments are being addressed in class; • providing support and advice to subject teachers in devising, locating, and adjusting curriculum, differentiating resources, and appropriately modifying the learning program and assessments where necessary; • liaising with Learning Support Officers and teachers to assist them in providing support to students who fall under the Disability Standards for Education (2005); • informing teachers of students' specific learning needs and advising as to how these may be catered for in the classroom; • ensuring staff are aware of contemporary inclusive practice in catering for students with a disability and offering both advice and leadership on the basis of this knowledge; • collaborating with subject teachers to develop assessment and reporting techniques to support and promote effective teaching and learning for students with a disability; • collaborating with the Director of Learning Enhancement, Student Management Group, and subject teachers to work through a process that allows special provisions for students; • attending Learning Area Meetings and contributing to the planning of units of work ensuring differentiation for students with additional needs is planned for and accommodated.

iii. Leading Staff	<p>The Learning Enhancement Coordinators will lead staff in the department by:</p> <ul style="list-style-type: none"> • convening regular meetings of Learning Enhancement staff at individual campuses; • fostering, in collaboration with the Director of Learning Enhancement, the professional learning, training and assistance of staff within their department at point of need , including induction of new staff; • utilising coaching and coaching approaches to enhance the quality and efficacy of professional conversations; • overseeing the administrative duties of Learning Support Officers; • overseeing the duties of the Learning Support Officers; • in conjunction with the Director of Learning Enhancement and College Learning Enhancement Administrator, overseeing the timetables for Learning Support Officers.
iv. Departmental processes	<p>The Learning Enhancement Coordinators will oversee departmental processes which align with the Response to Intervention (RtI) model and the Disability Standards for Education (2005) by:</p> <ul style="list-style-type: none"> • maintaining profiles on LMS for SWD and other non-funded students with diagnosed learning and additional learning needs; • assisting the Director of Learning Enhancement in the maintenance of the NCCD register; • collaborating with the Campus Leaders and Director of Learning Enhancement in establishing appropriate class placements, timetables and reporting for students with disability; • collaborating with the Director of Learning Enhancement, to oversee MACS referrals for further assessment and specialist support for students requiring intervention beyond the school level; • overseeing the Occupational Health and Safety policy administration of the department and its environs; • being responsible for record-keeping and information storage to protect confidentiality; • in consultation with the Director of Learning Enhancement ensuring student data is maintained; • managing campus department resources in consultation with Director of Learning Enhancement; • convening regular department team meetings; • assisting the Director of Learning Enhancement with respect to budget requirements for the campus department; • promoting successes by sharing positive achievements of students with the wider school community via the Yearbook, the College Newsletter, Staff Bulletin, College assemblies etc; • attending Student Management Group meetings (STAR) to discuss students' learning needs and reporting back to relevant Learning Enhancement staff; • liaising with key staff in developing medical plans and behaviour support plans for students with disability; • performing other day-to-day operations as requested by the Directors of Learning Enhancement.

v. Expectations	<p>The Learning Enhancement Coordinators will:</p> <ul style="list-style-type: none"> • be familiar with and comply with Padua College’s Child-Safety and Wellbeing Policy and Code of Conduct, and any other policies or procedures relating to child safety; • be familiar with and comply with legislated Occupational Health and Safety practices and participate in consultative processes to ensure workplace safety for staff and students; • maintain currency of all relevant legislated and required College Occupational Health and Safety modules, and all First Aid and CPR Qualifications; • undertake regular professional learning to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role; • attend College, Campus Staff Meetings and Learning Area Meetings as requested by the Principal or his/her nominee; and • perform any other day to day duties as requested by the Principal or his/her nominee.
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This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide as to the responsibilities of the role. The position is subject to review and modification by the Principal (or nominee), in negotiation with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee. Any significant additions to the responsibilities may be requested by the Principal (or nominee) through consultation and mutual agreement with the appointee.

