

POSITION DESCRIPTION

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification by the Principal, in response to the strategic direction of the School, and the development of the skills and knowledge of the position.

JOB TITLE	Director of Learning Enhancement and Support
HOURS OF WORK	<p>Full time, Fixed Term (2 year tenure) Monday to Friday with start and finish times fluctuating around 8.00am to 4.00pm.</p> <p>This position will maintain a teaching allocation.</p>
SCHOOL	<p>Melbourne Girls Grammar Senior School (Merton Hall Campus) 86 Anderson Street, South Yarra, 3141</p> <p>Junior School (Morris Hall Campus) 100 Caroline Street, South Yarra, 3141</p> <p>Early Learning Centre (Barbara Tolson Centre) 63 Clowes Street, South Yarra, 3141</p> <p>This role requires regular travel between campuses.</p>
FACULTY/DEPT	Learning Enhancement and Support
REMUNERATION CLASSIFICATION	Melbourne Girls Grammar School Enterprise Agreement 2020
REPORTS TO	Executive Director, Curriculum, Pedagogy, and Innovation and ultimately the Principal.
SUPERVISES	Learning Enhancement and Support co-ordinators and staff
POSITION OBJECTIVE	<p>The Director of Learning Enhancement and Support will demonstrate exemplary leadership and continuous improvement in the fields of Learning Enhancement, Learning Support, and EAL/D Support across the school from the ELC to Year 12.</p> <p>The position ensures that all staff are equipped and supported with high-impact instructional strategies to support a broad range of student learning needs. It liaises with the school wellbeing teams and works closely with the other leaders of the school teaching and learning team including: the Executive Director, Digital Learning, Research, and Innovation, the Directors of Teaching and Learning (P-6 & 7-12), and the Director of Digital Learning.</p>



	The Director will possess exceptional knowledge and understanding of research that underpins effective practice in the relevant fields.
KEY ACCOUNTABILITIES	KEY TASKS
Identification & Assessment	<ul style="list-style-type: none"> • Develop and implement programmes to identify students requiring individualised support. • Manage the application of whole-school standardised testing instruments to identify the students needing individualised support. • Manage processes for staff referrals regarding students needing individualised assessment and support. • Assist with testing for incoming and current students, if appropriate. • Oversee the NCCD data collection process in conjunction with relevant key staff.
Interventions	<ul style="list-style-type: none"> • Lead the process of developing individual learning plans for students with identified needs. • Develop and implement evidence-based programmes to support students requiring individual learning plans. • Liaise with educational psychologists, and other relevant professionals, to develop intervention plans for students with identified needs. • Demonstrate exceptional practice within the classroom that models high-impact instructional practice in the fields of: Learning Enhancement, Learning Support, and EAL/D Support. • Oversee effective liaison with parents regarding students with identified needs. • Coordinate and supervise Enhancement and Support staff, including integration aids, and facilitate Enhancement and Support Team meetings. • Liaise with the school wellbeing teams in designing individual learning plans for students with identified needs.
Professional Learning	<ul style="list-style-type: none"> • Identify areas of the school requiring targeted professional learning to improve staff capacity in Learning Enhancement, Learning Support and EAL/D Support. • In conjunction with the Directors of Teaching and Learning (P-6 & 7-12), lead the school in using standardised testing data to inform high-impact instructional practice. • Lead targeted and whole-school professional learning in the areas of: <ul style="list-style-type: none"> ○ Learning Enhancement ○ Learning Support ○ EAL/D Support



