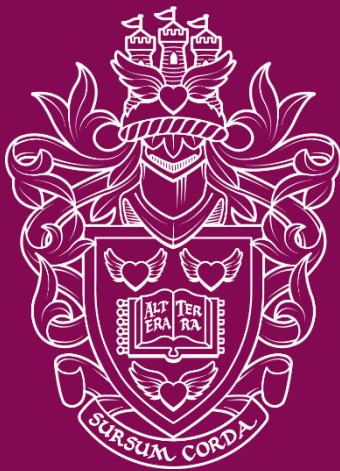




Position Description

Head of Individual Needs



About Haileybury

Since 1892, when our doors first opened with five staff and 17 students in attendance, Haileybury has been a centre of continual development: learning, teaching and location have all undergone transformative change on our path to become the School we are today.

The School has enrolments exceeding 7,000 across its campuses and operations in Berwick, Brighton, Keysborough, Melbourne City, Haileybury Pangea, Darwin (Northern Territory) and across South East Asia in China, Vietnam, Timor-Leste, Vanuatu and Indonesia.

Haileybury has been endorsed as one of Australia's best schools with multiple awards from the Australian Education Awards, including Australian School of the Year, Primary School of the Year and Principal of the Year. In 2025 Haileybury was ranked by NewsCorp Media as the number one coeducational school in Australia. Based on national testing results Haileybury has also been ranked as the number one primary school in Victoria and the number two secondary school.

At Haileybury we use the motto that 'Every student matters every day' and this resonates through everything that we do, both in and out of the classroom.

Discover more: www.haileybury.com.au

Working with us

Haileybury is proudly non-selective when it comes to the students who look to join our outstanding school. We believe in the potential of every child to achieve and contribute.

However, we are by contrast, very selective of staff who wish to work with us, whether they will be guiding our young learners or helping to keep the School operating efficiently and successfully through our Corporate Services department.

Those who join us are passionate about the delivery of innovative academic, co-curricular and pastoral programs that challenge and inspire our students and make a difference in their lives.

As a school we value the linguistic and cultural diversity of our staff and students. Staff are encouraged to contribute experience they may have of working with children from a culturally and/or linguistically diverse background.

Our vision

To be recognised as a great world school.



Our mission

To deliver an exceptional educational experience that fosters the growth of each student through leading teaching and learning programs, a wide array of opportunities, within a culture of high expectations, empowering students to excel.

Our Magenta Principles

Everything that we do is centred around our Magenta principles, striving for and achieving more than expected. Our principles support and shape this in our daily work:

- Every student matters every day
- Every staff member matters every day
- Effective practices support sustainability
- One inclusive community



Position details

Position title	Head of Individual Needs (Prep-Year 12)
Campus location	Berwick Campus
Reports to	Director of Individual Needs
Manages others	Learning Support Assistants
Salary range	Competitive Salary (Full Time FTE) + 12% super

Responsibilities

The primary role of the Head of Individual Needs is to work collaboratively with the Individual Needs Team to actively support the learning needs of students from Prep– Year 12.

The Head of Individual Needs is required to:

- Make use of data to identify students requiring Individual Education Plans and provide professional guidance and advice to staff regarding how to set goals for these students. Regularly monitor and ensure IEPs are up to date.
- Identify students, and help staff to identify students, with individual needs and coordinate the campus screening testing, collection and analysis of data in accordance with Haileybury's screening test program.
- Engage in planning and resource management to advocate for students with disability funding allocation.
- Work closely with the Haileybury Psychologists to ensure that all students who require assessment and/or on-going psychological support are managed and provided for.
- Organise referrals to and coordination of specialist providers such as speech pathologists, physiotherapists, external psychologists, Teacher of Deaf, Occupational Therapists, Behavioural Optometrists, etc.
- Work with the relevant staff to plan and manage Program Support Meetings (PSGs).
- Attend campus-based Pastoral Care Meetings, provide briefings regarding students with special needs and disabilities, suggest appropriate curriculum modification/ differentiation etc.
- Attend admission interviews with potential future students who have declared an additional need and provide information as to the supports offered by the Individual Needs Department.
- Provide mentoring and assistance to support staff in their planning and implementation of appropriate strategies that cater for specific individual needs of students, including classroom visitations to support staff and provide expert advice.
- Work with the Director of Individual Learning Needs to provide clear communication to all staff regarding modifications to assessment situations, expectations and modified pathways of specific students and monitoring progress of students.
- Oversee the Internal and Special Provisions of students with Individual Needs in collaboration with the Director of Individual Needs.