CHILD SAFETY

Padua College is committed to the safety, wellbeing, and inclusion of all our students. The school has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. Particular attention is paid to the most vulnerable children (Aboriginal and Torres Strait Islander, culturally and/or linguistically diverse backgrounds and children with a disability). In this context, Padua College implements a regular and comprehensive Child Safety and Protection program across the entire Padua College community.

All staff at Padua College take an active role, and are well informed of their obligations, in relation to Child Safety under Ministerial Order No. 1359 “Implementing The Child Safe Standards – Managing The Risk Of Child Abuse In Schools And School Boarding Premises “. Employment at Padua College is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Protection – Reporting Obligations Policy, being read, understood, and adhered to by being proactive in reporting any concerns or identified risk. Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students’ safety has been identified.

KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	COMMITTEES
Principal College Improvement Team Vice Principal – Learning & Teaching Heads of Campus Director of Learning Enhancement AHoC SWAG AHoC - LaP/ LaP Leader Learning Enhancement Team Learning Leaders Convenors Staff Students	MACS VCAA Parents Agencies	Student Management (STAR)

CRITERIA FOR EFFECTIVE LEADERSHIP

The effective performance of the Campus Learning Enhancement Coordinator will be due to their capabilities across a comprehensive range of the following:

Attributes & Dispositions

- commitment to the Mission, Vision, Catholic Ethos of Padua College, and the holistic Catholic education of young people
- perseverance, sensitivity, compassion, and patience in the face of complex and difficult situations
- commitment to contribute to a culture of continuous school improvement
- high level of discretion when handling confidential and sensitive information
- commitment to the College's contemporary vision of inclusive education
- optimism, confidence, and enthusiasm when motivating staff and students
- collaborative and flexible in professional settings
- openness to change and to learning in all situations
- dependability and reliability

Knowledge & Understandings

- experience in an inclusive education setting
- knowledge and understanding of student engagement data and impact on student achievement and wellbeing at Padua
- understanding of the issues that most concern the students and their parents
- knowledge of the appropriate avenues and resources for seeking information to support staff, parents and students in the learning and wellbeing of young people with additional needs
- commitment to ongoing learning

Skills & Capabilities

- demonstrated record as a highly accomplished teacher in respect of the Australian Professional Standards for Teachers
- track record of skilfully fostering positive relationships between teachers and students
- demonstrated ability to effectively communicate with school administration, fellow teachers, related services staff, parents, and guardians
- experience in developing, implementing, and evaluating educational policy and practice
- ability to interpret specialist assessments and knowledge of Students With Disability (SWD) funding arrangements
- ability to form teams and sustain teamwork
- well-developed IT knowledge and skills including a knowledge of, and experience in, the application of

digital technologies in the area of inclusive education

- ability to implement effective and efficient inclusive practices across the team and the College
- capabilities in the application of data management system for recording keeping and documentation
- demonstrated ability to communicate clearly, personably, and effectively
- capacity to maintain professional relationships within the College community and with other organisations on behalf of the College
- capacity to reflect on one's own leadership performance and style
- capacity to negotiate
- capacity to multi-task and pay close attention to detail

TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION	POL 2 Mornington Campus (Year 7-9) (2 positions) 20 of 39 periods Mornington Campus (Year 10-12) (2 positions) 26 of 39 periods Rosebud Campus 27 of 39 periods Tyabb Campus 27 of 39 periods <i>Additional Learning Enhancement teaching load to be negotiated</i>
TENURE	21 July 2025 – 26 January 2027
APPRAISALS	Annual Review Meeting Formal Appraisal in Semester 2 of 2 nd year of appointment
ENTITLEMENTS	Entitlements under the <i>Catholic Schools Multi Enterprise Agreement 2022</i> (or its successors)
REQUIREMENTS	Victorian Institute of Teaching – Full Registration Have or be working towards Accreditation to Teach Religious Education in a Catholic School, or have or working toward CECV Accreditation to Teach in a Catholic School Completion of OHS Modules

Authorised by: _____
(Principal)

Date: _____

Signed by: _____

Date: _____

Name: _____

Date of Document: June 2025

Date for Review: July 2026