



Head of Department | Learning Support (Secondary Campus)

Role Description

About Arden Anglican School

Arden is a non-selective Anglican School providing a co-educational, Pre-School to Year 12 education. It seeks to attract, retain, and develop dedicated, highly effective, values-oriented staff for all positions. At Arden, we are committed to providing a positive work environment in which staff are valued and encouraged to develop professionally.

Arden is a Christian community centred on the good news of Jesus Christ. Arden's ethos is of high expectations and a commitment to academic and professional excellence. The School aims to attract and retain the best possible teachers and support staff, who are experts in their field and highly committed to the continuous improvement of their professional practice. The School's focus is to engage staff who have a passion for lifelong learning and believe in each student's unique value. Arden welcomes applications from people of faith who are committed to the Christian aims of the School.

Arden is committed to being a Child Safe organisation. All staff are required to help always maintain a child safe culture, and to act in every child's best interest and to keep them safe from harm. The School has zero tolerance for child abuse.

There is a strong collegial culture of mutual trust and support between staff and school leaders. All levels of governance are committed to embodying the Christian values of the School, and a culture of servant-minded leadership is fostered at all levels.

All staff must be committed to positive and caring relationships because they are important to successful student learning and the high level of family involvement that exists at Arden in all aspects of school life.

Our Vision and Mission

Vision

Arden strives to be an inspiring learning community that engages the mind, nurtures the spirit, and nourishes the body in a caring Christian environment.

Arden graduates are curious, courageous and compassionate men and women with an enduring passion for learning who transform the communities in which they live and work.

Mission

Centred on the Christian faith and finding joy in God, Arden provides an exceptional co-educational learning experience that nurtures the uniqueness of confident, capable global citizens.

Workplace Expectations

Professional Practice

- Foster supportive positive professional relationships
- Demonstrate a sensitive and compassionate work ethic, underpinned by the Christian values of the School
- Demonstrate a duty of care to staff, students and visitors in relation to their physical and emotional wellbeing
- Undertake and comply with mandatory training and regulatory requirements as determined by the School
- Attend School meetings, as requested, including outside of usual work hours
- Participate in professional learning, as requested, including outside of usual work hours
- Any other duties and activities as required by the School Principal (or delegate)

Work Health & Safety (WHS)

- Participate in the development of a safe and healthy workplace
- Adhere to safe work procedures ensuring ongoing adherence to any instructions given for personal safety and health as well as that of others
- Remain familiar with emergency and evacuation procedures, including the location and use of emergency equipment (e.g. first aid kits, fire blankets)
- Report any injury, hazard or illness immediately in accordance with the School's policies and procedures

Child Safety

- Actively participate in the School's zero tolerance for child abuse and commitment to embedding Child Safety in approaches to daily work tasks and involvement in School approved activities
- Model a commitment to providing, so far as reasonably practicable, an environment in which students feel respected, valued and encouraged to reach their full potential
- Commit to understanding professional boundaries and the nuances of appropriate student and staff interactions in the workplace
- Demonstrate an understanding of the need to report suspected (observed or perceived) abuse, neglect, mistreatment and risk of harm

Role classification

Staff are employed at a classification level and assigned to a role rather than appointed to a position.

Staff may be re-assigned to other roles at the same classification over time, in line with organisation priorities and/or personal development plans.

The below is intended to describe the general nature and level of work being performed; it is not intended to be construed as an exhaustive or limiting list of responsibilities and expectations of the position. Any additional daily tasks are as advised by the Line Manager and are not identified in this Role Description.

The responsibilities, expectations and tasks relevant to this role may be varied at the Principal's discretion, to ensure the operational needs of the School are continually being met.

Professional Review

This Role Description in conjunction with any published (current) Professional Standards for Middle Leaders will be relied on as a framework for professional review. This role description has been designed to complement and be considered in addition to the School's Classroom Teacher Role Description.

