



**SACRED  
HEART  
COLLEGE**

## **Position Information Document: Director of Learning Enrichment**

Marcellin Campus

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### **Context**

As a Catholic college in the Marist tradition, Sacred Heart College is “a centre of learning, of life, and of evangelising.” Marist schools lead their students and staff “to learn to know, to be competent, to live together and most especially to grow as persons” (Institute of Marist Brothers of the Schools, 1998, [126]).

The right of every young person to access a meaningful education and engage with their learning is a fundamental tenet of Marist education. The Director of Learning Enrichment leads others to ensure that Sacred Heart College is an inclusive school where students with disabilities are respected, have equal access to services and facilities, and are provided the same opportunities as students without disabilities. The Director of Learning Enrichment, in collaboration with the Director of Teaching and Learning, monitors the learning and progress of all Year 10–12 students with a particular focus on students with disabilities or those who are exceptionally gifted. The Director of Learning Enrichment has a holistic interest in campus and whole-College matters and works cooperatively with colleagues to ensure the academic development of students with disabilities. Like all staff at Sacred Heart College, the Director of Learning Enrichment will hold a special mandate for the religious life at Sacred Heart College, with a particular emphasis on the Catholic and Marist traditions that demand that institutions like Catholic schools serve the people most in need (Matthew 25:31–46; Catechism of the Catholic Church, [2447–2448]; *Octogesima Adveniens*).

The Director of Learning Enrichment plays an integral role in fulfilling the College's strategic imperative of providing equal access to learning programs based on the SACE and Australian Curriculum, as well as implementing pedagogies that support high-quality, inclusive learning environments. Working in partnership with the Director of Teaching and Learning, Director of Students, and Director of Learning Enrichment (Champagnat Campus), the Director of Learning Enrichment ensures that students are well supported during their transition to Marcellin Campus.

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### **Broad purpose**

The Director of Learning Enrichment (POR4) will be a member of the Marcellin Leadership Team (MLT). As such, the Director of Learning Enrichment will:

- collaborate with staff, parents, and students to provide necessary supports for at-risk students, and especially those identified with a disability or learning difficulty;
- provide specialist expertise on disability-inclusive education, particularly for students with high-level and complex needs. This includes students who may have trauma-related needs or other significant challenges;
- coordinate with external agencies to further assist students who fall under their care;
- have a strong understanding of key documents pertaining to their work, including the *Disability Standards for Education 2005*, the Catholic Education South Australia (CESA) *Students with Disabilities Strategy 2022*, and the College's Strategic Plan;
- lead Sacred Heart College staff in modifications in content, teaching methods, approaches, structures, and strategies in education to overcome barriers with a vision to provide all students with an equitable and participatory learning experience and environment that best corresponds to their learning environment;

- have a sound understanding of contemporary best-practice in inclusive education and current research, such as Universal Design for Learning, Positive Behavioural Interventions and Supports, and Social and Emotional Learning;
- be guided by principles of Visible Learning, Positive Education, and Catholic Social Teaching in forming the Director of Learning Enrichment role is essential to our educational approach; and
- work to ensure that every student is treated equally and has an active role in the life of the school;
- implement a team-based approach to inclusive education to ensure the development of inclusive teaching programs and the ongoing review of progress towards greater inclusion;
- collaborate with colleagues, parents and caregivers, and CESA personnel to facilitate excellent student outcomes across the College; and
- have the capacity to articulate and lead towards a clear vision that is aligned with the College's Strategic Plan.

## Membership of the Marcellin Leadership Team

Membership of the MLT means accepting the invitation of the Principal to contribute to the leadership of our community, play an active role in ongoing planning, and help steer the future development and direction of the College. Central to their responsibilities are the Catholic dimension and values of the College.

The MLT will contribute to strategic planning, modelling of the College values and professional behaviour as outlined in the CESA Code of Conduct.

