



Head of Learning Diversity K-12 – 1.0FTE Fixed Term – March to December 2025

Lake Joondalup Baptist College (LJBC) is a co-educational PK-12 school dedicated to nurturing young people to discover and confidently express their God-given gifts and talents in service of their community. The Secondary School at LJBC supports students as they grow into responsible, resilient, and compassionate young adults, ready to engage with the world from a strong foundation of Christian faith.

Role Purpose

The **Head of Learning Diversity K-12** collaborates closely with the Secondary leadership team. They are the primary point of contact students with specific learning needs and their families.

Reporting Relationships

The **Head of Learning Diversity K-12** is a member of the College Leadership Team, reporting to the College Principal through the Head of Secondary.

Key Responsibilities

1. College Leadership

- 2.1. Share responsibility for promoting the vision, ethos and aims of the PK-12 College.
- 2.2. Provide progressive, improvement-focussed leadership to the whole College community.
- 2.3. Effectively manage and provide leadership to staff, students and parents through periods of change.
- 2.4. Demonstrate godly Christian leadership and discipleship.
- 2.5. Offer professional leadership to all staff and work collegially as a team member.
- 2.6. Take an active role in meetings.
- 2.7. Provide leadership to committees and working parties within the Secondary College as delegated by the Principal.
- 2.8. Facilitate the development of links and collegiality between staff of the LJBC Primary and Secondary Schools.
- 2.9. Monitor, document and present Key Performance Indicators as delegated by the Principal
- 2.10. Provide leadership and develop, disseminate, and implement policies and procedures relating to the duties outlined in the duty statement.
- 2.11. As required, attend after school hours events, official events, activities and functions.
- 2.12. Undertake short, medium and long-term planning relating to areas specified in the duty statement.
- 2.13. Assist the College Principal to prepare reports and submissions for the Board of Directors, AISWA, and other bodies.
- 2.14. Continue to improve the curriculum and academic standards within the College and the Learning Enhancement Department.
- 2.15. Regularly attend AISWA Inclusive Education Network meetings and State and National Conferences, as relevant to this duty statement.
- 2.16. Attend camps, Inter House and Inter School carnivals and other events as delegated.

2.17. Other duties as delegated by the Principal.

2. Curriculum, teaching and learning

- 3.1. Member of the Secondary Curriculum Committees and responsible for providing advice to the Dean of Studies, and with the other Heads of Learning/Department, for monitoring, auditing, and reviewing the College Curriculum.
- 3.2. Member of the Primary Curriculum Committees and responsible for providing advice to the Dean of Primary for monitoring, auditing, and reviewing the College Curriculum.
- 3.3. Responsible for curriculum leadership for students with diverse learning needs, managing change, particularly regarding the transition towards a more ICT based environment and providing progressive and positive leadership to Learning Enhancement staff.
- 3.4. Audit Extension and Learning Support teachers' programs and student records.
- 3.5. Ensure that all Learning Enhancement activities, events and programs are contextual and reflect current pedagogy, and are of the highest professional and academic standard.
- 3.6. Ensure a high standard of record keeping and documentation relating to student academic progress.
- 3.7. Ensure that pedagogy and programs are reflective and compliant with Australian Curriculum in catering for students with Special needs and Gifted and Talented.

3. Facilities, Resources and Finances

- 4.1. Provide annual budget documentation for the Department, manage the cost centre, authorise all expenditure, adhere to all ordering and other policies and procedures, keep expenditure within the budget. Oversee appropriate spending of funding, keep records of money spent per funded student and fulfil accountability reporting requirements.
- 4.2. Ensure that the Learning Enhancement Centre and facilities provide students with an appropriate, vibrant and interesting physical environment.
- 4.3. Responsible for resources belonging to the Department, including repairs and maintenance, in consultation with the Executive Business Manager.
- 4.4. Maintain teaching supplies, department resources and equipment.
- 4.5. Select library resources, (including those for parents) in consultation with the Head of Library, within the allocated budget.
- 4.6. Coordinate applications for funding and grants for students with learning disabilities.
- 4.7. Ensure all Learning Support teachers, complete all necessary accountability forms for funding gained.
- 4.8. In consultation and partnership with Primary and Secondary Curriculum Committees, and Learning Support Teachers, prepare submissions for funding of identified students with learning disabilities.
- 4.9. Coordinate the College AISWA Targeted Grants, NCCD data gathering process, ensure policy and protocols are followed and ensure evidence of all processes are recorded and maintained. Complete self-auditing of processes annually.

