



POSITION DESCRIPTION

Position Title	Head of Learner Access and Early Intervention Teacher
Tenure	1.0FTE 0.4FTE teaching load Tenure : Two year fixed term with potential one year extension
Department	Senior Leadership Team
Reports To	Principal
Classification	Total Remuneration Package (TRP)
Date Last Reviewed	September 2025

POSITION PURPOSE

The Head of Learner Access and Early Intervention is a Senior Leadership role responsible for shaping and leading inclusive learning across the School. The position provides direction, supervision, and guidance to a dedicated team that delivers educational support and extension for students from Early Learning through to Year 12. Key responsibilities include implementing early intervention initiatives and fostering strong partnerships to support successful transitions between educational phases.

This is a fixed-term, two year appointment that incorporates a concurrent teaching component. The role is supported by the Learner Access and Early Intervention Team:

- Primary and Secondary Learning Support Coordinators
- Learning Support Teachers
- Learning Support Education Assistants
- Learner Access and Early Intervention Administrative Assistant

Working in collaboration with classroom Teachers, the incumbent will build staff capacity to meet the diverse learning needs of students. Reporting directly to the Principal, the Head of Learner Access and Early Intervention will engage closely with Learning Support staff, students, and families to ensure high-quality learning opportunities and personalised support for students who require additional assistance.

KEY ACCOUNTABILITIES

Head of Learner Access and Early Intervention

Organisational Management and Compliance

- In conjunction with the Learning Support Coordinators (Primary and Secondary) and School Educational Psychologist, co-ordinate and collaborate learning needs assessment for new and existing students as required
- Identify students eligible for and co-ordinate the application for additional funding for students with additional needs using current data including through Nationally Consistent Collection of Data (NCCD)
- Oversee NCCD processes and procedures to ensure the School is compliant

- In conjunction with the Head of Curriculum and Learning Support Coordinators (Primary and Secondary) oversee NAPLAN procedures relating to students who require adjustments (exemption/modification)
- Network with a range of stakeholders and outside agencies to promote Georgiana Molloy Anglican School as an inclusive School Community which values diversity and supports all students to be successful
- Keep abreast and share research literature and current trends and share information with colleagues on a regular basis
- Review existing organisation of resources for students and staff ensuring quality and easy access
- Supervise the management of student records concerning their learning requirements and strengths on SEQTA
- Oversee the development of consistent Educational Plans (EP's) for students across the School and liaise with relevant staff in the annual development of IEPs for all students who receive funding and for other for whom it is deemed appropriate
- Attend IEP meetings when required
- Oversee the management of an accurate and up to date database for all assessment data and relevant information for students within each year level
- Co-ordinate budgeting as required and the purchase and maintenance of resources where necessary
- Co-ordinate Professional Learning for staff
- Keep up to date with the requirements of external bodies as required

Pedagogical Development

- Coach Teachers to ensure that differentiated strategies cater for the specific learning needs of Early Learning through to Year 12 students across the full range of abilities
- Utilise whole school and individual assessment data to analyse and evaluate accessibility to and understanding of curriculum and to inform programming, planning and interventions from Early Learning to Year 12
- Work with Teachers to develop and use a range of informal and formal, diagnostic, formative and summative assessment strategies to assess the learning of students with additional needs
- Co-ordination of the collection and interpretation of specialist reports in conjunction with other key staff to provide Teachers with information and strategies to support the varied needs of students
- Support Teachers to provide timely, effective and appropriate feedback to students and their families regarding student achievement relative to their learning goals

Curriculum Management and Development

- Oversee the academic program in collaboration with the Senior Leadership Team ensuring the learning engagement of all who have additional learning requirements related to support or extension
- Co-ordinate the observation of students in classrooms and external learning contexts to diagnose barriers to learning and provide support to Teachers and Education Assistants
- Collaborate with key staff regarding survey data (NAPLAN/OLNA) identifying strategies for in-class differentiation and streaming
- Co-ordinate and timetable learning support programs including the allocation of staff as required
- Collaborate with Teachers and the School Educational Psychologist to identify students' specific learning needs
- Collaborate with Teachers to identify students who may be considered Gifted and Talented and oversee the process of developing learning extension opportunities
- Liaise with the Deputy Principal, Heads of School, Heads of Department, Heads of Year and School Counsellor to facilitate the successful transition of students from Primary to Secondary and from Year 10 to Year 11
- Work closely with the Deputy Principal, Heads of School and School Educational Psychologist to support student wellbeing, and assistant staff in collaboration with external providers related to student issues
- Collaborate with relevant staff to offer students individualised learning programs that will best prepare them for life after school (ASDAN, Workplace Learning, Preliminary courses, study options, etc.)

