



BRISBANE GIRLS GRAMMAR SCHOOL

Position Description

Position:	Director of Learning Enhancement
Faculty:	Learning Enhancement
Employment Status:	Full-time, three-year maximum-term
Reports to:	Dean of Academics
Classification:	Academic Middle Management

Brisbane Girls Grammar School

Brisbane Girls Grammar School is one of Australia's leading girls' schools, established in 1875 as one of Queensland's original Grammar schools. An academically non-selective independent school, BGGGS provides a broad, liberal education for 1530 girls in Years 7 to 12.

Girls Grammar strives to enrich girls' lives through learning, establishing the educational foundation for young women to contribute confidently to their world with wisdom, imagination and integrity. The School's curious, adventurous and principled students are nurtured by dedicated, expert staff, and supported by a community of parents, alumnae and friends that values the finest traditions and aspirations in education.

The Position

The Director of Learning Enhancement reports to the Dean of Academics and is responsible for creating and executing comprehensive learning strategies that cater to the learning strengths and attributes of all students, whether they are high-achievers or require additional learning support.

To achieve this, the Director will work closely with the Academic Leaders and oversee a team of Learning Support Teachers, fostering and embedding a culture that is responsive and supportive of each student's unique learning needs.

Key Accountabilities

Duties include, but are not limited to:

- developing and implementing learning strategies that align with the School's Strategic Design and pedagogical practices
- developing an innovative learning strategies plan in readiness for the introduction of Years 5-6
- utilising data-driven insights to evaluate the impact of learning strategies on student outcomes and making data-informed decisions to drive improvements

- collaborating with Academic Leaders to assess current teaching practices and identify areas for enhancement in the context of our model of Faculty-based discipline specific deep learning
- provide mentorship, guidance and support to teachers in implementing differentiated teaching methods that cater to diverse learning needs
- establishing partnerships with external organisations, experts and resources to enrich the learning experience for students
- analyse available data to recognise students identified with learning needs, including those students identified as gifted and talented
- developing, monitoring, and reviewing student support plans, including Individual Learning Plans (ILPs)
- develop resources, programs and pedagogy to support gifted and talented students
- ensure that students who are neurodivergent are identified and supported as required
- developing and implementing ILP's for students with disabilities to provide them with a complete learning experience
- ensuring ILPs, interventions, initiatives, processes, and protocols comply with regulatory bodies and the School's policies and procedures
- ensuring eligible student planning adjustments, provisions and modifications are met during examinations in conjunction with the Deans of Studies and Academics
- led a team of dedicated Learning Support Teachers and ensure that these teachers are timetabled most effectively according to the needs of the students and the responsibilities of the classroom teachers
- organising and chairing the Learning Enhancement department staff meetings
- liaise regularly with the Student Care team to discuss referrals to counselling and create ILPs that offer the necessary support
- communicate regularly with parents/carers about the ILP and amendments as required
- assisting with the adjustment processes for NAPLAN and AARA in conjunction with the Deans of Studies and Academics
- reviewing documentation in relation to incoming students and attending pre-commencement meetings with prospective families
- oversight of school policies and procedures for the collection of evidence for the Nationally Consistent Collection of Data (NCCD), including collating and reporting whole school data
- keeping abreast of relevant policies, including Disability Discrimination Act and the Disability Standards Registration for Education
- contacting and liaising with parents, therapists, external medical and allied health specialists, Advisory Visiting Teachers etc.
- oversight of the EALD area, including collating and reporting data for the census
- attending Directors and Junior Curriculum meetings as required
- meeting regularly with the Dean of Academics

- involvement in the Academic, Student Care, Outdoor Education and Co-curricular Programs, as they are pivotal to the holistic development of each student.

Health and Safety

- As an employee of Brisbane Girls Grammar School, you must take reasonable care for your health and safety and for those around you, including fellow staff, students and members of our community.
- All staff are required to comply with any reasonable health and safety instructions, policies and procedures as initiated by the School, including but not limited to:
 - following instructions and adhering to safe work policies and procedures, including any direction on the wearing of personal protective equipment
 - using equipment only if trained and attend training, as and when required, or directed
 - asking for assistance if you are unsure as to how to perform your work safely
 - reporting hazards, incidents, unsafe situations, and injuries to your supervisor and complete a school incident report.

Qualifications, Experience and Competencies

- Relevant tertiary degree and teaching qualifications; a Masters' degree would be highly regarded
- Current Queensland College of Teachers registration (or eligibility to apply)
- Demonstrated knowledge of processes relating to the diverse learning needs of students, including disability issues, Verification, Education Adjustment Program, NCCD, individual programming, diagnostic testing, and data collection
- Proven ability to effectively manage and direct a team
- Proven ability to understand diverse students' learning styles, demonstrating effective teaching outcomes
- Demonstrated success in developing and implementing innovative learning initiatives
- Demonstrated ability to be innovative in curriculum design and lesson planning to ensure optimal student engagement
- Experience working with curriculum development and assessment practices
- Proven track record of promoting academic excellence and student well being
- Ability to collaborate with staff, parents and students to support student achievement
- Demonstrated passion and expertise in teaching within a particular discipline or disciplines
- Demonstrated ability to apply relevant theory and research relating to girls' education
- Possess excellent written and interpersonal communication skills
- Excellent technological literacy
- Ability to work collaboratively and energetically within a high-performing school culture
- All academic staff are expected to follow the National Professional Standards for Teachers
- Exemplary professional presentation and manner.

Note: The intention of the position description is to provide an outline of scope and responsibilities at a point in time and responsibilities may evolve in accordance with the School's requirements.