4. Teaching and learning

- 5.1. In consultation with the Head of Secondary and Dean of Primary and supervision of the Learning Diversity teachers, identify, develop and/or coordinate appropriate forms of subjective and objective data gathering from all stakeholders. This could include:
 - Parent nomination forms
 - Teacher recommendation
 - Student nomination forms
 - Group Ability Tests given to whole year levels inclusive of MYAT testing and/or Nelson testing for fine grain data analysis of gifted students' abilities
 - Teacher nomination forms and feedback, including checklist observations
 - Individual Psychometric Assessments

- Individual and group diagnostic tests including PAT Maths, Reading, Brightpath and other appropriate testing annually.
 - Achievement and above Level Achievement Tests
- 5.2. Interpret results of group diagnostic tests, provide professional development to staff on the interpretation of the data, generate reports and make data available for electronic upload
 - 5.3. In consultation with the Head of Secondary, and supervision of the Learning Enhancement Department staff, synthesise gathered data to identify students with extraordinary learning needs at LJBC. This will also include the analysis of MYAT results to create suitable ability groupings for the Year 7 students
 - 5.4. In consultation with the Head of Secondary, and in partnership with the Learning Enhancement Department staff, develop, coordinate, implement and assist delivery of extended curriculum programs and co-curricular programs to maximise the learning opportunities of identified students, including Education Plans (IEPs and CAPs). This could include providing in-class extension and/or 'off the grid' cross curricular learning activities.
 - 5.5. In consultation with the Head of Secondary and the Dean of Primary, and the Secondary Learning Support Teachers, prepare documentation, recommendations, and reports on the progress of identified students. Using the SCSA Acceleration Guidelines, consider, manage and recommend Acceleration as appropriate.
 - 5.6. In partnership with the Learning Support Teachers, mentor identified students, especially those at risk of under achieving.
 - 5.7. Provide parental support and information sessions to students with learning disabilities.
 - 5.8. Promote the College as a provider of excellence in education of students with diverse learning needs.
 - 5.9. Be available for consultation on accessibility to text books and curriculum design for diverse learners.
 - 5.10. Be available for consultation to ensure assessments are fair and equitable for all students.
 - 5.11. Liaise with the Head of Secondary and Dean of Primary, and the Primary and Secondary Curriculum Committees to support curriculum inclusivity and ensure teaching and learning accommodations are considered.
 - 5.12. Advocate for continuing consideration of students with diverse learning needs.
 - 5.13. Ensure documentation of any diagnosis has been received, and collate documentation for dissemination to relevant staff, and collaborate with other Learning Enhancement Department staff, Heads of Learning Areas, the Head of Secondary, Dean of Primary and Directors of Students with regard to placement decisions, curriculum plans and teaching strategies
 - 5.14. Organise professional learning opportunities for Learning Enhancement Staff, including Education Assistants, in order to provide them with the strategies to support students with learning disabilities.
 - 5.15. Allocate Education Assistant support, create timetables for Education Assistant staff and advise teachers on how to use support staff effectively.
 - 5.16. Oversee the process that allows accommodations and modifications for students with learning disabilities for timed assessments throughout the year.
 - 5.17. Oversee the collaboration with the Head of Student Futures and VET Coordinators to facilitate and manage Work Based Learning opportunities for students with additional needs.
 - 5.18. Oversee the management and implementation of the specialised tutoring program, therapists and other external health providers offered to students with learning disabilities.

5. Extracurricular

- 6.1. Provide direction, supervision and leadership to all College extracurricular programs and special events relating to Learning Enhancement (Extension and Learning Support), ensuring students are included, when appropriate, in a range of activities.
- 6.2. Responsible for the supervision and coordination of the entry of College teams in appropriate extracurricular and cross curricular activities.
- 6.3. In consultation with the Head of Secondary, Dean of Primary, and the Secondary Learning Support Teachers, evaluate and report on the effectiveness of provisions for students with diverse learning needs, and make recommendations for improvement.
- 6.4. Oversee transition of students with special needs from Primary to Secondary. Liaise with external agencies and consultants as required to facilitate transfer of all student documentation, particularly of those with identified extraordinary learning needs.