- Collaborate with Heads of School (Secondary), Head of Curriculum and Head of VET to develop pathways and vocational goals for gifted students, or students with identified talents in specific domains, or students with additional needs

Leadership of Inclusive Education

- Lead the development of a shared vision and purpose for the Learner Access and Early Intervention Team
- Keep up to date with contemporary educational development in State and Federal legislation with particular emphasis on Inclusive Education
- Consult with the School Educational Psychologist, School Counsellor and external agencies to ensure student needs are effectively addressed with resources available
- Provide ongoing support, mentoring and professional development opportunities to the Teachers and Support Staff in adapting curriculum to meet the diverse learning needs of the students
- Engage all Learning Support staff in processes of performance review to set goals, receive constructive feedback, observe and reflect on their own practice and offer supportive and constructive advice to colleagues
- In conjunction with Human Resources participate in recruitment, selection, review and professional development of Learning Support staff
- Attend all relevant Parent/Teacher/Student events

Funding Applications and Learning Plans from Early Learning to Year 12

- Oversee adjustments for students with learning needs and/or disabilities, as well as students with high intellectual potential
- Oversee data for funding requirements, manages the Learning Support budget and co-ordinate for grant funding
- Oversee Special Provisions application for NAPLAN, OLNA and WACE examinations
- Oversee the creation of Individual Education Plans (IEPs), Adjustment Plans (CAPS) and other associated plans in consultation with Teachers, Parents/Guardians and external parties
- Support the Learning Support team and all Teachers to develop, implement and review documented learning plans in consultation with staff, students, parents and specialist agencies

Leadership Teaching and Learning

- Promote a culture that is supportive and responsive to individual student needs
- Establish sustainable partnerships with allied health providers, with a particular focus on early intervention
- Identify, develop, oversee, trial and promote specific programmes to support those students with learning difficulties requiring early intervention and learning extension aligned with the School strategy
- Participate in relevant professional learning around Learning Support
- Be receptive to suggestions and initiatives from staff on alternative practice or policy
- Model being an exemplary Teacher and mentor within the classroom program
- Initiate guest speakers to assist staff professional learning and provide relevant professional learning and guidance for staff
- Provide information sessions for parents to assist with home community connection
- Conduct regular reviews of Learning Support programmes using multiple sources of evidence including student assessment data, curriculum documents and feedback from parents and students

Staff Leadership

- Ensure Educational Assistants are timetabled in an effective manner according to the needs of the students
- Utilise School communication platforms to communicate to staff about specific learning disabilities, advanced needs and helpful learning strategies
- Brief (on a regular basis) Heads of School, Heads of Department, Heads of House and Staff about individual student progress

Student Engagement

- Coordinate the placement and matching of students with appropriate intervention, support programmes and suitable pathways
- Monitor and enhance the welfare and academic progress of students by understanding their needs in consultation with the Heads of School
- Coordinate the referral of students to specialist services as needed

Community understanding and acceptance of Inclusive Education

- Support the Registrar in interviewing prospective parents and providing specific advice during the enrolment of students with additional learning needs including students with disabilities, learning difficulties, and those who are gifted and talented
- Provide ongoing support and advice to parents on the range of services and support available

Teaching and Learning

- Design and implement inclusive, engaging, and well-sequenced programs that meet individual teaching and learning needs
- Establish stimulating indoor and outdoor environments that foster individual and group projects
- Apply a range of teaching and learning strategies responsive to student strengths and needs
- Monitor, assess, and report on student progress, providing timely feedback to students and parents
- Use student data to inform practice and support continuous improvement in learning outcomes
- Model high standards of classroom management with a focus on restorative practice
- Contribute to Christian formation and support the Anglican ethos of the School
- Teach across discipline areas including the Christian Religious Studies program if required
- Integrate technology effectively (Apple platform) into teaching and learning
- Maintain accurate student records, reports, and attendance

Co-Curricular (40 hours per annum)

- Actively support and contribute to the co-curricular program, including school and weekend commitments
- Deliver co-curricular activities aligned with skills and school needs
- Participate in the annual Educational Camp Program and other required events

Pastoral Care

- Take responsibility for student wellbeing, behaviour, and duty of care inside and outside the classroom
- Build strong, supportive relationships with students, families, and colleagues
- Provide a child-safe environment consistent with GMAS standards and policies
- Implement effective student management aligned with school policies

Additional Responsibilities

- Supervise student activities, wellbeing programs, and pre-service teachers where required
- Participate in parent-teacher evenings, school functions, and staff meetings (including those outside normal hours)
- Engage in professional learning and demonstrate commitment to collaboration and continuous improvement
- Uphold confidentiality, compliance, and the School's values
- Contribute to school-wide initiatives and projects as directed by the Principal or Deputy Principal

Professional and Compliance Requirements

- Comply with GMAS Staff Code of Conduct, TRBWA Teacher-Student Professional Boundaries, and mandatory reporting obligations
- Adhere to all legal, regulatory, WHS, and ethical responsibilities
- Demonstrate commitment to continuous self-development and reflective practice

Other Duties

- Carry a teaching load as determined annually
- Provide cover for classes where necessary
- Undertake additional reasonable duties as directed within the scope of the role

Reference Documentation

- [Mandatory Reporting Policy](#)
- [GMAS Staff Code of Conduct](#)
- [Staff Dress Code](#)
- [Workloads in ASC Schools in WA](#)
- [ASC Agreement \(WA\) 2019 EBA](#)

Other duties as directed by the Principal and/or Deputy Principal.