- Keep accurate and detailed records of all students with a learning difficulty or diagnosed learning need, ensuring constant monitoring of cases and manage and upload data to Synergetic, including testing and assessment data, Individual Learning Plans and Program Support Group note.
- Attend regular cross-campus meetings and collaborate with others in the Individual Needs Team.
- The incumbent will engage with the school community and participate fully in a range of events and activities.
- Advise on and contribute to the professional development of staff.
- Attend appropriate training and professional development to ensure advice and practice is up-to-date and to provide feedback to colleagues.

While the primary responsibilities of the position are articulated, it is expected that the incumbent will engage with the School community and participate fully in a range of events and activities.

Key selection criteria

Required

- Previous experience in the Individual Needs field
- Recognise and respect diversity and work effectively, appropriately and ethically with stakeholders.
- Work constructively and collaboratively in a team.
- Capacity to build strong working relationships with stakeholders, including parents, academic and wellbeing staff.
- Strong administration, organisational and data entry skills
- Experience of working with children from a culturally and/or linguistically diverse background.

Personal qualities

- Desire to be collaborative and work as part of a team
- Highly organised with a 'can do' attitude to projects.
- An ability to multi-task and manage multiple projects and stakeholders.
- Ability to stay calm and focused under pressure.
- Enthusiastic and conscientious.

Academic Qualifications

- VIT Teacher registration
- Teaching degree and relevant post graduate qualification in Special Education



Inherent qualities

Cognitive demands

- Ability to work with individuals and groups of staff and to handle multiple (sometimes competing) demands from them and from colleagues in a semi-structured environment.
- Ability to carry out high-level responsibilities, and effectively interact and communicate with students.
- Ability to make high-level decisions and/or be involved in high-level decision making.
- Ability to be resilient when dealing with staff and students.

Physical demands

- Ability to sit at a desk or computer terminal for long periods which could lead to headaches or eyestrain.
- Ability to lift/carry parcels of up to 5 kgs for short distances.

Environmental demands

- Ability to work in environments of variable noise levels, temperatures and weather conditions
- Ability to assess whether Personal Protective Equipment (PPE) is required for particular activities and wear as appropriate.

General information

- All staff who do not hold VIT and or TRB will need to hold a current Working With Children Clearance and or ORCA, as well as a Nationally Coordinated Criminal History Check Certificate (NCCHC).
- All staff are recommended to be fully vaccinated against Covid-19 and any other viruses where possible.
- All staff are expected to support the vision and ethos of the School.
- Haileybury promotes the safety and well-being of children from culturally and/or linguistically diverse backgrounds.
- Standard working hours are based on required and agreed requirements of the role and will generally, be worked between the hours of 8.00am to 6.00pm, Monday to Friday. This position requires flexibility to operate outside the standard hours when the situation requires.
- Staff must ensure that all decisions, pertaining to their role at Haileybury, are made in line with legislation and Haileybury's Policies and Procedures as set out in the Staff Manual.

Commitment to child safety

Haileybury is a child safe organisation which welcomes all children, young people and their families. Haileybury is committed to the safety and wellbeing of all children, including those under the care and supervision of the school. The school recognises the importance of, and its responsibility for, ensuring a safe and supportive environment which respects the rights of children and fosters their enrichment and wellbeing.



Haileybury's approach to creating and maintaining a child safe environment is guided by the core belief that every student matters every day. The school's mission 'to develop high-achieving students who are connected globally, to each other and to the communities in which they live and serve, can only be achieved if its students are safe, feel safe and are empowered to participate in decisions which affect their lives.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, processes and codes are inclusive of the needs of all children and students including Aboriginal students and their families.

Haileybury has zero tolerance for child abuse in any form and takes proactive steps to identify and manage any risks of harm to students in our school environments. When child safety or wellbeing concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

We promote respectful relationships between students and adults, and between students and their peers. These relationships are based on respect, honesty, kindness, trust and empathy.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer or asexual (LGBTIQA+) and other students experiencing risk or vulnerability.

Haileybury's robust human resources, recruitment and vetting practices are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out Working with Children, police records and reference checks to ensure that we are recruiting the right people.

Applicants must familiarise themselves with Haileybury's Code of Conduct and our Staff Students Professional Boundaries Policy available on our website.

Further information

Further information about this position is available from peopleandculture@haileybury.com.au

This position description was updated by: People & Culture 15th June, 2026.