Role	Head of Department (HOD)
Campus	Secondary (Epping)
Department	Learning Support
Line Manager	Director of Teaching and Learning (Secondary)
Direct Reports	Department Staff
Industrial Instrument	Independent Schools (Teachers) Cooperative Multi-Enterprise Agreement 2025
Classification	Accomplished Teacher (if applicable)
FTE	Full time 1.0 FTE
Allowance/s	☐ Level 1 Leadership
Qualifications	☐ Recognised teaching qualification/s (required) ☐ Master of Educational Leadership or similar (desired)
Accreditation	☐ NESA Proficient Teacher Accreditation (minimum) (essential); Highly Accomplished or Lead Teacher (desired)
Compliances	☐ Valid NSW Working with Children Check Certificate ☐ First Aid [HLTAID012] [HLTAID011] ☐ CPR [HLTAID009] ☐ Child Protection and Child Safety ☐ WHS/Emergency Procedures eLearning (or equivalent)
Skills, Knowledge & Experience	• Strong interpersonal skills that foster respectful, collaborative and confidential relationships with students, families, staff and external professionals • Demonstrated capacity to lead a learning support team whose work includes specialist advice, student support, reasonable adjustments, intervention, documentation and collaboration with classroom teachers • Ability to communicate clearly and sensitively with staff, students, parents and broader Arden community members, particularly when discussing confidential student information, disability, learning needs, giftedness or wellbeing concerns • Demonstrated knowledge of inclusive education, reasonable adjustments, NCCD requirements, exam provisions, individual planning, transition planning, gifted and talented, EAL/D and strategies that support student access, participation and progress • Demonstrated understanding of data-informed student support, gifted and talented learning, twice-exceptional learners, differentiation, intervention and the practical application of external reports and standardised assessments
Role Profile	The Head of Learning Support is expected to demonstrate leadership practices underpinned by emotional intelligence in all professional dealings with students, families, staff, external professionals and wider community members. In particular, the Head of Learning Support is expected to display self-awareness, self-regulation, motivation, empathy and social skills in all that they do. • Under the guidance of the Director of Teaching and Learning (Secondary), the Head of Learning Support will lead the Learning Support Department and support the quality, consistency and documentation of inclusive practice across the Secondary Campus. The role is responsible for coordinating specialist learning support services, reasonable adjustments, NCCD processes, exam provisions, individual planning, transition planning, gifted and talented support, and collaboration with teachers, families and external professionals.

Role Function **[daily tasks]**

- The Head of Learning Support is expected to support and monitor the work of Learning Support staff and work collaboratively with the Director of Teaching and Learning (Secondary) to address operational, professional practice or student support concerns in a timely manner. The focus is on enabling student access, participation and progress through specialist support, clear systems, staff guidance and effective partnerships rather than through the direct leadership of curriculum delivery in a subject department.
- The Head of Learning Support works proactively to develop practices in the School that support students to access the regular curriculum and assessment tasks, through targeted differentiation support, individual planning and disability adjustments.

The Head of Learning Support, throughout their daily work practice, is expected to

Professional Practice and Leadership

- model calm, compassionate and evidence-informed leadership, underpinned by the Christian values of the School
- lead the Learning Support Department in a way that promotes the dignity, inclusion, learning, wellbeing and safety of each student
- develop and maintain effective systems for the identification, planning, implementation, monitoring and review of learning support across the Secondary Campus
- work collaboratively with the Director of Teaching and Learning (Secondary), Heads of School, Year Coordinators, School Counsellors, teachers, families and external specialists to support students with additional learning needs
- contribute to a whole-school culture of inclusive education, reasonable adjustment and shared responsibility for student learning
- teach a class in a relevant key learning area, as required by the School, in a way that models effective teaching practice, inclusive learning, differentiation and appropriate adjustment