6. Professional supervision of staff

- 7.1. Assist and advise the Principal concerning staffing of the Learning Enhancement Department.
- 7.2. Responsible for the development, supervision, management, deployment and effectiveness of staff in the Department.
- 7.3. Responsible for the induction of new teachers into the Department, for the mentoring of staff who are in their early years of teaching and for the professional development of Department staff.
- 7.4. Contribute to the performance management of staff in association with the Head of Secondary, Dean of Primary and the Principal in the Learning Enhancement Department.
- 7.5. Contribute to any action plans for staff experiencing difficulties and assist with the monitoring and evaluation of these plans.
- 7.6. Supervise non-teaching staff allocated to the Department, in conjunction with the Executive Business Manager.
- 7.7. Establish and maintain high levels of morale and excellent professional standards within the Learning Enhancement Department.
- 7.8. Liaise with the Head of Secondary and the Principal regarding the general welfare and professional conduct of Learning Enhancement Department staff.
- 7.9. Ensure dissemination and equitable allocation of professional learning opportunities.
- 7.10. Promote positive, collegial and cooperative working relationships between staff within the Department.
- 7.11. Promote positive, collegial and cooperative working relationships with staff of the College.
- 7.12. Foster respectful and positive relationships between staff and students.
- 7.13. Delegate appropriate responsibility to others in the Learning Enhancement Department.
- 7.14. Encourage reflective practice by Learning Enhancement staff.

7. Development of Gifted and Talented program

- 8.1. In collaboration with the ASPIRE coordinator, oversee the implementation of Education Plans and reports for gifted and talented students and provide feedback to students, parents and teachers through support meetings each semester.
- 8.2. Track and mentor under achieving academically talented students and develop strategies to identify and minimise underachievement.
- 8.3. Monitor achievement data of academically talented students and meet regularly with these students in order to be highly familiar with their learning styles and academic performance
- 8.4. Assess gifted and talented students for academic acceleration and manage the acceleration process.
- 8.5. Create and maintain files for records on students participating in gifted and talented programs.
- 8.6. Model and promote teaching and learning approaches related to best practice for gifted and talented students or students with learning disabilities.
- 8.7. Source enrichment and extension opportunities for gifted and talented students, and facilitate their implementation.

- 8.8. Encourage all staff within the College that students identified with a high level of academic ability have the opportunity to participate in a range of external competitions and examinations.
- 8.9. Provide advice and support to classroom teachers and Heads of Learning to ensure that classroom programs provide appropriate differentiation for identified students.
- 8.10. In consultation with the Head of Secondary, plan and implement staff development activities related to provision for students with exceptional learning needs.
- 8.11. Keep abreast of current philosophical and pedagogical issues related to Gifted and Talented Programs and disseminate information to the College Leadership and staff
- 8.12. Maintain awareness of current and future trends, using an evidence-based approach, in excellence of teacher support and provision for students experiencing barriers to achievement, including students requiring extension and support.

8. Students

- 9.1. Is responsive to the identified extraordinary learning needs of students across the College and facilitates provisions and programs which nurture students to improve their learning outcomes and school experience.
- 9.2. Maintain a rigorous, positive, safe and rewarding learning environment for students in the Learning Enhancement Centre.
- 9.3. Monitor the tone and climate within the Learning Enhancement Centre and be proactive in intervening when necessary.
- 9.4. Monitor and manage the behaviour of students while in the Learning Enhancement Centre.
- 9.5. Oversight and management including planning and conduct of all lessons, activities, excursions, extracurricular activities and camps in the Learning Enhancement, including the standard of student conduct and attire and ensuring full adherence to all College policies and procedures, particularly relating to duty of care.

9. Planning and policies

- 10.1. Establish Learning Enhancement Department priorities and plans of action.
- 10.2. Ensure compliance within the Department of all College policies and procedures.
- 10.3. Assume responsibility for the Gifted and Talented and Learning Support Policy, ensuring the policy is kept in line with current trends.
- 10.4. Undertake long term and short term planning for the student diversity portfolio.
- 10.5. Implement a review, in association with the Head of Secondary and the Dean of Primary, an evaluation cycle for all activities and programs of the Department.
- 10.6. Responsible for occupational health and safety issues within the team.

10. Communication and Liaison

- 11.1. Ensure that all forms of written communications originating from the Department are of the highest standards graphically and grammatically and ensure adherence to the College Style Guide.
- 11.2. Prepare regular Newsletter articles to promote the College.
- 11.3. Responsible to Promotions & Publications Manager for the preparation of material for College publications, including the Newsletter and annual magazine *Impressions*.
- 11.4. Promotes the work of student diversity across the College, both in the College and in the wider community, including at College marketing events.
- 11.5. Implement policies and procedures that ensure that staff make pre-emptive and timely contact with parents about identified student's progress, attitude and behaviour
- 11.6. Organise staff meetings and other meetings as appropriate.
- 11.7. Work in collaborative partnership with the Principal, Head of Secondary, Dean of Primary, Executive Business Manager, College leadership, and other staff with respect to all matters relating to the team.

