



Position Description

Position: Head of Student Enhancement (Primary), commencing Term 1, 2026

Position Details: Full-time

Accountable to: Deputy Principal – Head of Primary

Organisational profile:

Donvale Christian College is located in the eastern suburbs of Melbourne having opened in 1975. The current enrolment is over 1600 students from Prep to Year 12 and the total number of employees is approximately 300.

Donvale Christian College is governed, as provided for in its Constitution, by the College Board. The Board are elected by the members of the College. The full range of Christian denominations is represented in the parent body of the College. There is no position on the Board elected or appointed by any single church community. The Principal is appointed by the Board and together they appoint staff.

Members of the Donvale Christian College community come from many different Christian faith traditions. To ensure a sense of harmony between home and School, the College has adopted a Statement of Faith based on a Christian worldview. All parents and Staff are specifically asked if their faith commitment is echoed in the words of this Statement of Faith and they are requested to indicate agreement when applying for the enrolment of their children or employment at the College.

Staff members are expected to actively support the Christian aims of the College and to be members of a Bible based worship community.

The College is committed to promoting and protecting the interests and safety of children. We have zero tolerance for child abuse. Everyone working at the College is responsible for the care and protection of children. All potential employees and volunteers will be required to comply with the College's Child Safe Code of Conduct and the College's Child Safe Policy. Applicants are required to provide a valid Working with Children Check/VIT and will be subject to background checking in accordance with this policy.

Role Description:

The Head of Student Enhancement (Primary) will lead the Primary Student Enhancement Team and will work with staff, students and parents in Primary School. They will collaborate with teachers, parents and management to create safe, healthy and supportive learning environments for all students and suitable intervention programs to accommodate learning needs through to those who would benefit from extension and enrichment beyond the classroom. The Head of Student Enhancement (Primary) will also assist and develop effective learning programs within the College and other services provided in the school setting.

College requirements

All staff are required to:

- Perform their responsibilities in a manner which reflects the College's mission, objectives and philosophy. In particular, staff are expected to role model an active Christian faith that will be demonstrated in part by an active involvement in the wider Christian Church.
- Be Christian role models and examples to all people associated with the College.
- Participate in leading College devotions that involve staff and students and attendance at the staff retreat.

Professional relationships:

- Responsible to the Executive Principal via the Deputy Principal - Head of Primary.
- Liaise with Deputy Head of Primary, Head of Learning and Curriculum (Primary), Primary Learning Team Leaders, Learning Intervention Coordinators, Teachers and Learning Assistants.

Key Responsibilities

The Head of Student Enhancement (Primary) will be required to exercise his/her professional skills and judgement to carry out in a collaborative manner the professional duties set out below:

- To oversee the effective implementation and management of the Multi-Tiered System of Support Intervention Program in the Primary School.
- To coordinate and support the Learning Intervention Coordinators, Teachers and Learning Assistants.
- Review student data with the Student Enhancement Team and oversee targeted interventions for Learning, Wellbeing and Behaviour.
- To oversee the NCCDSSD, ensuring effective systems are in place to collect and record data.
- To establish efficient and effective systems for data collection, review and information sharing.
- Ensure student data is profiled, accessible and assessments completed within a differentiated classroom, ensuring that all students have equitable access to learning.
- Oversee Modified Student Reports in the Primary School.
- Oversee SSG and AFM meeting scheduling.
- Oversee the Tier 2 and Tier 3 Intervention Programs, for students requiring support and extension.
- Attend and facilitate Tier 3 SSG meetings.
- Facilitate targeted offerings for Tier 3 intervention students.
- To communicate and liaise with DCC Counselling Team and facilitate communication between Counselling Team and Coordinators.
- To provide referral to and liaison with Allied Health providers where appropriate.
- To oversee the placement of Learning Assistants in the Primary School, based on data and identified student need.

- To participate in the development and delivery of proactive curriculum initiatives, as part of the College's commitment to students who require support.
- Manage the Student Enhancement Team budget.
- Provide professional learning for Learning Intervention Teachers & Primary Learning Assistants.
- Access relevant funding for specific students and programs.
- To maintain records such as meeting agendas, notes and official minutes.
- Liaise with Head of Learning Support (Secondary).
- Take part in staff recruitment of Learning Assistants.
- To undertake any other responsibilities associated with this role as requested by the Executive Principal or the Head of Primary.

