



Position Description: *Director of Learning Diversity*

Title	Director of Learning Diversity
POL Level	POL 4
Tenure	3.5 Year Position of Leadership (Sem 2 2026 – 2029)
Classification	Full Time (Ongoing) – Teaching
Time Allowance	20 x 70-minute periods per 10-day cycle (11 x 70-minute period teaching allocation)
Report	Deputy Principal Learning and Teaching
Conditions	Catholic Education Multi-Enterprise Agreement 2022
Membership	Learning and Teaching Team Curriculum Leadership Team Learning Diversity Team Student Learning Team Primary Links Team

Role Description

The Director of Learning Diversity is responsible to, and will work collaboratively with, the Deputy Principal Learning and Teaching for the leadership and oversight of students with additional needs, in accordance with Catholic Regional College Caroline Springs policies and procedures. The Director of Learning Diversity will develop, design and drive strategic and targeted intervention ideas, systems and frameworks to enhance student learning, achievement and success.

The Director provides leadership and direction to the Learning Diversity Team, including Learning Support Officers, Learning Area Leaders and teachers, building capacity within these roles to ensure students are supported in their learning at their point of need. The role has overarching responsibility to support the Learning and Teaching program, including the strengthening of staff role clarity and fostering meaningful partnerships with families.

As a member of the College staff, the Director of Learning Diversity will promote and uphold the Catholic values of the College and present a positive and appropriate public profile. The Director of Learning Diversity will actively participate in the implementation of the College vision and mission statement and be guided by the College motto of *Live Fully Act Justly*.

Key Contacts

- Learning Area Leaders
- Heads of School



- Year Level Leaders
- Teachers
- Learning Support Officers.

Key Roles and Responsibilities

The Director of Learning Diversity will be responsible for:

Inclusive Learning Leadership

- Leading a whole-school approach to identifying, supporting and extending students with diverse learning needs through coherent, data-informed systems
- Strengthening the quality and consistency of personalised learning, intervention frameworks and transition processes across the College
- Building staff capacity by developing the expertise of Learning Support Officers, teachers and Learning Area Leaders in inclusive practice, targeted intervention and effective collaboration
- Fostering meaningful partnerships with families to ensure shared understanding, proactive communication and coordinated support for student learning and wellbeing
- Ensuring clarity, consistency and accountability in compliance, documentation and reporting requirements, including NCCD and funding processes
- Driving continuous improvement in systems, processes and team practices that enhance student achievement and equitable access to learning
- Designing, developing and implementing College-wide systems for personalised learning plans (PLPs) and learner profiles to ensure consistency, clarity and high-quality documentation across Years 7–12.
- Overseeing the creation, monitoring and review of personalised learning plans in collaboration with teachers, Learning Support Officers and families.

Curriculum and Instructional Impact

- Leading the implementation of the Multi-Tiered System of Supports (MTSS) and MACS Vision for Instruction to embed a coherent, tiered approach to intervention
- Strengthening curriculum-wide inclusive practice by supporting teachers to use data, evidence and targeted strategies to meet students at their point of need
- Developing and guide programs that provide challenge, extension and enrichment for highly able and gifted learners
- Ensuring assessment and reporting practices accurately reflect the progress and needs of students with PLPs
- Translating strategic priorities into effective classroom practice that promotes excellence, equity and high expectations for all learners
- Engaging in ongoing professional learning and disseminate current research, diagnostic insights and best-practice approaches to staff
- Supporting teachers to design and implement personalised learning adjustments documented through PLPs and learner profiles.



Student Wellbeing and Engagement

- Collaborating with the Student Engagement Team to ensure coordinated academic, behavioural and wellbeing support for students with additional needs
- Contributing to whole-school academic tracking and promotion processes to ensure early identification and timely intervention
- Ensuring every student is known, supported and challenged through integrated wellbeing and learning systems that promote belonging, safety and success
- Supporting effective transitions into Year 7, across year levels and into senior pathways (e.g. VCE, VCEVM, VET), ensuring continuity of learning and engagement.

General Qualifications

- Full VIT Registration
- Master of Education and/or Leadership, or equivalent (advantageous)
- Accreditation to Teach in a Catholic School (advantageous)
- Accreditation to Teach Religious Education and/or Lead in a Catholic School (advantageous).

Experience, Knowledge and Skills

- Assist teachers, drawing from the appraisal processes, with classroom teaching practice, including the use of an appropriate repertoire of learning and teaching strategies, with a focus on continual improvement and high expectations in student learning outcomes
- Model evidence-based teaching and learning practice and demonstrate a commitment to achieving excellence
- Actively support Curriculum Leadership Team, Learning and Teaching Team, School Improvement Plan, Annual Action Plan and MACS initiatives
- Align with the Vision for Instruction
- Make recommendations and contribute to Learning and Teaching Team discussions
- Analyse learning and teaching programs at Years 7-12 and review annual course submissions by Learning Area Leaders and subject teachers
- Support a culture of excellence by acknowledging student achievement and excellence
- Provide leadership in and contribute to developing staff capacity in ICT, AI, ISTE, digital learning and literacy, including modelling exemplar practice
- Contribute to curriculum documentation and policy review and creation, as recommended by the policy review schedule, including the ARSC, SIP and AAP
- Contribute to the College transition process including transition assemblies, course advisor's workshops, course advice days and parent information nights
- Lead Learning and Teaching professional learning
- Assist in the management of the College Learning Management System
- Engage in data analysis and lead appropriate initiatives
- Other duties as required by the Principal.



Child Safety

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Have a clear understanding of Ministerial Order 1359 on Child Safety as it relates to the College's Code of Conduct, policies, procedures and practice
- Have a sound understanding of the eleven child-safe standards
- Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Provide students with a child-safe environment
- Uphold a zero-tolerance attitude towards child abuse
- Ensure cultural safety for Aboriginal children and children from culturally and/or linguistically diverse backgrounds
- Provide a safe and accessible environment for children with a disability
- Implement strategies that promote a healthy and positive learning environment.

Key Selection Criteria

1. The capacity to provide leadership that is characterised by a commitment to the Catholic Faith and our College motto *Live Fully Act Justly*
2. A proven capacity to provide leadership that is characterised by a strong desire for continuous improvement, lateral thinking and innovation
3. A clear vision for the development of the Learning Diversity Area
4. An ability to work collaboratively and facilitate dynamic teamwork
5. Demonstrated capacity to lead a whole-school approach to inclusive education, ensuring every learner is known, supported and challenged
6. Demonstrated knowledge and ability to develop and drive coherent learning diversity systems ensuring clarity, consistency and accountability
7. Proven success as an exemplary teacher.

Final Statement

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other tasks, not specifically stated, and the Principal may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the College.