ROLE DESCRIPTION
LEARNING DIVERSITY LEADER – POL4

Classification	POL4
Hours	35 periods per cycle
Appointment duration	Ongoing
Date Reviewed	October 2026

PREAMBLE

In 1957, a group of dedicated people brought St John Bosco's pastoral vision to Melbourne's rural Chadstone. Today, building developments and technological advancements communicate the College's commitment to progress, while our core pedagogical vision remains just as relevant as it was in 1957. Empowering young people to discover their own intrinsic goodness, while developing the skills and courage to express it in practical ways, is at the core of the Salesian Charism.

OUR VISION

A dynamic, joy-filled and nurturing Catholic learning community that inspires all boys to strive for excellence in the spirit of St. John Bosco.

OUR MISSION

Salesian College Chadstone is a Catholic secondary school for boys in the Salesian tradition.

It is a community that welcomes all young people and families.

We are a school that celebrates diversity and forms young men through relationships, learning and faith so they may become good Christians and honest citizens who can act with respect and integrity in their service to others and our society.

OUR VALUES

Integrity • Respect • Belonging • Joy • Dynamism

All leadership positions in our Catholic school in the Salesian Tradition are designed to demonstrate the value it holds for the dignity of the human person, a culture of community and a commitment to social justice and service for the common good.

SALESIAN COLLEGE IS A CHILD SAFE SCHOOL IN ACCORDANCE WITH MINISTERIAL ORDER 1359

Salesian College provides employees, volunteers and clergy with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety matters. This includes induction, ongoing training and professional learning in accordance with Ministerial Order 1359 to ensure that everyone understands and is compliant in their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

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POSITION

The Learning Diversity Leader provides leadership in promoting and embedding inclusive education practices across Salesian College Chadstone, ensuring that all students, particularly those with disabilities and diverse learning needs, are supported to participate fully in College life and achieve their learning potential.

Inclusive education recognises and celebrates the individual strengths, abilities and needs of every student. The Learning Diversity Leader plays a key role in removing barriers to learning, promoting equitable access to education and fostering an environment where students feel valued, supported and encouraged to develop confidence, independence and a sense of belonging.

The Learning Diversity Leader leads a coordinated Multi-Tiered System of Support across the College, ensuring that quality classroom instruction is complemented by targeted interventions and individualised support to meet the diverse needs of students. This includes overseeing the identification, planning, implementation and ongoing monitoring of reasonable adjustments and learning support, using assessment data and student progress to inform decisions and improve educational outcomes.

The role is responsible for leading the identification, planning, implementation and ongoing review of support for students with diverse learning needs. This includes overseeing Student Learner Profiles, Individual Learning Plans (ILP), Program Support Group (PSG) processes, reasonable adjustments and the College's Nationally Consistent Collection of Data on School Students with Disability (NCCD) requirements.

A key focus of the position is building the capability of teachers and Learning Diversity staff through professional learning, mentoring and evidence-informed practices that strengthen inclusive teaching and learning across the College.

Grounded in the Catholic and Salesian ethos, the Learning Diversity Leader promotes a culture of respect, compassion and belonging, ensuring every student is provided with opportunities to develop their individual gifts and achieve their personal best.

REPORTS TO

- Assistant Principal – Learning and Teaching

RESPONSIBLE FOR

- Learning Diversity Team

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KEY RESPONSIBILITIES & DUTIES

Leadership of Learning Diversity

- Provide leadership and strategic direction for inclusive education across the College, ensuring practices reflect the College's Learning and Teaching priorities and Catholic and Salesian values.
- Lead, mentor and support the Learning Diversity Team, including Learning Diversity Officers, fostering a collaborative and professional working environment.
- Lead regular Learning Diversity Team meetings, in consultation with the College Leadership Team, to review student needs, support arrangements, emerging priorities and opportunities for continuous improvement.
- Oversee the allocation and effective deployment of Learning Diversity Officers, in consultation with the Pastoral Care Leader and Learning Outcomes Leader, to ensure appropriate support is provided across the College.
- Work collaboratively with Learning Leaders, teaching staff and Pastoral and Wellbeing Teams to strengthen inclusive education practices.
- Lead the ongoing review and improvement of Learning Diversity processes, documentation, programs and resources to respond to the changing needs of students.