This position description is intended as a guideline to illustrate the main job responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Principal's discretion. Employees may also be required to undertake other reasonable duties as directed.

CORE EXPECTATIONS

- Maintain strict confidentiality with respect to the School's business
- Demonstrate knowledge of the Disability Discrimination Act and the Disability Standards for Education (Early Learning, Primary, Secondary)
- Foster a commitment to continuous improvement and the value of collaboration and sharing of knowledge and information
- Demonstrate overt support for the School values
- Develop and maintain positive working relationships with stakeholders
- Be appraised regularly, according to the Staff Appraisal Programme in place in the school

POSITION DIMENSIONS

People Management

- Primary and Secondary Learning Support Coordinators
- Learning Support Teachers
- Learning Support Education Assistants
- Learner Access and Early Intervention Administrative Assistant

Budget / Expenditure:

As advised by Principal and Business Manager annually

Significant Work Relationships

Internal

- Principal
- Senior Leadership Team
- Primary and Secondary Learning Support Coordinators
- School Educational Psychologist
- School Counsellor
- Teaching staff
- Education Assistants

External

- External agencies responsible for NCCD and SCSEA
- Professional Learning providers
- Parents/Caregivers
- Personnel performing similar roles in other schools
- Allied health professionals
- Child related professional institutes

- Students
- Heads of School
- Administration staff
- Casual staff

SELECTION CRITERIA

Selection Criteria

Experience

- Leader – Demonstrated capacity to lead or experience in leading teams
- Teaching – Curriculum and pedagogical design, exemplary teaching practice
- Educational expertise – Knowledge of early intervention strategies and programs to support students with diverse learning needs
- Minimum experience – Substantial experience in a leadership role within an educational setting, preferably in learning support or early intervention

Skills

- Critical Thinking – Using logic and reasoning to identify the strengths and growth areas of alternative solutions, conclusions or approaches to problems
- Writing – Communicating effectively in writing as appropriate for the needs of the audience
- Judgement and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one
- Active Listening/Outstanding Communicator – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
- Conflict Resolution – Work with individuals to find a peaceful solution to a disagreement
- Planning – Require the ability to create and use logical, systematic processes to achieve goals
- Time management – Managing one's own time and the time of others
- Collaboration and Partnership Building – Proven ability to establish and maintain effective partnerships with stakeholders including Teachers, Parents, external agencies and community groups
- Innovation and Program Development – Ability to evaluate program effectiveness and adapt strategies based on data-driven insights

Interpersonal Factors

- Ability to build strong, respectful, and collaborative relationships with staff, students, and families
- Demonstrates empathy, patience, and cultural awareness when engaging with diverse learners and their families
- Skilled in managing sensitive conversations with discretion and professionalism
- Maintains a collaborative leadership style that encourages shared ownership and collective responsibility
- Demonstrates resilience, adaptability, and emotional intelligence when working with staff and students facing complex needs
- Effective at balancing advocacy for students with maintaining positive and professional partnerships with staff and parents
- Strong interpersonal communication skills with the ability to influence, negotiate, and resolve conflict constructively
- Commitment to modelling inclusivity, respect, and fairness in all professional interactions

Work Environment Factors

- Senior Leadership position requiring both strategic oversight and hands-on involvement in teaching and learning
- Works in a dynamic, student-focused environment that spans Early Learning through to Year 12

- Operates in a setting that requires flexibility to respond to diverse student needs, shifting priorities, and emerging challenges
- Balances leadership responsibilities with classroom teaching commitments
- Engages with a wide range of internal and external stakeholders including teachers, allied health professionals, parents, and education authorities
- High level of accountability for compliance with educational legislation, school policies, and funding requirements
- Requires participation in school-wide events, parent meetings, and after-hours commitments as part of a leadership role
- Operates in a supportive, collaborative environment where teamwork, innovation, and continuous improvement are valued

ELIGIBILITY AND TRAINING REQUIREMENTS

1. Evidence of registration with the Teacher Registration Board of WA and the Employee must maintain registration at all times of employment
2. Obtain or hold a current Working with Children Check

OUR COMMITMENT TO CHILD SAFETY AND ANGLICAN ETHOS

Georgiana Molloy Anglican School is a child safe environment. Our school actively promotes the safety and wellbeing of all students, and all school staff are expected to be committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations and in accordance with our [Child Protection Policies](#) and [Staff Code of Conduct](#).

Georgiana Molloy Anglican School is an Anglican school and applicants should be able to demonstrate empathy with and support for the Schools Anglican Ethos.

AUTHORISATION

I hereby agree that this Position Description accurately reflects work requirements.

Principal	Mr Brad Evans		
	Name	Signature	Date

Incumbent			
	Name	Signature	Date

Georgiana Molloy Anglican School is a child-safe environment