The Head of Student Enhancement (Primary) will:

- Perform their responsibilities in a manner which reflects the College's mission, objectives and philosophy.
- Teach with a Biblical worldview in mind.
- Be an exemplary teacher, clearly demonstrating effective planning, teaching and organisation to high standards of achievement and behaviour in classes.
- Have a thorough understanding of the Multi-Tiered System of Support (MTSS).
- Be familiar and administer assessments and screeners for learning difficulties using standardised assessments.
- Understand the criteria for funding for identified students.
- Facilitate referral of students for further assessment or agencies outside the College, according to need, and maintain liaison with all involved with the identified students. This includes, Psychologists, Speech therapist, Occupational therapists etc.
- Work in partnership with parents and respect parents' wishes in regard to their child's needs.
- Take into account, as appropriate, the cultural views of the students when planning sessions.
- Provide clear, succinct and relevant Professional Development to all Primary Staff.
- Build the specific resources that will support learning engagement in learning for identified students within the school.
- Have accurate documentation for the National Consistent Collection of Data for Students with a Disability (NCCDSSD) each year.
- Have flexibility and the ability to work well within a multidisciplinary team.
- Have high level interpersonal and communication skills.
- Maintain accurate records of teaching sessions, meetings, telephone conversations and reports.
- Uphold College policies and procedures in relation to Child Safety, Mandatory Reporting and Confidentiality.
- Have the ability to provide advice and make recommendations to the teaching staff and the Deputy Principal.
- Be involved in developing or sourcing programs to proactively address the needs of identified students.

College Expectations

All staff are expected to:

- Support the College's guidelines and policies.
- Implement the programs, teaching practices and other activities as decided by the College.
- Perform their responsibilities in a manner which reflects and responds to continuous improvement.
- Contribute to the efficient and effective functioning of their team's in order to meet organisational objectives. This includes demonstrating appropriate and professional workplace behaviours, providing assistance to team members if required and undertaking other key responsibilities or activities as directed by one's supervisor.
- Perform their responsibilities in a manner which reflects the College's zero tolerance for child abuse and in accordance with the College's Child Safety policies.
- Comply with all College policies including Occupational Health and Safety.

Qualifications and Experience:

Preferred applicants will:

- Have completed a minimum of a Bachelor of Education with a Master of Special Education (preferred).
- Have registration as a qualified educator (VIT).
- Commitment to fostering a diverse and inclusive learning environment.
- Have an extensive experience and a deep understanding of current educational support programs, trends, practices, and policies.
- Have the ability to build the capacity of their team members and for creating a positive, healthy, Christ Centred culture within the team.
- Be committed to the development and empowerment of the staff in the Inclusive Learning Program.
- Have appropriate leadership qualifications and / or experience.
- Have highly developed interpersonal and communication skills.
- Have highly developed Information Communication and Technology skills.
- Have First Aid certificate (level 2), Anaphylaxis and Asthma.

Remuneration

- According to the Donvale Christian College's salary scale based on qualification and experience.

Inherent Requirements	Frequency			
	Unlikely	Possible	Occasionally	Regularly
Spiritual				
Leading or taking part in daily devotions with staff and/or students				•
Leading or taking part in prayer with staff and/or students				•
Demonstration of our mission, commitment and values				•
Incorporating biblical theology into the curriculum				•
Passive				
Sitting – counter/desk				•
Sitting – vehicle			•	
Operating computer				•
Writing/reading				•
Manual Handling				
Bending / twisting Spine			•	
Working with one or both hands above shoulder height		•		
Lifting (5kg or under p/item)		•		
Lifting (5kg or over p/item)		•		
Requiring low/light application of force			•	
Requiring medium to high application of force		•		
Exerting force in an awkward posture		•		
Holding & supporting equipment			•	
Agility				
Squatting / kneeling				•
Looking up / looking down			•	
Reaching forwards or sideways			•	
Gripping or grabbing equipment			•	
Mobility				
Walking / standing - briefly				•
Walking / standing - extended				•
Walking on uneven ground			•	
Climbing steps/stairs				•
Navigating uneven terrain			•	
Climbing ladders	•			
Driving – passenger vehicle	•			
Driving – light commercial (regular driver's license)	•			
Driving – bus (endorsed license)	•			
Driving – machinery/heavy commercial	•			

	Unlikely	Possible	Occasionally	Regularly
Sensory				
Hearing – face to face / telephone conversations				•
Hearing – working with loud machinery	•			
Visual – read printed material, signage				•
Visual – computer screen, electronic signs				•
Visual – driving				•
Visual – watching with vigilance (e.g. school traffic control)			•	
Emotional				
Dealing with complex stakeholders			•	
Supporting dependent persons			•	
Dealing with conflict			•	
Managing complex personal situations			•	
Providing empathy			•	
Work Environment				
Outdoor – exposed to elements, plant & equipment		•		
Confined spaces	•			
Working alone			•	
Working at heights (greater than 2m)	•			
Exposure to extensive dust	•			
Pollen (or other allergens)		•		
Exposure to polluted odours and/or chemicals	•			
Personal waste	•			