



Role Description
Position of Leadership
Head of Learning Diversity
June 2022

Kilbreda College is governed by Kildare Ministries and administered by the Kildare Education Ministries Board.

Position of Leadership:	Head of Learning Diversity
Tenure:	3 years (until end of 2025)
Remuneration:	POL 3
Time allocation:	Approximately 0.9FTE
Reports to:	Assistant Principal - Learning and Teaching Principal
Direct reports:	Learning Diversity team: <ul style="list-style-type: none"> - Learning Diversity Administrator - Administrative Assistant – Learning Diversity - Learning Diversity Assistants
Key internal liaisons:	Assistant Principal: Wellbeing and Engagement Assistant Principal: Staff Wellbeing Leaders 7-9, 10-12 Year Level Leaders Learning Leaders Senior Pathways Leader Careers Coordinator VCAL Leader

All staff members of Kilbreda College are expected to support Catholic education in the Brigidine tradition as expressed in the College’s vision and mission statements. Leaders are expected to reflect the values of Kildare Ministries in the way that they perform their leadership role and in the relationships they form with all members of the College community. Each staff member’s role is designed to contribute to the best possible educational outcomes for all students, enhance the community’s strengths and ensure careful stewardship of the College’s resources.

The Head of Learning Diversity is responsible for the development and delivery of programs and support strategies to assist students with additional learning needs. This includes highly able students, students with learning difficulties, students funded for integration and students with disabilities. The Head of Learning Diversity liaises with students, staff, parents and outside agencies and leads a team of staff to implement programs and strategies to enhance access to the curriculum and learning outcomes.

Child safety: It is an expectation that every staff member be familiar and comply with, the College's Child Protection and Safety Policy, Code of Conduct and any other policies or procedures relating to child safety.

KEY RESPONSIBILITY AREAS

1. Educational and College Leadership

- Work with the College Leadership Team to actively and publicly promote the Catholic, Kildare Ministries and Brigidine ethos of the College
- Provide leadership by actively and publicly supporting the College's Vision and Mission Statement and in implementing the College's Strategic Plan and Annual Action Plan within the area of responsibility
- Embed high expectations of staff and students in the pursuit of excellence
- Develop authentic relationships with students, staff and parents, promoting collegiality and open dialogue
- Be a positive role model for colleagues and students and demonstrate a commitment to life-long learning
- Work collaboratively with the Assistant Principal: Learning and Teaching to identify strategic learning and teaching priorities for students with additional learning needs
- Work collaboratively with the Assistant Principal: Learning and Teaching, Assistant Principal: Staff and members of the Learning Leaders Team to foster a culture committed to continuous improvement to enhance the learning opportunities for students and the educational outcomes of students
- Support individuals to deal constructively with change and monitor and evaluate the effectiveness of change
- Engage in ongoing personal professional learning to support College priorities, the implementation of the College's Strategic and Annual Action Plan, and to enhance leadership skills
- Contribute to the development, implementation and review of College policies on curriculum, learning and teaching, and assessment and reporting

2. Leadership of Learning Diversity Programs and Services

- Be a member of the Learning Leaders Team and attend scheduled meetings
- Oversee the recording and submission of data to relevant external agencies and authorities that captures the nature of the students with additional needs and the levels of adjustments required for such students (National Consistent Collection of Data - NCCD)
- Be responsible for writing funding submissions for students with additional learning needs
- Identify those students that may require additional learning support or extension through a regime of; primary school consultation, data analysis, diagnostic reports, assessments and other referrals
- Collect and coordinate prior assessment data and other relevant information to provide classroom teachers with an annual overview of those students with additional needs through the provision of individual student learning profiles that include suggested strategies for curriculum adjustments and pedagogical approaches
- Conduct or arrange assessment and diagnostic testing for students referred to the Learning Diversity Department
- Provide assistance, support and advice to teachers in devising, locating and adjusting curriculum, differentiated resources and assessments
- Build the capacity of, and support teachers in the development of Personalised Learning Plans in consultation with other support staff and parents
- Liaise with Learning Leaders to ensure that the curriculum and assessments are differentiated and developed to cater for students with additional needs
- Liaise with support staff, teachers, MACS personnel, Visiting Teacher, other agencies and the parents of students in relation to progress, work requirements and individual needs of students
- Coordinate and chair Program Support Group meetings as required, ensuring that appropriate minutes are taken, signed by the parent/guardian and that copies are circulated to relevant staff

