

Leader of Diverse Learning Years R - 12



**LORETO
COLLEGE**

Marryatville, South Australia

www.loreto.sa.edu.au

Role:	Leader of Diverse Learning Years R – 12
Position:	Teacher Years R-12
Tenure	4-year tenure for Leader of Diverse Learning Years R-12 2026 – 2029
Position of Responsibility:	POR 3
Time Allocation:	0.8 FTE
Responsible to:	Assistant Principal

About Loreto

The Mission Statement for Loreto Schools of Australia states:

A vigorous belief in the capacity and responsibility of women to contribute significantly to society and to the church underlies the emphasis in our tradition on the education of girls.

It builds on Mary Ward's conviction that 'women in time to come will do much' and is inspired by her independence of spirit, her strength of mind, her tenacity and her courage in breaking new ground. Yet, for all her passion to redress an imbalance, her fundamental belief was that men and women alike found their deepest truth and ultimate value in God. There is still an urgent need today to recreate the vision of what it is to be fully human, for men as well as women. It is therefore our task to educate beyond the stereotypes. It is our hope that those involved in our schools will act freely, courageously and in a spirit of collaboration to affirm the dignity of each individual and to further the cause of human rights.

This is our vision: that Loreto schools offer a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service.

All Loreto schools in Australia share the same set of values: freedom, justice, sincerity, verity and felicity. These values are at the heart of our educational philosophy and shape our identity as a school.

Position Overview

The Leader of Diverse Learning R-12 develops, administers and oversees programs and learning for students who require support, or adjustment tailored to their individual learning needs, thus helping them to meet the outcomes of the core curriculum and thrive within the classroom and College environment. This may include learning, physical, behavioural, communication or concentration needs that require adjustments to be made. The Leader of Diverse Learning R-12 is responsible for administering appropriate testing and assessment tools as well as liaising with other external specialists in order to gather data that informs the development of intervention strategies, adjustments, and Personal Plans for Learning (PPL) as required. The Leader of Diverse Learning R-12 is a key point of contact for families in the development and review of Personal Plan for Learning (PPL).

The Leader of Diverse Learning R-12 reports to the Assistant Principal.

Key Competencies

The Leader of Diverse Learning R-12 is required to demonstrate the following Key Competencies:

Leadership	A high capacity in leading self and others in the delivery of learning enrichment strategies and programs for students
Communication	Excellent skills in communicating to staff, students and parents through the gathering and delivery of data, information and reports
Developing Others	A high capacity in developing others in their professional growth and development
Planning and Organising	Excellent planning and organisational skills, demonstrating the ability to balance resources, timelines and priorities to achieve objectives.
Problem Solving and Decision Making	Excellent skills in problem solving and decision making, including the ability to analyse a situation, identify alternative solutions and make appropriate decisions
Collaboration	A high capacity to lead and work with others in achieving common goals, objectives and outcomes
Continuous Learning	An ongoing commitment to learning and self-development, particularly in relation to learning enrichment, the learning needs of girls and girls' education

Responsibilities and Expectations

In addition to a teaching load, the Leader of Diverse Learning will:

Leadership of Diverse Learning

- Ensure students with identified learning needs are effectively supported within classroom and specialised settings.
- Collaborate with Learning Leaders and teachers to design and implement curriculum adjustments and targeted interventions that enable full participation in learning.
- Build teacher capacity to differentiate and enrich learning within the classroom.
- Administer diagnostic assessments and screening tools to identify student learning needs; analyse and communicate results to staff and parents through written reports and meetings as appropriate.
- Develop, implement, and monitor Individual Education Plans (IEPs), Personalised Plans for Learning (PPLs) for Aboriginal and Torres Strait Islander students, and other personalised learning plans in collaboration with students, staff, and families.
- Lead the development of targeted support and intervention programs, delivered through in-class support or small-group and individual sessions.
- Oversee support for students with English as an Additional Language or Dialect (EAL/D), including assessment using LEAP levels and the implementation of relevant language programs.
- Collect, analyse, and track student learning data to inform planning, interventions, and communication with staff and families.
- Work with the Assistant Principal to coordinate data and reporting requirements for NCCD, CESA disability funding, and special provisions.
- Lead the College's use of NAPLAN and other assessment data to set Literacy and Numeracy improvement goals and guide staff professional learning in these areas.
- Ensure all personalised learning plans and strategies are clearly communicated and accessible to staff, and that student progress is consistently monitored and recorded.
- Engage students in goal setting, reflection, and ownership of their learning growth.

Personal Leadership

- Lead the Diverse Learning Team, ensuring regular meetings to monitor student progress and coordinate targeted support across the College.
- Develop and implement a whole-school Diverse Learning framework (R-12) under the direction of the Assistant Principal, aligning programs with the College's Strategic Plan and legislative requirements for child safety and equity.
- Lead and mentor Educational Support Officers (ESOs) in the delivery of inclusive learning strategies and programs.
- Collaborate with teaching staff to strengthen differentiation practices and inclusive pedagogy across all curriculum areas.
- Work in partnership with allied health professionals and families to support individual student needs and promote wellbeing.
- Engage in professional learning and maintain active networks and associations related to inclusive education, enrichment, and girls' education.
- Participate in College and staff meetings, planning discussions, and professional development activities.
- Model reflective practice and engage in regular review with the Assistant Principal to ensure continuous improvement in the provision of diverse learning.

