

ASSISTANT HEAD STUDENT LEARNING & SUPPORT

ROLE DESCRIPTION

REPORTS TO	Head of Catholic Schools
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CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, two K-12 schools, and one flexible learning centre in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable persons and preventing those in our care from suffering abuse or neglect. It is committed to implementing and maintaining compliance with the NSW Child Safe Standards and the National Catholic Safeguarding Standards and takes a zero-tolerance approach to abuse of children or vulnerable persons. All who work in the name of the Diocese must comply with the Diocesan Safeguarding Framework Policy and act in accordance with the Diocese's Code of Conduct which includes the Diocese's Safeguarding Commitment Statement. Employees are required to undergo a National Police Check and retain a valid NSW Working with Children Check where necessary, in accordance with legislation.

PURPOSE

This senior leadership position is responsible for providing system wide leadership of specialist learning and support services, with a focus on students with disability captured under Nationally Consistent Collection of Data (NCCD), English as a second language or dialect (EAL/D) and Aboriginal & Torres Strait Islander funding. The role is also responsible for the Student Wellbeing framework system wide initiatives, positive behaviour programs and student counselling services and allied health professional services offered to our schools.

This position sits on the CSO Leadership team and creates a culture of belonging and acceptance for all, ensuring:

- Every student is known as a person and a learner, and they demonstrate growth in their learning every year.
- Maximises learning opportunities for students by understanding their individual needs, individual characteristics and the impact of those factors on their learning.
- Strategic leadership in the management, facilitation, development, delivery and evaluation of services and specialist programs to support student engagement and opportunities.
- Support for students with disabilities, mental health and complex needs, aligned with the Diocesan's student outcome priorities.
- Development of adaptive, innovative, and continuous improvement strategies for funded student support programs.
- Collaboration with the Head of Data and Analytics to ensure accuracy in specialist support and wellbeing data that informs the schools in their progress.

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

KEY RESPONSIBILITIES

- Lead the effective management of government funded programs including NCCD, EAL/D, and system funded programs including student wellbeing, behavioural support, school counselling and Aboriginal & Torres Strait Islander funding.
- Oversee the services covering support for students with disability and complex needs, fostering inclusivity and wellbeing for all students.
- Effective management of the funded support specialities ensuring compliance with legislative requirements.
- Accountable for the acquittal of government funded programs, through effective expenditure planning and budget management.
- Promote and encourage the delivery and accessibility of high quality and inclusive programs and initiatives to support students.
- Drive continuous improvement initiatives in collaboration and partnership with schools, agencies and stakeholders to ensure a variety of high-quality student support and specialist programs to enhance student opportunity.
- Coordinate collection and management of data to effectively address the learning support staff needs for individual schools and optimise student outcomes.
- Educate school staff on effective record keeping and collection of data for funded student support programs to ensure compliance and accuracy of information.
- Ensure adherence to the NCCD and apply the 2025 NCCD guidelines by supporting school personnel in understanding their obligations to students with disability under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.
- Coordinate Education Officers to school personnel to complete relevant professional learning to develop and refresh knowledge and understanding of the NCCD model, processes and implementation.
- Work collaboratively with Catholic Care personnel in the delivery of the Beyond the Gates program.
- Work collaboratively with Shared Services teams to support specialist areas, as required.
- Form and maintain strategic partnerships with Allied Health Services, National Disability Insurance Scheme (NDIS) and Department of Communities & Justice (DCJ).
- Ensure a coherent and proactive strategic specialist support service and wellbeing agenda across a multi-disciplinary team of educational leaders.
- Engage broadly with multiple stakeholders, in a dynamic environment, whilst balancing advocacy for student support services and ensuring fit-for-purpose quality outcomes for students across the Diocese.
- Determine the strategic plans and approaches in prioritising programmes, projects and initiatives with the view of continuous improvement while demonstrating sound time, people and financial management.
- Oversee funding and resourcing for EAL/D staffing and programs across the Diocese.
- Oversee wellbeing initiatives that support Aboriginal and Torres Strait Islander students to reassess and evaluate ongoing requirements for specialist student services at individual schools.
- Data collection and analysis for culturally informed planning.
- Collaborate on the development of training modules that integrate cultural awareness.

CRITERIA/EXPERIENCE

1. A clear understanding of contemporary issues in the Catholic Church and a personal commitment to Catholic education and the mission of Catholic schools.
2. Demonstrated success in ensuring a culture of continuous improvement, creating and leading effective specialist programs.
3. Demonstrated management and administrative skills to ensure assessment and specialist support programs operate effectively and efficiently.
4. High level communication and interpersonal skills with the capacity to develop and sustain constructive and respectful relationships within and beyond the school community.
5. Demonstrated experience in establishing and sustaining collaborative multidisciplinary teams to provide integrated support to school staff in achieving quality student learning outcomes.

