



Head of Learning Enhancement – 1.0FTE (ongoing)

At Lake Joondalup Baptist College, our purpose is to provide a Christ centred education that nurtures the whole person. Guided by our values of Seek Wisdom, Act Justly, Love Mercy, and Walk Humbly, we inspire students to grow in character, resilience, and faith. We strive to create a learning community where kindness, confidence, and compassion flourish, and where students are equipped to serve with integrity and purpose in a changing world.

The College invites applications from an experienced educator, with proven leadership and management skills, to lead the Learning Enhancement Centre at the College. They should be committed to shaping lives, encouraging creativity, and helping students discover their God given gifts.

As a Child-Safe School, we are committed to the National Principles for Child Safe Organisations. Our intentional and extensive safety and wellness curriculum ensures that student wellbeing is a priority, safeguarding all students and promoting practices that support their growth and development.

This position will commence January 2026.

Role Purpose

The **Head of Learning Enhancement** collaborates closely with the Primary and Secondary Leadership Teams. They are the primary point of contact for students with diverse learning needs and their families.

Reporting Relationships

The **Head of Learning Enhancement** is a member of the College Leadership Teams, reporting to the College Principal through the Head of Secondary and Head of Primary.

Key Responsibilities

1. College Leadership

- Share responsibility for promoting the vision, ethos and aims of the PK-12 College.
- Demonstrate godly Christian leadership and discipleship.
- Provide progressive, improvement-focussed leadership in learning diversity to across the whole College community.
- Provide effective leadership and support to staff, students and parents during periods of change, ensuring clear communication and a smooth transition.
- Offer professional leadership to Learning Enhancement Centre staff and work collegially as a team member.
- Take an active role in meetings.
- Provide leadership to Committees and working parties within the ~~Secondary~~ College as delegated by the Principal.
- Facilitate the development of links and collegiality between staff of the Primary and Secondary Schools.
- Monitor, document and present Key Performance Indicators for Learning Enhancement staff, as delegated by the Principal.
- Provide leadership and develop, disseminate, and implement policies and procedures relating to the duties outlined in the job description.

- Manage planning for the position, relating to areas specified in the job description.
- Assist the College Principal to prepare reports and submissions for the Board of Directors, AISWA, and other bodies.
- Continue to improve the curriculum and academic standards within the College and the Learning Enhancement Centre.
- Regularly attend AISWA Inclusive Education Network meetings and State and National Conferences, as relevant to position.
- Attend after school hours events, official events, activities and functions, as required.
- Contribute annually a minimum of 40 hours (pro rata) to co-curricular activities, as directed by the Co-Curricular Coordinator, fostering student engagement beyond academic pursuits.
- Other duties as delegated by the Principal.

2. Academic Programs and Events

- Collaborate with the Primary and Secondary Curriculum Committees and the Heads of Secondary and Primary, to regularly identify and address specific curriculum needs, e.g. gender equity, gifted education, underachievement, and support for students with diverse learning needs.
- In collaboration with the Primary and Secondary Curriculum Committees, supporting Learning Areas and individual teachers in adopting inclusive programs and classroom strategies that address the diverse needs of all students, including those with learning difficulties, underachievers, gifted and talented and exceptional students, who are disengaged from learning at school.
- Coordinate the organisation, supervision, and delivery of parent-teacher interviews related to academic progress and reporting.
- Apply for funding and grants related to academic programs and ensure accountability and reporting requirements are met.

3. Curriculum, Teaching and Learning

- Member of the Primary and Secondary Curriculum Teams and responsible for providing advice to Heads of Learning Areas, for monitoring, auditing, and reviewing the College Curriculum in relation to learning diversity.
- Lead curriculum development for students with diverse learning needs, managing change, particularly in the transition towards a more ICT-integrated environment and providing progressive, positive leadership to Learning Enhancement Centre staff.
- Audit the programs and student records maintained by Learning Enhancement staff, ensuring high standards of documentation and record keeping for accurate tracking of academic progress.
- Ensure all Learning Enhancement activities, events and programs are contextually relevant, grounded in current pedagogical practices, and uphold the highest professional and academic standards.
- Ensure that pedagogy and programs are reflective and compliant with Australian Curriculum in catering for students with diverse learning needs and Gifted and Talented.
- In consultation with the Heads of Secondary and Primary, and supervision of Learning Enhancement Teachers, identify, develop, and coordinate appropriate methods of subjective and objective data collection from all stakeholders. This includes, but is not limited to:
 - Parent and student nomination forms.
 - Teacher recommendations and feedback, including checklist observations.
 - Group ability tests (e.g., MYAT, Nelson) for details analysis of gifted students.
 - Individual psychometric assessments.