	<ul style="list-style-type: none"> • Work in conjunction with the Executive Director, Curriculum, Pedagogy, and Innovation to identify areas of school operations requiring development. • Be an active member of the Academic Committee (Merton Hall). • Be an active member of the Morris Hall (P-4) learning community. • Support staff in meeting the school's obligations regarding disability legislation.
Other	<ul style="list-style-type: none"> • Comply with preferred communication methods used to disseminate information to MGGS staff, parents and students including eVI and email. • Communicate professionally and effectively with stakeholders including students, parents, MGGS Staff and external groups.
Policy	<ul style="list-style-type: none"> • Ensure all School policies are adhered to without exception, particularly regarding Child Safety. • Notify and report all incidents as soon as possible in line with School policies and procedures. • Adhere to the MGGS Employee Code of Conduct.
Staff	<ul style="list-style-type: none"> • Identify areas for professional learning of staff. • Align team culture with MGGS values. • Induct new staff. • Convene regular team meetings. • Liaise with the school wellbeing team and student support team. • Work with the Executive Director, Curriculum, Pedagogy, and Innovation to identify the strategic needs of the school in improving student outcomes.
Other	<ul style="list-style-type: none"> • Any other duties as requested by the Executive Director, Curriculum, Pedagogy, and Innovation or the Principal.
QUALIFICATIONS	<ul style="list-style-type: none"> • Current full VIT registration or eligibility to obtain. • Bachelors degree or post-graduate teaching qualification. • Masters degree (or working towards) in a field relevant to the position.



SKILLS / KNOWLEDGE REQUIRED	<ul style="list-style-type: none"> • Successful experience in leading complex school change processes in the relevant fields. • An advanced understanding of the science of learning and evidence-based practice in the relevant fields from the ELC to Year 12 level. • A highly advanced understanding of Learning Enhancement, Learning Support and EAL/D Support. • Intermediate MS Office skills, specifically Word, Excel and Outlook. • High level literacy and numeracy skills. • High attention to detail. • Excellent organisational, planning and time-management skills. • Previous experience using Synergetic is highly favourable. • Previous experience using Schoolbox (LMS) is highly favourable.
KEY COMPETENCIES/ SELECTION CRITERIA	<ul style="list-style-type: none"> • Demonstrated ability to use evidence-based approaches to effectively provide clear and concise guidance for teaching staff regarding student learning. • Ability and desire to take on a multi-faceted leadership role working with a diverse range of staff. • Capacity to model outstanding practice in the classroom and provide coaching and support to build staff capability. • Demonstrated ability to work with various stake holders to ensure that all students are given opportunities to be challenged, enriched, and supported. • Ability to research, implement, embed, and review programs that enhance the learning opportunities for all students. • Excellent organisational, planning, and time-management skills. • Well-developed communication and inter-personal skills which build and maintain effective and positive working relationships with immediate supervisors, colleagues and key stakeholders including officials. • Proactive and collaborative approach to problem solving. • Ability to exercise sensitivity and confidentiality in all dealings.
Other Requirements	<ul style="list-style-type: none"> • High level of trust, integrity, and work ethic • Proactive, resilient, and able to work productively. • Professional and diplomatic approach to work • Capacity to reflect, adopt feedback and focus on professional growth, learning and development.



CHILD SAFETY	<p>All staff at Melbourne Girls Grammar are expected to take an active role and are well informed of their obligations in relation to Child Safety. The Melbourne Girls Grammar Child Safety Statement is incorporated in the MGGS staff employment cycle from recruitment and reference checking to induction, three- and six-month review processes and regular staff training and professional development.</p> <p>Employment with Melbourne Girls Grammar is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Safety Statement as listed below.</p> <p>Child Safety Statement: Melbourne Girls Grammar</p> <ul style="list-style-type: none">• has zero tolerance for child abuse• actively works to listen to and empower children• has systems to protect children from abuse, and will take all• allegations and concerns very seriously and responds to them consistently in line with the organisation's policies and procedures• is committed to promoting physical, emotional and cultural safety for all children• is committed to providing a safe environment for all children
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To learn more about the history, vision, mission and values of Melbourne Girls Grammar, please visit <https://www.mggs.vic.edu.au/>

Reference	Rev	Date	Page	Authorised By	Signed by Employee
Director of Learning Enhancement and Support	1	March 2021	5 of 5	The Principal	_____/____/____