Student Support, Case Management and Adjustments

- coordinate support for students with disability, learning difficulties, complex learning profiles and other additional learning needs from Years 7 to 12
- case manage students as required, including regular communication with families, staff and relevant external professionals
- prepare, monitor and review Individual Plans, adjustment records and Transition Plans in collaboration with students, families, relevant staff and external specialists
- develop transition plans for students with known learning difficulties or disabilities entering the Secondary School
- communicate relevant information from external reports to Year Coordinators, School Counsellors, Heads of School, the Director of Teaching and Learning (Secondary) and teaching staff, as appropriate
- advise teachers on differentiation, scaffolding, workload management, assessment adjustments and practical strategies that support student engagement and progress
- work with relevant staff to support students with EAL/D needs, including advice on adjustments, access to curriculum and assessment, communication with families where appropriate, and alignment with broader learning support processes

NCCD, Disability Provisions and Compliance

- coordinate the Nationally Consistent Collection of Data (NCCD) process for Secondary students, including evidence collection, moderation and review of adjustment levels and disability categories
- liaise with the Junior School to support consistency of NCCD processes and inclusive practice across K-12
- work collaboratively with Learning Support staff on the Junior Campus to support continuity of practice, information sharing and effective transitions for students moving between campuses
- oversee and assist in the preparation of NESA Exam Provisions applications for the HSC and communicate outcomes to students, families and relevant school leaders and working with the Presiding Officer to manage NESA Exam Provisions
- coordinate HSC Minimum Standards tests and facilitate support for students who need additional attempts to meet the standard.
- coordinate school-based disability provisions for examinations, assessment tasks and NAPLAN, including rooming, papers, supervision, reader/writers and other reasonable adjustments
- support staff understanding of obligations relating to disability, reasonable adjustment, NCCD evidence and NESA requirements

Gifted and Talented Learning

- contribute to the identification, planning and monitoring of support for gifted and talented students, including twice-exceptional learners
- work with teachers and the Director of Teaching and Learning (Secondary) to support appropriate differentiation, extension, enrichment and adjustment for gifted students
- use available school data, assessment information and teacher observations to help identify students requiring additional challenge, extension or specialist support

Management of Learning Support Staff

- coordinate the timetabling and allocation of Learning Support staff and Teacher's Aides, including regular in-class support, short-term withdrawal, individual organisational support, excursion and camp support
- ensure Learning Support staff are supported in their roles through regular communication, team meetings, professional conversations and clear operational expectations
- coordinate regular Secondary Learning Support meetings and provide minutes or relevant updates to the Director of Teaching and Learning (Secondary)
- raise concerns relating to staff performance, conduct, workload or operational risk with the Director of Teaching and Learning (Secondary) in a timely manner

Professional Learning and Staff Capacity Building

- provide ongoing education and practical guidance to staff about disability, learning difficulties, gifted and talented learning, inclusive practice and strategies that support student learning
- meet with teachers and relevant staff to discuss student needs, reasonable adjustments, differentiation and support strategies
- assess students using standardised tests as required and interpret relevant data to inform support, intervention and referral decisions
- monitor NAPLAN, school assessment data and other testing to identify students who may be at risk or who may require extension

Administration, Communication and Community Engagement

- update, prepare and communicate Learning Support information annually to Secondary Campus teachers
- present to the community at relevant points such as the Year 7 Information Night, and Year 12 Parent Partnership Evening
- maintain accurate, confidential and accessible records relating to student adjustments, communications, individual plans, external reports and relevant evidence, including the timely documentation and recording of relevant notes in the Schoolbox Pastoral Care tab
- participate in pre-enrolment and enrolment interviews for students who may require additional assistance, including students with disability, learning difficulties, complex learning profiles, gifted and talented needs or other additional learning needs, as required
- coordinate catch-up formal examinations for students with additional learning needs in consultation with the Director of Teaching and Learning (Secondary), Year Coordinators and Administration
- respond to emails and phone calls in a timely, professional and respectful manner
- attend Parent/Teacher Interviews, Pastoral Care meetings, Curriculum meetings, Full Staff meetings and other relevant School meetings as required