6. Demonstrated capacity to think and act strategically, to plan and evaluate collaboratively with multiple stakeholders in leading specialist funded programs.
7. A passion for and interest in the development of all students during their school journey.
8. Expertise in current curriculum and wellbeing as well as familiarity with state and national developments in specialist education.
9. Lead a commitment to student needs through the implementation of Multi-Tiered Systems of Support (MTSS) frameworks, such as Response To Intervention (RTI) and Positive Behaviour for Learning (PB4L)
10. Excellent organisational and time management skills with the capacity to effectively use data to optimise student outcomes.
11. Sound knowledge of all relevant legislation and legal frameworks including child protection, work health and safety, equity and diversity and performance management principles and the capacity to implement relevant plans and policies to ensure string governance.
12. Capacity to lead staff in implementing funded student support programs to ensure quality outcomes for students with additional and/or complex needs.
13. Ability to work collaboratively and effectively with Principals, staff in school systems, and other relevant stakeholders.
14. Lead a team that have familiarity with Aboriginal and Torres Strait Islander pedagogical approaches and learning styles and the ability to guide school staff in adopting practices that acknowledge and respect cultural perspectives in teaching and learning.
15. Lead a team driving continuous improvement in support programs, ensuring they remain relevant, high-quality, and responsive to the evolving needs of students.

QUALIFICATIONS/ACCREDITATIONS

- ▶ Postgraduate qualifications in specialist education, educational leadership with demonstrated teaching experience and experience as a senior educator or an equivalent combination of experience, training, and achievement.
- ▶ NESA Teacher Accreditation.
- ▶ Current paid NSW Working with Children Check (WWCC) number.
- ▶ Level E Accreditation to Work, Teach and Lead
- ▶ Senior Allied Health experience (desirable)

KEY WORKING RELATIONSHIPS	
STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • Leader of Student Support Learning and Wellbeing • Education Officers – Learning Difficulties • Education Officers– Speech & Communication • Education Officers/Education Access Officers – Behaviour Support/Positive Behaviour • Education Officers – Wellbeing • Education Officers – Student Support • Education Officers – Developmental Disabilities • Education Officers – EAL/D • Education Officers – Student Learning & Wellbeing • Education Access Officer – PB4L • Leader of Aboriginal Torres Strait Islander Education & Wellbeing • Education Officers – Aboriginal and Torres Strait Islander Education • School Aboriginal and Torres Strait Islander Education • Leader School Counselling, Senior Counsellors and School Counsellors • Executive Assistant / Administration Staff
INTERNAL	<ul style="list-style-type: none"> • CSO Leadership Team • CSO Staff • Parishes (Priests and Parish Leaders) • Shared Services • Other agencies of the diocese (Office of Safeguarding, CatholicCare, St Nicholas Early Education and OOSH) • Senior School Leaders

	<ul style="list-style-type: none"> • Catholic Schools Teaching Staff
EXTERNAL	<ul style="list-style-type: none"> • School and CSO networks • Family and community partners • Allied Health Professionals • National Disability Insurance Scheme (NDIS) • Department of Community & Justice (DCJ)

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of good leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel values, the Assistant Head Specialist Student Services works to support all staff and students with the access to and provision of funded student support programs and educational achievements.

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work.
- Frequently sits or stands at an issued desk.
- Occasional bending, lifting, pulling, or carrying, bending, squatting or crouching, stretching and twisting.
- Occasional to frequent repetitive neck, upper body, wrist, hand, and finger movements may be required.
- Occasional stretching, climbing, and twisting may be required.
- Voice used extensively while communicating.
- Travel to attend a variety of workplaces.

EXPECTED EMPLOYEE BEHAVIOUR

- Treat all people with respect, sensitivity, courtesy, understanding and compassion.
- Embrace diversity and difference in those they serve or with whom they work.
- Promote personal growth, ongoing professional development and develop both in themselves and others.

- Commit themselves to effective professional working relationships with colleagues and clients.
- Through the exhibition of justice and fairness in relationships and service, promote proper working conditions and recognise when injustice, unfairness and abuse occur in the workplace and respond appropriately.
- Exhibit transparency, accountability, and act responsibly in the use of Church resources
- Provide professional and competent service.
- Comply with relevant legislation and directives.
- Be mindful of privacy principles and manage information accordingly.
- Commitment to adhere and embed a culture of sustainability in accordance with the diocesan strategy.