Administration

- Maintain accurate records and data relating to student support, enrichment, and program outcomes within College systems, including Loreto Connect.
- Ensure Individual and Personalised Learning Plans (PPLs) and specialist reports are current, accurate, and accessible through College databases.
- Prepare reports, parent communications, and documentation related to student progress and diverse learning programs in collaboration with the Assistant Principal and relevant staff.
- Manage the Diverse Learning budget and resources effectively to support program delivery.
- Lead the development and review of policies, documentation, and practices that promote equity, diversity, and inclusion.
- Participate in College events and functions as required, representing the Diverse Learning area within the broader school community.

Mission, Ethos and Ethics

- Know, accept, embody, and actively develop the Loreto mission and values.
- Demonstrate a clear understanding of, and commitment to, the Loreto charism of Mary Ward.
- Fully support and participate in the Catholic ethos of the College, including staff and student prayer, retreats, social justice activities, and voluntary service.
- Role model Christian values in all interactions with students, staff, parents, and the wider community.
- Maintain confidentiality and uphold high professional standards at all times.
- Publicly support College policy initiatives and strategic plans, both internally and externally.
- Support and uphold the College's policies and procedures, including the *Safeguarding Children and Young People Code of Conduct*.
- Responsibly manage information and communication in accordance with College policies, including the *Privacy Policy* and *Responsible Use of Technology Policy*.
- Undertake tasks involving the creation, collection, use, disclosure, duplication, and disposal of information with integrity and compliance.

Job and Person Specification

Essential Criteria

- Demonstrated contemporary understanding of the development, implementation and evaluation of teaching strategies for learning diversity
- Demonstrated extensive experience teaching students with diverse learning needs
- The ability to lead a collegial and high performing Diverse Learning team
- Demonstrated influencing and negotiation capabilities
- The ability to problem solve independently and manage and resolve conflict
- A commitment to continuous improvement, innovation and excellence in teaching and learning
- Previous experience in leading a Diverse Learning team in a school/educational environment would be desirable

Personal Qualities

- Excellent communication skills, both written and verbal, that can be used effectively with staff, students and parents
- Demonstrated planning, organisation and time management skills
- Excellent interpersonal skills underpinned by the College values
- Commitment to the provision of quality customer service when interacting with parents and the wider community
- Exceptional personal standards of honesty, integrity and professionalism

Qualifications

- Relevant tertiary qualifications and/or experience related to the leadership responsibility required by the position
- Be registered to teach in South Australia and hold a current South Australian Teacher's Registration Board Certificate

Work Health and Safety

Teachers (including PORs), Non-teaching positions – WORKERS

This role is deemed to be a *Worker* under the South Australian Work Health and Safety (WHS) Act 2012.

As a *Worker*, while at work you must –

- take reasonable care for yourself and others in the workplace
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able, with any reasonable instruction given by the employer to allow the person to comply with the WHS Act
- cooperate with any reasonable policy or procedure of the employer relating to health or safety at the workplace that has been notified to workers
- do not bypass or misuse systems or equipment provided for any purpose
- report unsafe conditions or acts which come to your attention and address where possible. Notify your supervisor/manager of actual or potential WHS risks in your work area
- notify your supervisor/manager of incidents, injury and pain or discomfort following a work-related injury/activity as soon as possible, preferably in the shift it occurs, but no later than 24 hours.

All workers are authorised to:

- stop any activity where there is imminent risk of harm to self or others and to the environment
- instruct others to stop a task considered to present a risk to health, safety and the environment
- raise and/or discuss health, safety, environment and quality matters with supervisors/managers or safety representatives where relevant
- notify a direct report and follow up on any health safety, environment and quality matters outside of one's ability or capacity to control
- escalate health, safety, environment and quality matters to an appropriate level

Accountability

Catholic Church Endowment Society Inc (CCES) utilises a number of accountability processes to assess performance relating to the implementation of management system responsibilities. These processes apply to all personnel and are performance based.

The key process may include:

- supervisory arrangements (in accordance with organisational and site management structures)
- system review and verification activities; and
- performance appraisals

Reference: Catholic Safety, Health Welfare South Australian, (12) v1

APPROVAL

Job Description Approved

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Print Name

.....
Signature Principal or Delegate

.....
Date

.....
Print Name

.....
Signature Staff Member

.....
Date

November 2025

Applications

Applications for the position of Leader of Diverse Learning R-12 should be addressed to:

Ms Kylie McCullah
PRINCIPAL
Loreto College
316 Portrush Road
MARRYATVILLE SA 5068

Terms and Conditions

- Relevant tertiary qualifications and/or experience related to the leadership responsibilities required by the position.
- All applicants must be registered to teach in South Australia and hold a current South Australian Teacher's Registration Board certificate.
- All applicants will be required to undergo a Working with Children check and complete the Responding to Risks of Harm, Abuse and Neglect- Education and Care training and First Aid training. Please attach any relevant certificates to your application.

Included with your application

Please provide copies of the following documents:

- Address each of the Selection Criteria outlined in the position description.
- Your Curriculum Vitae
- The names, addresses and full contact details, including email address, of three referees who may be approached.
- All applicants will be required to complete an Applicant Declaration Form for School Employees which is available on our website. This Form must be submitted with your application.

Closing Date

Applications close at 9.00 am on Wednesday, 12 November 2025