11. Academic Programs and Events

- 12.1. Work with the Primary and Secondary Curriculum Committees and the Head of Secondary and Dean of Primary to identify and address areas of special curriculum need at regular intervals, eg gender equity, gifted children, underachieving students, students with special needs.
- 12.2. In consultation with the Primary and Secondary Curriculum Committees assist Learning Areas and individual teachers to adopt programs and classroom strategies which better meet the needs of a full range of students, including students with learning difficulties, under-achievers, gifted and talented students and twice exceptional students, who are disengaged from learning and schooling.
- 12.3. Organisation, supervision and conduct of parent-teacher interview events relating to academic progress and Academic Reports.
- 12.4. Make application for funding and grants related to academic programs, fulfil accountability reporting requirements.

12. Other

- 13.1. Teaching load will be negotiated annually.
- 13.2. Work alongside the College Health Centre to meet the holistic needs of identified students.
- 13.3. Work together with College and associated Psychology services relating to the diagnosis, management, and care of identified students.
- 13.4. Provide assistance for students in meeting the obligations of NAPLAN, OLNA in association with the Head of Secondary and the Dean of Primary.
- 13.5. Recognise that roles and requirements are evolving and changing beyond what can be captured in a duty statement and be open to other Duties as delegated by the Principal or delegate.

Essential Selection Criteria

The successful applicant will have:

- An ability to develop positive relationships with students, staff, parents, and representatives of associated services to create and manage effective environments and opportunities which enhance student wellbeing and individual outcomes, based on mutual respect.
- Knowledge and understanding of students with diverse learning needs and the legislative requirements.
- Commitment to professional learning and continual improvement.
- Leadership experience and skills across a diverse team – the Learning Enhancement team includes teaching staff, Education Assistants, and contracted tutors.
- Well-developed ICT, written and verbal communication skills, including the ability to consult and liaise effectively with a range of stakeholders where required.
- Skills and experience in planning, developing, implementing, and evaluating engaging programmes and tools which recognise and cater for individual learning needs
- Ability to maintain confidential, accurate, up to date and detailed records.

Qualifications, Experience and Personal Qualities

1. All staff at the College are expected to demonstrate that they are a committed Christian.
2. A recognised qualification in teaching and be currently registered or eligible for registration to teach in Western Australia
3. Excellent interpersonal and professional qualities, including compassion, strong written and oral communication skills, initiative, and ability to work as a team member in a busy school environment.
4. Able to obtain a Current and satisfactory National Police Criminal History Check (NPCHC)
5. Able to obtain or hold a current Working with Children Check

6. Able to provide evidence of eligibility to work in Australia.
7. A current reference from the applicant's church Pastor/Minister.

Paul Sonneman-Smith
College Principal

February 2025

How to apply and additional information

Please visit the Employment section on the College website <https://www.ljbc.wa.edu.au/Employment.php> and refer to the section 'Application Information'.

Please read through the information

- ✓ **Staff Code of Conduct Policy**
- ✓ **Statement of Faith**
- ✓ **Employment Collection Notice**
- ✓ **Employment Application Form**

All applications must be submitted with a completed Employment Application Form, this is available for download on the Employment page.

Please ensure that you have included the following documentation in your application:

1. Employment Application Form
2. Covering letter
3. Written response to the Essential Selection Criteria
4. Resume
5. Contact details of two professional referees
6. Certified copies of qualifications and academic transcripts
7. Proof of current registration with the Teacher Registration Board of Western Australia
8. Nationally Coordinated Criminal History Check through Department of Education
 1. (Western Australia) less than six months old, or undertaking to apply prior to
 2. commencement
9. Working with Children Check, or undertaking to apply prior to commencement
10. A written reference from your Pastor/Minister is desirable

Please submit your application by email and in PDF Format to: HR@ljbc.wa.edu.au

All applicants will receive a return email confirming that their application has been received. If you have not received this email within two days of sending your application, please contact Human Resources on 9300 7444.

Please note that only applicants who are shortlisted for interview will be contacted.

Closing date for applications: 4pm, Friday 7 March 2025