Student Learning and Support

- Lead the identification and assessment of students with disabilities and diverse learning needs, drawing on assessment data, teacher observations, specialist reports and consultation with parents and carers.
- Oversee the development, implementation and regular review of Personalised Learning Plans (PLPs), ensuring appropriate reasonable adjustments are identified, documented and implemented to support individual student learning needs.
- Lead Program Support Group (PSG) meetings, in consultation with the Pastoral Care, Wellbeing and Learning Teams, ensuring meaningful engagement with students, parents and carers, teachers and relevant specialists, and appropriate documentation and follow-up of agreed actions.
- Ensure appropriate learning adjustments and targeted interventions are implemented, monitored and reviewed to support student engagement and progress.
- Lead transition planning for relevant students entering the College, moving between campuses and year levels, and progressing into senior secondary pathways.
- Work collaboratively with relevant staff, including the VCE Assessment Leader and Transition Leader, to support students requiring special provisions and assessment arrangements, including examinations where applicable.
- Meet regularly with the Assistant Principal – Learning and Teaching to discuss key priorities, student needs and the ongoing development of Learning Diversity practices across the College.

- Promote student independence, confidence and participation through inclusive learning and support practices.

Teaching and Learning

- Provide leadership in the development and implementation of inclusive teaching practices across all Learning Areas.
- Lead professional learning and provide guidance to teachers on differentiated instruction, reasonable adjustments, accessible assessment and evidence-informed intervention strategies.
- Work collaboratively with classroom teachers to ensure students with diverse learning needs can access and engage meaningfully with the curriculum.
- Support teachers in interpreting student assessment information and developing appropriate strategies to improve learning outcomes.
- Promote consistent approaches to inclusive education across the College, encouraging shared responsibility for student learning and progress.
- Evaluate the effectiveness of learning adjustments, interventions and support programs, using student data and feedback to inform ongoing improvement.
- Oversee the regular review and updating of Personalised Learning Plans (PLPs) for applicable students, ensuring they remain current and reflect individual learning needs and appropriate adjustments.

NCCD and Compliance

- Lead the College's Nationally Consistent Collection of Data on School Students with Disability (NCCD) process, ensuring compliance with relevant legislative and reporting requirements.
- Oversee the collection, verification, moderation and maintenance of evidence supporting student inclusion in the NCCD.
- Ensure appropriate documentation of reasonable adjustments, student consultation, learning plans and ongoing support.
- Lead staff understanding of NCCD requirements, including disability categories, levels of adjustment and evidence requirements.
- Oversee the preparation and accuracy of the College's annual NCCD submission and support relevant audits and quality assurance processes.
- Ensure Learning Diversity practices comply with the Disability Discrimination Act 1992, Disability Standards for Education 2005, relevant CEMEA requirements and updates, and College policies and procedures.
- Maintain appropriate confidentiality and ensure student information and records are managed in accordance with College requirements.

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Collaboration and Partnerships

- Build positive and productive relationships with students, parents and carers, teachers, Learning Leaders and wellbeing staff to support individual student needs.
- Lead collaborative planning and consultation with families and relevant professionals to ensure a consistent and informed approach to student support.
- Liaise with external specialists, allied health professionals and relevant educational agencies to inform appropriate learning adjustments and interventions.
- Work closely with College leadership to identify emerging learning needs, review existing support structures and recommend improvements.
- Contribute to relevant College committees, meetings and initiatives that support inclusive education, student wellbeing and learning outcomes.
- Liaise with Primary schools leaders and educators to support student transition into secondary school, including active participation in complex enrolments.

SKILLS, COMPETENCIES AND QUALIFICATIONS REQUIRED

- Current Victorian Institute of Teaching (VIT) registration and relevant teaching qualifications.
- Demonstrated experience in inclusive education and supporting students with disabilities and diverse learning needs in a secondary school setting.
- Further qualifications or postgraduate study in inclusive education, special education or a related field are desirable.
- Demonstrated ability to lead, mentor and develop a collaborative team.
- Strong understanding of inclusive teaching practices, differentiated instruction, reasonable adjustments and evidence-informed interventions.
- Sound knowledge of the Disability Standards for Education 2005, NCCD requirements and relevant legislative obligations.
- Demonstrated ability to interpret student assessment data, evaluate learning interventions and contribute to improved student outcomes.
- Strong interpersonal, organisational and communication skills, including the ability to build positive relationships with students, staff, parents and carers, and external professionals.

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KEY SELECTION CRITERIA

The successful applicant will demonstrate evidence of:

- Capacity to understand and animate Catholic identity, the Salesian charism and College values.
- Commitment to child safety, student wellbeing and the legal and professional obligations of staff working with young people.
- Leadership of inclusive teaching and learning, including differentiation, reasonable adjustments and evidence-based intervention.
- Knowledge of NCCD processes, relevant disability legislation and documentation requirements for students receiving learning adjustments.
- Ability to lead, support and develop a collaborative Learning Diversity team and build teacher capability.
- Ability to interpret student assessment information, monitor progress and evaluate learning support.
- Strong organisational, communication and record-keeping skills, including confidentiality.
- Ability to build positive partnerships with students, parents and carers, teachers, wellbeing staff and external professionals.
- Commitment to ongoing professional learning, reflective practice and continuous improvement.