As a member of the MLT, the Director of Teaching and Learning will:

- promote the spiritual life of the College through visible leadership of our Catholic identity;
- live out the Sacred Heart College Vision as detailed in the College Strategic Plan;
- attend MLT and Hearts Leadership Team meetings and contribute generously and strategically to the workings of the Team;
- contribute to the development, application, review and refinement of the College Strategic Plan and Annual Improvement Plan, and take responsibility to ensure these annual goals are met;
- maintain high professional standards, work inclusively with all staff, and model collaborative leadership while respecting confidentiality;
- possess a working knowledge of College and CESA policies and guidelines. This includes the responsibility for the development, implementation and review of these policies and strategies across our community;
- be willing to present and discuss educational, learning, or policy-related matters in staff, parent, or student forums to lead strategic improvements;
- be actively involved in reviewing policies and communicating concerns and changes to staff as appropriate;
- show a commitment to further study and professional learning in Religious Education, Marist ethos, educational leadership, inclusive education, and other relevant fields;
- work with the Deputy Principal and Head of Campus to facilitate professional learning opportunities relevant to staff and student needs as they relate to inclusive education;
- participate in both the induction of new staff and the review processes for existing staff members;
- in the absence of the Head of Campus, share the responsibility for campus leadership (specific duties may vary depending on circumstances);
- assist with:
  - organisational tasks within the college and participation in college functions;
  - whole school events;

- conducting enrolment Interviews and College tours as required;
- planning and monitoring of College calendar events;
- participating in staff interview panels as required;
- student promotions as required;
- production of the Staff and Parent Handbooks;
- content creation for Hearts News and the Hearts Collegian;
- regular review and updates of all College, MSA, and CESA policies and procedures;
- community events, and supervision of Saturday detentions if required.

## Key Areas of Work

### The Director of Learning Enrichment will:

- lead the Learning Enrichment Team, chairing meetings and providing support and guidance to the teachers and Education Support Officers (ESOs) within the team. This team consists of:
  - The Director of Learning Enrichment;
  - POR 2 Leaders of Learning Enrichment; and
  - ESOs who provide additional classroom and Learning Enrichment Centre (LEC) support to students with disabilities.
- together with the Leaders of Learning Enrichment, oversee the management of students who have a diagnosed or imputed disability or learning difficulty. The Director of Learning Enrichment will have a particular focus on students receiving substantive or extensive adjustments according to the Nationally Consistent Collection of Data (NCCD) levels, and will ensure that the Leaders of Learning Enrichment provide effective case-management of students at quality differentiated teaching practice and supplementary levels of adjustment;
- lead the process associated with the NCCD across the College including the collection of information such as PPLs, evidence of adjustments, meeting notes, and the like.
- develop strong relationships with families as the first and primary educators of their children;
- facilitate the creation of Personalised Plans for Learning (PPLs) for students with disabilities, in close consultation with their parents and caregivers;
- ensuring the provision of bi-annual PPL review meetings with families, and lead key staff including the MLT, Heads of House, LEC Curriculum ESOs and LEC teachers, in managing these discussions;
- work closely with the LEC Curriculum ESOs and teachers to maintain and communicate student PPLs, Personal Emergency Evacuation Plans, and the like;
- provide leadership to enable teachers to engage with PPLs to appropriately adjust the curriculum and learning tasks;
- create an environment that supports staff to leverage and grow their skills and confidence in areas such as differentiation, co-teaching, and collaborating with and supporting ESOs;
- have an in-depth knowledge of the flexibilities offered by the SACE, and assist teachers in adapting and delivering curriculum in line with these flexibilities;
- support teachers as needed with course design, differentiation, assessment and reporting, and other adjustments necessary for all students to access the curriculum;
- in collaboration with the Director of Teaching and Learning, the Director of Students and subject teachers identify students with undiagnosed learning difficulties or disabilities and determine appropriate adjustments for those students in keeping with the NCCD levels;
- review and evaluate professional reports regarding current students as well as students seeking enrolment;

- assist the Director of Teaching and Learning in the use of data (including, for example, PAT and NAPLAN) to identify students who need additional support;
- collaborate with the Director of Teaching and Learning to supervise assessment and reporting for students with identified needs;
- identify programs outside of the school and apply for funding as required;
- use resources to assist the College's approaches for students with high-level and complex needs and to support the sharing of expertise with other schools in the region;
- liaise with external agencies, including CESA consultants, regarding students with identified needs;
- identify students suitable for School-Based-Traineeships for students with disability and the Transition Program, and monitor their progress;
- work in partnership with the Director of Teaching and Learning to assist in the coordination of examinations particularly with regards to special provisions;
- oversee the induction, management, training, and allocation of Curriculum ESOs in learning support;
- oversee the upkeep of the LEC space and resources;
- coordinate and provide staff support for the NCCD process in conjunction with the Director of Learning Enrichment at Champagnat Campus; and
- assist students and families with identified needs in the subject selection process.

