

# Leader of Gifted and High Potential Learners Years R - 12



**LORETO  
COLLEGE**

**Marryatville, South Australia**

**[www.loreto.sa.edu.au](http://www.loreto.sa.edu.au)**

Role:	Leader of Gifted and High Potential Learners Years R - 12
Position:	Teacher Years 7-12
Tenure	2-year tenure – 2026 -2027
Position of Responsibility:	POR 2
Time Allocation:	0.6 teaching
Responsible to:	Assistant Principal: Pedagogy and Academic Leadership

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## 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 Gifted and High Potential Learners provides strategic direction, leadership, and oversight for the College's approach to gifted education from Reception to Year 12. The role ensures the College meets the learning and wellbeing needs of gifted and high potential learners through coherent frameworks, data-informed decision-making, and collegial capacity-building. This position leads the development of programs, practices and professional cultures that nurture high-level challenge, intellectual stretch, and sustained student growth.

The Leader of Gifted and High Potential Learners is a specialist in gifted education who models exemplary practice and works alongside teachers through co-teaching, coaching and collaborative planning. The role supports staff in programming, resourcing and pedagogy to design differentiated learning and assessment that provides appropriate challenge, fosters innovative thinking, and ensures meaningful enrichment and extension for identified students.

The Leader of Gifted and High Potential Learners R-12 has a proven record in leading the development and implementation of high-impact teaching strategies for gifted and high potential learners and is skilled in mentoring and supporting colleagues to enhance their practice and pursue ongoing professional growth. This role reports to the Assistant Principal: Pedagogy and Academic Leadership.

## Key Competencies

The Leader of Gifted and High Achievers R-12 is required to demonstrate the following Key Competencies:

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

## Responsibilities and Expectations

### Strategic Leadership and Program Direction

- Lead the design, implementation, monitoring, and ongoing evaluation of a whole-College framework for gifted and high potential learning.
- Ensure alignment of the gifted and high potential learning strategy with College priorities, curriculum design, and evidence-based pedagogy.
- Establish short- and long-term goals for gifted education, including measures of impact, student progress indicators, and program effectiveness.
- Oversee small-group, in-class and personalised pathways, ensuring alignment with current research and student needs.
- Coordinate mentoring opportunities for high potential learners, ensuring clarity of purpose and effective monitoring.
- Lead collaborative action research with teachers to explore effective pedagogies, emerging theories, and classroom interventions for high potential learners.
- Stay current with national and international research on gifted education and apply insights to College programs, policies, and professional learning.

### Data, Identification and Program Evaluation

- Oversee processes to identify gifted and high potential learners using multiple data sources, teacher observations, and standardised testing.
- Lead the analysis of achievement and diagnostic data—working with the College Data Analyst and the Assistant Principal: Pedagogy and Academic Leadership—to identify patterns, underachievement and enrichment opportunities, guide teacher professional learning, refine programming and resourcing, and ensure accurate learning profiles are actively used across the College.
- Analyse NAPLAN data, in conjunction with the Assistant Principal: Pedagogy and Academic Leadership, to identify students above national benchmarks, implement enrichment strategies, and communicate findings to parents and teachers.
- Monitor program effectiveness using progress data, feedback and evaluation tools, adjusting provision and strategy as required.
- Work closely with the Assistant Principal: Pedagogy and Academic Leadership to refine identification processes and ensure consistency across R–12.

### Staff Leadership, Collaboration and Community Engagement

- Build whole-staff capacity to teach, challenge, and extend gifted and high potential learners through targeted professional learning, coaching, and modelling.
- Provide guidance and oversight to the Gifted and Talented Teacher(s), ensuring effective delivery of withdrawal programs, classroom support, and extension pathways.
- Support teaching teams in embedding differentiation, enrichment, and high-challenge pedagogies into planning, assessment, and resource development.
- Facilitate collaborative planning and moderated discussions that enable teachers to adapt programs and address high-level cognitive learning needs.
- Serve as the senior point of contact for parents, students and staff, providing evidence-informed guidance, co-designing plans that support academic and wellbeing needs, and communicating progress and pathways with clarity and confidence.

## Personal Leadership

- Participate in relevant meetings including staff meetings, planning meetings, and staff professional development etc.
- Know and implement the College Strategic Plan, College policies and other legislative requirements including those that ensure child safety and equity.
- Display a high level of expertise in the area of gifted education.
- Engage in professional development opportunities or associations relevant to gifted education and girls' education.
- Maintain external network relationships relevant to the profession.
- Engage in reflective review with the Assistant Principal: Pedagogy and Academic Leadership.
- Any other duties as directed by the Principal.

## Administration

- Maintain and take responsibility for allocated areas of Loreto Connect.
- Write student reports and/or parent letters as required on student learning progress and growth.
- Work with the Assistant Principal: Pedagogy and Academic Leadership and Assistant Principal: Head of Junior School in preparing letters for parents informing them of the gifted and high potential learning strategies/programs to be administered for their daughter (letters to be administered on a termly basis).
- Attend relevant school functions.
- Prepare and oversee the annual budget in conjunction with the Assistant Principal: Pedagogy and Academic Leadership.

## Mission, Ethos, and Professional Conduct

- Embody and promote the Loreto mission, values and the charism of Mary Ward in all aspects of College life.
- Actively support the Catholic ethos through participation in prayer, retreats, social justice initiatives, and service activities.
- Model Christian values of integrity, respect, and compassion in all interactions with students, staff, and families.
- Maintain confidentiality and uphold the highest professional standards within the College and wider community.
- Manage information and communication responsibly, in accordance with College policies including Privacy and Responsible Use of Technology.
- Publicly support and uphold the College's policies, strategic plans, and professional standards, including the Safeguarding Children and Young People Code of Conduct.
- Undertake any other duties as directed by the Principal.

## Person Specification – Essential Criteria

### Knowledge and Skills Required

- A demonstrated high level of competency to provide leadership in the achievement of quality outcomes for students with gifted ability
- Exemplary teaching practices, with proven classroom management practices
- Comprehensive knowledge of current educational issues, curriculum frameworks and national standards as they apply to primary and secondary schooling
- Demonstrated ability to address students' varying intellectual, emotional and physical abilities in teaching practice and pedagogy

### 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 Loreto values
- Willingness to contribute to the co-curricula program

### Essential Qualifications

- Relevant tertiary qualifications and/or experience related to the teaching 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**

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**Signature Staff Member**

.....  
**Date**

November 2025



## Applications

Applications for the tenured position of Leader of Gifted and High Potential Learners 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 teaching 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 Risk 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 Friday, 5 December 2025**