



**HEAD OF STUDENT DIVERSITY
FULL TIME ONGOING POSITION
APPLICATION PROCESS FOR EMPLOYMENT IN 2020**

Introduction

Moama Anglican Grammar is an independent, co-educational, Anglican school offering classes from Kindergarten to Year 12. The School commenced operation in 2005 and operates under the NSW Education System. The School is divided into two sub schools: Primary (K-6) and Secondary (7-12) with a current enrolment of 700 students.

Moama is a twin town with Echuca, situated on the Murray River North of Melbourne on the NSW/Victorian border. Both sides of the border are experiencing rapid growth.

The School provides a comprehensive and balanced program which caters for the academic, cultural, emotional, sporting and spiritual needs of each child in its care.

The nature of the position and starting date

Applications are sought from suitably qualified individuals, to fill the position of **Head of Student Diversity**.

Successful applicants would ideally commence work on **22 January 2020**.

The Head of Student Diversity is a key element in the leadership of the academic program of Moama Anglican Grammar. The Head of Student Diversity reports directly to the Heads of Teaching & Learning Secondary & Primary and is responsible for all aspects of learning, teaching, assessment and monitoring in the Student Diversity area. They act as a role model and mentor to the members of their faculty team, as well as performing line management responsibilities.

Application details

Your written application **must include**: a covering letter, details of current and previous experience, a copy of your academic transcript and the names of three professional referees.

It would be helpful if applicants made reference to where they saw this position advertised.

If selected for interview you will be required to bring the original documents along to the interview. Applications should be addressed as follows:

By mail (or hand delivered):

Confidential
To the Principal
Mrs Carmel Spry
Moama Anglican Grammar
PO Box 786
MOAMA NSW 2731

Or by email to:

recruitment@moamagrammar.nsw.edu.au

With the heading: **Confidential to the Principal**

APPLICATIONS CLOSE AT 4:00PM ON FRIDAY 27 SEPTEMBER 2019.

Child Protection issues

The School recognises its legal and moral obligations with respect to the protection of children and has instituted the following procedures in relation to staff who are in direct contact with students.

Please note that it is an offence to apply for a position working with children if you are a prohibited person within the meaning of the Child Protection legislation.

- Applicants selected for interview are advised that any offer of employment will be subject to satisfactory clearance by the Office of the Children's Guardian.

Registration

Teachers who have not taught in NSW in recent years are classified as new scheme teachers and must apply for registration through the NSW Institute of Teachers. Those registered with other states can transfer their registration.

Key Areas of Responsibility

The following Position Description is not intended to be an exhaustive summary of tasks and duties.



HEAD OF STUDENT DIVERSITY - POSITION DESCRIPTION

POSITION TITLE:	Head of Student Diversity
WORK AREA:	Kindergarten - Year 12
CLASSIFICATION:	Teaching
EMPLOYMENT TYPE:	Ongoing and Full time teaching duties following a probation period of 12 months.

LEVEL OF AUTONOMY

The Head of Student Diversity is responsible to the Heads of Teaching & Learning Secondary & Primary, works closely with Curriculum coordinators, Heads of Faculty, faculty staff and all teachers and is ultimately responsible to the Principal.

SALARY AND CONDITIONS

Salary will be commensurate with qualifications and experience. General terms and conditions will be in accordance with the Independent Schools NSW Teachers (Hybrid Model) Multi-Enterprise Agreement 2017.

HOURS OF WORK

Hours worked for full time staff members will be 8.30 am to 4.00 pm Monday to Friday, with scheduled after school meetings going to 5.00pm from time to time and evening meetings after 7.00 pm as required.

KEY AREAS OF RESPONSIBILITY

1. Contribute to effective overall School leadership

- Make a positive contribution to the design, operation and continuous improvement of the School's overall teaching and learning program as a member of the Learning Committee
- Contribute to developing and achieving strategic School improvement priorities as a member of the School Middle leadership group
- Ensure that the overall strategic direction of the School is supported through Student Diversity faculty actions
- Model and promote behaviours and conduct expected of staff and students
- Lead and manage change in line with the School's strategic direction and priorities

2. Lead and manage Student Diversity faculty staff:

- Create a work environment for faculty staff that facilitates high levels of engagement, discretionary effort, teamwork and development
- Undertake line management responsibilities for faculty staff including recruitment and induction, class allocations, staff performance, compliance with School policies, etc.