#### **Membership of the following committees:**

- Hearts Leadership Team
- Marcellin Leadership Team
- Teaching and Learning Committee
- Learning Enrichment Team

#### **Line Manage and support the following:**

- Leaders of Learning Enrichment
- Curriculum ESOs based in the LEC

## **Workplace health and safety (WHS)**

### **Workers have a responsibility to:**

- take reasonable care for their own health and safety;
- take reasonable care to not adversely affect another person at work through acts or omissions;
- follow reasonable instructions given to ensure health and safety; and
- co-operate with reasonable policies and procedures made available to staff, which are designed to protect people at work.

In practical terms this means to:

- use appropriate equipment and safe work procedures designed to ensure health and safety;
- participate in training programmes as requested;
- report unsafe/unhealthy conditions (hazards) in their work environment;
- report incidents or near misses which have or could have caused injury; and

- become familiar with and follow the policies, procedures and information about WHS available to staff on CompliSpace.

### **PORs (Persons of Responsibility) and Managers are required to:**

- ensure staff are aware of and follow WHS policy and procedures described on CompliSpace;
- participate in training designed to support their responsibilities;
- ensure staff in their faculty/department attend training and induction designed to inform and protect them about risks associated with their work;
- encourage the formal reporting of hazards and incidents arising in the workplace;
- inform school leadership about hazards or issues which do or could affect health and safety and over which they cannot exercise control;
- respond appropriately to staff reporting work related psychosocial issues which have the potential to affect health; e.g., conflict between staff, bullying, harassment, and violence; and
- participate in workplace inspections, incident investigations and other WHS activities on request.

### **Behavioural Expectations and Fair Treatment in the Workplace**

Employees of Sacred Heart College are expected to:

- comply with the Code of Conduct for Staff Employed in Catholic Education SA;
- comply with legislation, policies, procedures and protocols regarding the non-acceptance of any unfair workplace treatment – discrimination, harassment and/or bullying; and
- report any concerns and/or ask questions or seek assistance regarding anything you are unsure about.

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## **Performance review**

All employees are required to proactively participate in the College's Performance Development Program including periodic review.

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## **Essential qualifications**

- Currency of practice and relevant certifications or registration required for the safe and effective execution of the role, and in particular:
  - Current and Financial Teachers Registration; and
  - Teacher Accreditation in Catholic Education SA;
- Current mandatory clearance (Working With Children Clearance) to work in CESA;
- Approved Mandatory Notification training (Responding to Risks of Harm, Abuse and Neglect – Education and Care Settings certificate);
- First Aid Certificate, qualification (as applicable).

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## **General**

The Director of Learning Enrichment will report to the Deputy Principal / Principal via the Head of Marcellin Campus on a regular basis to ensure that the areas for which they are responsible are congruent with changing demands, on a state and national level and in harmony with contemporary developments in inclusive education. They will work collaboratively with the Head of Marcellin Campus regarding the development and maintenance of working relationships which support an inclusive school environment relevant to the needs of students.

The Director of Learning Enrichment will also respond to other duties as assigned by the Principal through due process of consultation and negotiation.

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## Conditions of employment

The salary and conditions entitlement is consistent with that of the current South Australian Catholic Schools Enterprise Agreement. Director of Learning Enrichment is a Position of Responsibility (POR 4) and includes a release of three teaching lines and Homeroom. The term of appointment for the position is four (4) years.

The College Principal is responsible for general employment conditions.

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## Reporting/working relationships

|                             |                              |
|-----------------------------|------------------------------|
| Immediately responsible to: | Head of Marcellin Campus     |
| Line management from:       | Deputy Principal / Principal |

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## REFERENCES:

- *Catechism of the Catholic Church*, [2447-2448];
- Catholic Education South Australia (2022), *Students with Disability Strategy*
- *Disability Standards for Education* 2005 (Cth)
- Institute of Marist Brothers (1998). *In the Footsteps of Marcellin Champagnat: A vision for Marist education today*. Institute of the Marist Brothers of the Schools; Sydney, Australia.
- Matthew 25:31-46 NRSV
- Pope Paul VI (1971), *Octogesima Adveniens*