



Learning Leader: English as an Additional Language

Reports to:	Director of Learning and Growth: Learning Diversity
POL Level	3
Time Allowance:	10 periods, per cycle (0.21)
Tenure:	2025 - 2027

Thomas Carr College is a dynamic Catholic learning community guided by our Gospel values. Our Catholic faith has a vital role to fulfil in the education of our students; it is at the very core of our purpose and identity. Each Thomas Carr College staff member bears witness to these values in their interactions with staff, students, families and the community.

This role description is written in light of the Mission and Vision Statements of the College. Our community is characterised by a strong set of values that underpin the way we live. We enact those values by respecting and honouring our collective heritage while looking with imagination to the future. All dimensions of life at the College, including the work of the Learning Leader: English as an Additional Language, are aimed at supporting the growing, learning person: the young people whom the College serves.

All leaders at the College accept responsibility for working with staff teams, through collaborative leadership for growth, in the development of a positive school climate supporting high expectations and high levels of success for all students.

COMMITMENT TO FAITH

All positions at Thomas Carr College are based on the Christian model of servant leadership exemplified by Jesus Christ and given witness to by our founder Archbishop Thomas Carr. It is expected of all employed at Thomas Carr College that they:

- Accept and model the Catholic educational philosophy of the school.
- Develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work by their teaching and other work and by personal example, striving to help students to understand, accept and appreciate Catholic teaching and values.
- Comply with the accreditation policy of the CECV to teach in a Catholic school.

THOMAS CARR IS A CHILD SAFE SCHOOL

Thomas Carr College holds the care, safety and wellbeing of its students to be at the core of all we do. The College is resolutely committed to ensuring that all staff of the College act in a manner that promotes the inherent dignity of each of our young people and their fundamental right to be respected and nurtured in a safe school environment. This commitment includes regular and appropriate learning opportunities in relation to child safety and young people's protection and wellbeing.

We also commit to listening to, and taking seriously, all concerns voiced by students, staff, parents and caregivers, volunteers, contractors and clergy. We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.



OVERVIEW

Reporting to the Director of Learning and Growth: Learning Diversity, the Learning Area Leader: EAL is responsible for all matters directly related to supporting EAL Learners at the College and catering for their language and literacy development through a long-term, shared, school community commitment. This means that EAL Learners and their families are acknowledged, consulted and provided access to the College curriculum and programs.

KEY RESPONSIBILITIES

- Actively support the College's Mission and Vision Statement.
- Establish a documented process to identify EAL Learners at enrolment and progression through the EAL Pathway.
- Liaise with the College registrar to maintain an accurate register of EAL Learners at the College.
- Developing connections with families of EAL students and conducting Language and Learning Interviews and other assessments in order to track student progression.
- At enrolment, place EAL Learners on the EAL Pathway and supporting teachers to track and report progress.
- Ensure EAL information is accessible to teachers through SIMON.
- Create adjusted curriculum, learning activities, assessments and resources aligned to the EAL F-10 Curriculum.
- Facilitate professional learning for teachers into the adjusted curriculum for EAL.
- Ensure the adjusted curriculum is differentiated to meet the students' stage of learning on the EAL pathway.
- Observe classes of EAL Learners to assist teachers in measuring progress through the EAL Pathway.
- Provide feedback to teachers on their instructional practice in meeting the needs of EAL Learners.
- Plan and implement an adjusted VCE Units 1&2 English Curriculum to mirror the "structure" of the VCE EAL Units 3&4 Study Design for EAL Learners who will subsequently enroll in Units 3&4 EAL.
- Facilitate professional learning for Units 1&2 English teachers into the adjusted curriculum.
- Deliver the additional requirements of the VCE Units 3&4 EAL Curriculum to EAL Learners in parallel.
- Assist the Director of Learning and Growth: Progression and Director of Learning and Growth: Curriculum in the implementation of the College's Assessment and Reporting policy and procedures for EAL.
- Support the Learning Area Leaders to develop authentic formative assessments at Year 7 to 10, and Key Learning Tasks at Year 11 and 12, for EAL students.
- Support the Learning Area Leaders to develop robust summative assessments at Year 7 to 10, and School Assessed Coursework at Year 11 and 12, for EAL students.
- Work with teachers of the Learning Area to provide differentiated teaching and learning for all EAL students.
- Liaise with members of the Learning Diversity Team to provide advice and assist in individual learning pathways for funded and non-funded students.
- Facilitate the review of assessment practices and processes including the use of data to inform teaching and assessment practices in the delivery of all curriculum for EAL students.



- Work the Learning Area in consultation with the Director of Learning and Growth: Progression to develop and facilitate material required for examinations.
- Work in cooperation with the Director of Learning and Growth: Progression and other key staff in the implementation of the Year 7 to 10 and VCE/VM Academic Intervention Process.
- Co-ordinate the collation of data and other achievements to promote student participation and achievement within the responsibility of the EAL portfolio.
- Participate in the College's coaching and observation programs.
- Mentor and support teachers in the delivery of the EAL curriculum.
- Support new staff and beginning teachers regarding assessment and reporting, and other learning and teaching requirements for EAL.
- Be an active and visible presence in the learning environment in support of teachers and educational support staff in EAL best-practice.
- Facilitate regular professional learning and staff workshops for teachers and support staff of EAL.
- As required, assist with the appointment of staff.
- Support the work of the Deputy Principal: Learning and Teaching and other key staff to provide the necessary subject information to assist with the development of the College's Timetable including staff loads.
- Actively promote EAL at College events such as College Open Days and Expo, as required.
- Contribute to a performance and development culture by supporting senior leadership in the Professional Learning Communities (PLC) structure, with a focus on developing collective teacher efficacy and action research into College-wide pedagogical practice.
- Model collaborative and empathic leadership.
- Manage the budgets within the allocated portfolio responsibilities of this role.

TEAM ENGAGEMENT:

- Member of the Learning Leadership Team
- Member of the Classroom Improvement Team

Through mutual agreement some variation in the specified responsibilities may take place during the term of appointment as a part of a normal process of ongoing evaluation of the College's operations.

All employees at Thomas Carr College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004, the Equal Opportunity Act and CECV Commitment Statement to Child Safety.

ATTRIBUTES

1. A firm belief in and commitment to the Mission and Vision of the College and an ability to articulate and promote these.
2. Demonstrated ability to work in a collaborative environment skilled at developing sustained relationships with staff, students and parents.
3. A clear vision for learning and teaching based on contemporary educational thought and practice.
4. Demonstrated ability to develop and lead within a learning environment that enables the pursuit of excellence, including planning, implementation and evaluation.
5. Proven commitment to ongoing growth as a leader and teacher.
6. Demonstrated excellence in the use of digital technologies in an educational setting.
7. Excellent communication, administrative and organisational skills.



QUALIFICATIONS

- Appropriate tertiary qualifications
- VIT Registration
- CECV Accreditation to Teach in a Catholic School (or working towards)

Thomas Carr College is an equal opportunity employer that promotes the safety, wellbeing and inclusion of all children.