- Diagnostic tests such as PAT Maths, PAT Reading, Brightpath, and other relevant annual assessments.
- Achievement and above-level achievement tests.
- Interpret group diagnostic test results, provide professional development to staff on data analysis and interpretation, generate reports and ensure data is prepared for electronic upload.
- In collaboration with the Heads of Secondary and Primary, and supervision of the Learning Enhancement Teachers, analyse and synthesise gathered data to identify students with extraordinary learning needs at LJBC. This includes interpreting MYAT results to create suitable ability groupings for the Year 7 students.
- In collaboration with the Heads of Secondary and Primary, and in partnership with the Learning Enhancement Teachers, 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.
- In consultation with the Heads of Secondary and Primary, and the Learning Enhancement Teachers, prepare documentation, recommendations, and reports on the progress of identified students. Using the SCSA Acceleration Guidelines, consider, manage and recommend acceleration as appropriate.
- In partnership with the Learning Enhancement Teachers, mentor identified students, especially those at risk of under achieving.
- Provide parental support and information sessions to students with learning disabilities.
- Promote the College as a provider of excellence in education of students with diverse learning needs.
- Be available for consultation on accessibility to textbooks and curriculum design for diverse learners, and ensuring assessments are fair and equitable for all students.
- Liaise with the Heads of Secondary and Primary, and Curriculum Committees to support curriculum inclusivity and ensure teaching and learning adjustments are considered.
- Advocate for continuing consideration of students with diverse learning needs.
- Ensure documentation of any diagnosis has been received, and collate documentation for dissemination to relevant staff. Collaborate with Learning Enhancement Centre staff, Heads of Learning Areas, the Heads of Secondary and Primary and Directors of Students with regard to placement decisions, curriculum plans and teaching strategies.
- 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.
- Allocate Education Assistant support, create timetables for Education Assistant staff and advise Teachers on how to use support staff effectively.
- Oversee the implementation of adjustments and modifications for students with learning disabilities during timed assessments throughout the year, ensuring processes are consistent, equitable, and aligned with individual learning needs.
- 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.
- Oversee management and implementation of the specialised tutoring program, therapists and other external health providers offered to students with learning disabilities.

4. Development of Gifted and Talented Program

- In collaboration with the ASPIRE Coordinator, oversee the implementation of Education Plans and reports for gifted and talented students. Provide regular feedback to students, parents and teachers through support meetings each semester.
- Monitor and mentor academically talented students who are underachieving, and develop targeted strategies to identify and reduce barriers to their success.
- Monitor achievement data for academically talented students and meet with them regularly to develop a deep understanding of their learning styles and academic performance, supporting personalised learning pathways.
- Assess gifted and talented students for academic acceleration and manage the acceleration process.
- Create and maintain accurate records on students participating in gifted and talented programs.
- Model and promote teaching and learning approaches related to best practice for gifted and talented students or students with diverse learning needs.
- Source enrichment and extension opportunities for gifted and talented students, and facilitate their implementation.
- Encourage College staff to support students with high academic potential in accessing a variety of external competitions and examinations.
- Provide advice and support to classroom teachers and Heads of Learning Areas to ensure that classroom programs provide appropriate differentiation for identified students.
- Collaborate with the Heads of Secondary and Primary to plan and deliver professional learning activities that support the provision for students with exceptional learning needs.
- Keep abreast of current philosophical and pedagogical issues related to Gifted and Talented Programs and disseminate information to the College Leadership and staff.
- Stay informed of current and emerging trends in teacher support and student provision, using an evidence-based approach to address barriers to achievement, including the needs of students requiring extension or additional support.

5. Students

- Be responsive to the diverse and exceptional learning needs of students across the College by facilitating targeted provisions and programs that enhance their academic outcomes and overall school experience.
- Maintain a rigorous, positive, safe and rewarding learning environment for students in the Learning Enhancement Centre.
- Monitor the tone and climate within the Learning Enhancement Centre and be proactive in intervening when necessary.
- Maintain a positive, structured, and safe learning environment within the Learning Enhancement Centre by actively monitoring student behaviour, fostering a supportive climate, and intervening proactively when necessary.
- Oversee the planning, coordination, and delivery of all lessons, activities, excursions, extracurricular programs, and camps within the Learning Enhancement Centre, ensuring high standards of student conduct and presentation, and full compliance with College policies, particularly those relating to duty of care.

6. Extracurricular

- Provide direction, supervision, and leadership for all College extracurricular programs and special events related to Learning Enhancement (including extension and learning support), ensuring inclusive participation of students in a diverse range of activities where appropriate.
- Responsible for the supervision and coordination of the entry of College teams in appropriate extracurricular and cross curricular activities.
- In consultation with the Heads of Secondary and Primary, and the Learning Support Teachers, evaluate and report on the effectiveness of provisions for students with diverse learning needs, and make recommendations for improvement.
- 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.