3. Manage operational and other leadership requirements of the faculty.

- Lead by example as a teacher within the faculty, setting the highest possible professional standards and being an excellent role model in classroom practice, assessment, administration and organisation
- Collaborate with wider networks regionally and nationally for sharing best practice

- Develop, maintain and regularly review a Targeted Action Plan for the faculty to ensure best educational practice
- Keep the Heads of Teaching and Learning (Secondary and Primary) , and other Executive members where appropriate, informed about developments within the faculty
- Prepare and manage the faculty budget
- Oversee purchasing and maintenance of resources for faculty use
- Co-ordinate matters relating to the health, safety and welfare of staff and students in the faculty

4. Lead the strategic direction and development of provisions for our students with additional needs

- Inform and update the Heads of Teaching and Learning (Secondary and Primary) of all legal requirements regarding Child Protection, the Code of Practice, Inclusion and provision for specific groups, Accessibility Plan, Disability Equality Scheme and Action plan
- Work with the Heads of Teaching and Learning (Secondary and Primary) to maintain the register of students with additional needs across the two Schools
- Work with the Heads of Teaching and Learning (Secondary and Primary) to manage the NCCD student database and intervention strategy programme
- Assist the Heads of Teaching and Learning (Secondary and Primary) with the strategic development of policy / provision Inclusion
- Ensure the objectives to develop the above areas are reflected in the School Strategic Plan and Teaching and Learning Development Plan and policies
- Support all staff in understanding the needs of vulnerable and challenging students through effective methods of communication and interaction
- Monitor progress of objectives and targets of Support students from teachers' plans
- In conjunction with the Heads of Teaching and Learning (Secondary and Primary) evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Analyse and interpret relevant school, local and national data and advise the Heads of Teaching and Learning (Secondary and Primary) on the level of resources required to maximize achievement
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- Manage the requirements for Individual Learning Plans and ILP parent and teacher meetings
- Liaise with the Feeder Primary Schools and the Year Co-ordinators of Years 7 and 8 to ensure a smooth transition of students in transition years
- Manage administrative support for the areas of Indigenous education and Student Diversity

5. Provide support to colleagues regarding the Student Diversity cohort by:

- Supporting the identification of and disseminate the most effective teaching approaches for different groups of students across all ability ranges
- Use the guidance contained in the Australian Professional Standards for Teachers to lead/support teachers and Teacher Aides to develop their expertise in differentiation techniques
- Working with the Heads of Teaching and Learning (Secondary and Primary) to develop effective ways of bridging barriers to learning through:
 - assessment of needs/provision mapping
 - monitoring of teaching quality and student achievement
 - target setting, including through IEPs
 - recording progress
 - data collection and publication (via SEQTA)
- Assisting colleagues to ensure access for all students through differentiated work

- Collecting and interpreting specialist assessment data to inform practice
- Monitor and track the progress of students against targets where they exist, ensuring a flexible response to meet changing needs
- Have a teaching commitment providing literacy and numeracy catch up programs particularly in Years 7 and 8
- Ensure progress in reading and writing through appropriate “recovery” programmes
- Ensure appropriate intervention strategies are in place through close liaison with staff, parents and external agencies
- Provide short courses of support for students in study skills, literacy, motivation, learning confidence issues, concentration and memory skills, organisation and support frameworks for writing

6. Other Responsibilities:

- All teaching staff are expected to contribute to the School’s Pastoral Care and co-curricular programs and support the Anglican ethos of the school
- Other duties, as required by Principal

KEY SELECTION CRITERIA:

Qualifications, Skills and Experience

- Relevant tertiary qualifications
- Demonstrated experience in a similar role with the ability to plan, implement, monitor and evaluate differentiated teaching programs for students
- Exemplary classroom practitioner with a proven record of student outcomes
- High level of ICT skills, knowledge and incorporation into classroom practice
- Regular and up to date professional knowledge and learning across the domains of learning leadership
- Demonstrated experience in leading and managing small teams and as an effective leader of teachers and pedagogy
- Previous experience in and demonstrated understanding of additional education needs and Learning Difficulties/Disabilities
- Have the capacity to improve outcomes through intervention with students individually or in small groups.
- Knowledge of the National Disability Insurance Scheme and relevant Government funding availability
- Experience in preparing and monitoring a budget
- The capacity to cater for students with a range of abilities and learning styles within the classroom and to monitor, and respond to, student progress.
- The capability to work co-operatively with students, staff and parents to produce the best learning outcomes for students
- Experience in a complex and diverse independent coeducational environment would be advantageous
- An understanding of the NSW HSC would be an advantage.
- Demonstrated success in managing change to achieve the desired outcomes

Personal Qualities

- Enthusiastic, resilient and optimistic educator
- High level communication and interpersonal skills
- Builds positive, authentic relationships with managers, peers, staff, parents and students
- Innovator and initiator, committed to lifelong learning
- A team builder who inspires others to learn and grow
- A team player demonstrating a ‘whole School’ and ‘whole child’ perspective

Carmel Spry
Principal
 September 2019