- Coordinate the development and implementation of programs and initiatives for highly able and gifted students
- Develop appropriate processes for the collation and dissemination of information to teachers, parents and outside agencies as appropriate and with respect to confidentiality and privacy requirements
- Assist with the development of relevant school guidelines, support structures and initiatives to facilitate the inclusion of students with additional needs
- Liaise with feeder primary schools regarding incoming students, their levels of achievement and particular needs
- Liaise with the Assistant Principal: Wellbeing and Engagement and relevant Year Level Leader to effectively manage the transition of identified students into the College
- Liaise with the Assistant Principal: Learning and Teaching and the Assistant Principal: Wellbeing and Engagement with regard to the placement of students in appropriate classes
- Oversee the process that allows provisions for students for timed assessments and additional working time throughout the year
- Liaise with the Senior Pathways Coordinator in relation to VCAA Special Provision applications
- Attend Student Support Team meetings (Year 7-9 and Year 10-12) with the Student Wellbeing Leader and Year Level Leaders. Collaborate with this team in developing health care plans, transition plans, behaviour management plans and access plans for students with additional needs
- Collaborate with the Senior Pathways Coordinator, VCAL Leader and Careers Coordinator to explore and recommend appropriate work placements for students with additional needs.
- Organise and coordinate specialist programs and activities for students with additional needs such as excursions, recreation, work-based learning, enrichment and extension activities etc.
- Identify appropriate Professional Learning opportunities that will assist all staff in developing knowledge and skills that will improve the educational outcomes for students with additional needs
- Lead the development and continuous improvement of Learning Diversity programs and services through ongoing review and evaluation
- Coordinate the construction, submission and monitoring of the Learning Diversity budget in consultation with the Business Manager

3. Leadership of the Learning Diversity Team

- Provide clear and competent leadership for Learning Diversity team members and assist in the induction, supervision, mentoring and appraisal of such staff
- Coordinate and manage the day-to-day work of Learning Diversity team members including the planning of timetables and programs so that they are utilised effectively and individual student's needs are met
- Ensure Learning Diversity Assistant timetables are provided to teachers and assist teachers in understanding how to best utilise their assistance
- Encourage a team environment through the promotion of collegiality and reciprocal support and assistance amongst the staff within the Learning Diversity Department
- Facilitate professional learning experiences for the Learning Diversity team to ensure the continuous improvement of the Department
- Encourage Learning Diversity Assistants to undertake professional learning and ensure an appropriate representative attends relevant network meetings or similar
- Coordinate and direct regular Learning Diversity team meetings in a manner that promotes collaboration, a common purpose and encourages staff to contribute ideas and develop in their professional outlook. Provide minutes of the meetings to the Assistant Principal: Learning and Teaching
- Assist the Principal with the recruitment of new staff to the Learning Diversity Department as requested

4. Other Duties

- Undertake other duties related to the role as directed by the Principal and / or the Assistant Principal: Learning and Teaching.
- All staff holding a Position of Leadership will be required to participate in professional learning programs arranged by the College which may be scheduled outside normal teaching hours/days

5. General Accountabilities for All Staff

- Demonstrate alignment and support for the Catholic, Kildare Ministries and Brigidine ethos of the College
- Support and enact the Vision, Mission and Values of the College
- Commit to and actively support the College's agenda for continuous improvement as outlined in the Strategic Plan and participate in school improvement planning
- Be well informed and comply with all College policies and procedures, including obligations in relation to the Child Safe Standards and processes for reporting suspected abuse
- Demonstrate duty of care to students in relation to their physical and mental wellbeing
- Demonstrate professional and collegial relationships with colleagues
- Adhere to the College's professional dress code for staff
- Attend all relevant staff meetings, assemblies, College masses, College Open events, information evenings, community days etc. and professional learning days / sessions

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.

KEY SELECTION CRITERIA

- Demonstrated commitment to Catholic education and an understanding of the importance of charism and spiritual tradition in the life of an order-owned Catholic school
- Appropriate qualifications in the area of special education (Post-graduate qualifications are desirable)
- Experienced and highly effective teacher in secondary education with experience working as a special education teacher/leader in a secondary school context desirable
- Knowledge and understanding of the MACS Intervention Framework
- Demonstrated capacity for proactive educational leadership and highly developed skills in leading and managing continuous improvement in learning and teaching
- Demonstrated expertise in data analysis, testing interpretation and the monitoring of student progress
- Demonstrated capacity to uphold high expectations of staff and students that promote excellence, innovation and continuous improvement
- Demonstrated commitment to their ongoing professional learning
- A commitment to the concept of a learning community and an ability to work with all members of the community to enhance learning and teaching
- Highly developed interpersonal and communication skills including a demonstrated ability to develop productive relationships and communicate effectively with students, staff and parents regarding student needs