7. Professional supervision of staff

- Assist and advise the Principal concerning staffing of the Learning Enhancement Centre.
- Lead the development, supervision, management, deployment and effectiveness of staff in the Learning Enhancement Centre.
- Oversee the induction of new teachers into the Learning Enhancement Centre, mentor early-career staff and support the ongoing professional development of Learning Enhancement staff.
- Contribute to the performance management of staff in association with the Heads of Secondary and Primary and the Principal in the Learning Enhancement Centre, ensuring alignment with College expectations and professional standards..
- Support the development and monitoring of action plans for staff experiencing difficulties and assist with the monitoring and evaluation of these plans.
- Supervise non-teaching staff allocated to the Learning Enhancement Centre, in conjunction with the Head of Business and Operations. Foster and maintain high morale and excellent professional standards within the Learning Enhancement Centre, promoting a positive, collaborative, and supportive team culture. Liaise with the Heads of Secondary and Primary and the Principal regarding the general welfare and professional conduct of Learning Enhancement Centre staff.
- Ensure dissemination and equitable allocation of professional learning opportunities across the Team, supporting staff growth and development.
- Promote a positive, collegial, and cooperative working environment within the Learning Enhancement Centre and across the wider College community. Foster respectful and supportive relationships between staff and students. Delegate responsibilities appropriately within the Centre to build capacity and shared ownership. Encourage reflective practice among Learning Enhancement Centre staff to support continuous professional growth and improvement.

8. Communication and Liaison

- Ensure all written communications from the Learning Enhancement Centre meet the highest standards of grammar and presentation, and align with the College Style Guide.
- Liaise with Promotions & Publications Manager to prepare high-quality content for College publications, including the Newsletter and annual magazine *Impressions*.
- Promote the work of the Learning Enhancement Centre across the College, and in the wider community, including active participation at College marketing events.
- Implement policies and procedures that ensure staff initiate timely and proactive contact with parents regarding students' progress, attitude, and behaviour.

- Organise Learning Enhancement Centre staff meetings and other meetings as appropriate.
- Work in close collaboration with the Principal, Heads of Secondary and Primary, Head of Business and Operations, College leadership, and other staff on all matters relating to the Learning Enhancement Centre.

9. Facilities, Resources and Finances

- Prepare annual budget documentation for the Learning Diversity Team, manage the cost centre, and authorise all expenditure in accordance with relevant ordering policies and procedures. Ensure spending remains within budget, oversee the appropriate use of funding, maintain records of expenditure per funded student, and meet all accountability and reporting requirements.
- Manage Learning Enhancement Centre resources, including repairs and maintenance, in consultation with the Head of Business and Operations.
- Maintain teaching supplies, department resources and equipment.
- Select library resources (including those for parents) in consultation with the Head of Library, within the allocated budget.
- Coordinate applications for funding and grants for students with learning disabilities.
- Ensure all Learning Support Teachers complete all necessary accountability forms for funding gained.
- Collaborate with Primary and Secondary Curriculum Committees and Learning Diversity Teachers to prepare funding submissions for students with identified learning disabilities. Coordinate the College's AISWA Targeted Grants and NCCD data collection processes, ensuring compliance with all relevant policies and protocols. Maintain accurate records of expenditure and evidence, and conduct annual self-audits to support accountability and continuous improvement.

10. Planning and Policies

- Establish Learning Enhancement Centre priorities and plans of action.
- Ensure compliance within the Learning Enhancement Centre of all College policies and procedures.
- Assume responsibility for the Gifted and Talented and Learning Support Policy, ensuring the policy is kept in line with current trends.
- Undertake long term and short term planning for the student diversity portfolio.
- In collaboration with the Heads of Secondary and Primary, implement a review and evaluation cycle for all activities and programs of the Learning Enhancement Centre.
- Responsible for occupational health and safety issues within the Learning Enhancement Centre.

11. Other

- Teaching load will be negotiated annually.
- Collaborate with the College Psychologist to support the holistic wellbeing of identified students, including their diagnosis, care, and ongoing management.
- Support students in meeting the requirements of NAPLAN and OLNA, in collaboration with the Heads of Secondary and Primary.
- Recognise that roles and requirements are evolving and remain open to undertaking additional duties as delegated by the Principal or delegate.

Essential Selection Criteria

The essential criteria for this role:

- 1. Committed Christian:** A practicing Christian and active member of a church, with a commitment to modelling Christian values within the school community. A current reference from the applicant's Church Pastor/Minister should be provided, displaying evidence of active involvement in their faith community.
- 2. Leadership and Management:**
 - Knowledge and understanding of students with diverse learning needs and the legislative requirements.
 - Leadership experience and skills across a diverse team – the Learning Diversity Team includes Teaching staff, Education Assistants, and contracted Tutors.
 - 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.
 - Well-developed ICT, written and verbal communication skills, including the ability to consult and liaise effectively with a range of stakeholders where required.
 - Commitment to professional learning and continual improvement.
 - Highly developed administrative and organisational skills, with the ability to manage resources and priorities to meet deadlines.
- 3. Communication & Relationships:**
 - Demonstrated ability to build positive relationships with students, staff, parents, and external service providers to create and manage effective environments and opportunities which enhance student wellbeing and individual outcomes, based on mutual respect.
- 4. Registration:** A recognised qualification in teaching and be currently registered, or eligible for registration to teach, with the Teacher Registration Board of Western Australia.

Paul Sonneman-Smith
College Principal
September 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 read the 'Application Information' section.

Applications must be submitted with a completed Employment Application Form, which can be downloaded on the Employment page.

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

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

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

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

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

Closing date for applications: 4.00pm, Monday 29 September 2025.