



**WILDERNESS
SCHOOL**

ALWAYS True

HEAD OF EXTENDED CURRICULUM

Position Name	Head of Extended Curriculum
Commencement Date	January 2022
Status	12 month contract
Employment Fraction	0.40 FTE
Area of Appointment	Middle and Senior School
Position Reporting to	Director of Learning & Teaching Excellence
Immediate Colleagues	Teaching Staff

The School:

Wilderness School is a non-denominational girls school educating students from Early Learning Centre through to Year 12. Since 1884, Wilderness School has prepared girls to be adventurous, courageous, responsible and respectful learners and leaders. The legacy of our Founders, the Misses Brown, continues today and is a rich and integral part of our School culture.

Staff members at Wilderness School are required to uphold the Values and the reputation of the School and community. Staff members are expected to show a commitment to:

- Conducting their relationships with respect and kindness;
- Demonstrating high behavioural, moral, ethical and professional work standards;
- Working together to successfully manage change.

Wilderness teachers are highly competent, passionate and engaging in their practice. Staff aim to cultivate capabilities and dispositions to support each girl emerge as a connected and engaged learner, prepared to succeed in and contribute to a complex, rapidly changing world. Our staff are therefore responsible for implementing a world class curriculum that delivers opportunities for the maximum growth and achievement of all students.

Job Purpose:

To develop and deliver exceptional learning support programs for girls from R-12 with a broad range of specific learning and social-emotional needs. Through a range of collaborative and consultative processes, the Head of Extended Curriculum works in partnership with other staff to develop flexible and dynamic differentiated curriculum experiences which acknowledge that the responsibility for successful outcomes for all students is one which is shared by all members of our school community and is undertaken in accordance with the Mission, Vision, Values and the Strategic Priorities of Wilderness School.

Key Areas of Responsibility:

- Create a nurturing learning environment which is learner centered, supportive, cooperative and aligned with relevant curriculum policies, documents and practices.
- Collaboratively develop and implement quality curriculum programs and appropriate pedagogy; evaluate their effectiveness; assess and report student progress; and report these to students, parents and the community.
- Collaborate with, advise and guide staff in providing classroom programs and assistance for support and extension.
- Support academically advanced students including those with learning difficulties.
- Design and implement Individual Learning Programs (ILP), Adjustment Plans and or Learner Profiles for students where appropriate.
- Facilitate ILP's in collaboration with students, staff, parents and agencies outside of the School (including Speech pathologists, Occupational Therapists etc.)
- Administer screening and diagnostic tests to all students, or assist staff in this process.
- Support teaching staff to interpret diagnostic test results and make recommendations for adjustments to learning and teaching programs.
- Assist staff with the interpretation of psychological reports and their implications for classroom practice.
- Assist in the organisation and administration of Scholarship examinations.
- Administer a Special Needs database.
- Liaise with the Student Counsellor and SACE Coordinator to seek special provisions for students, where appropriate, from the SACE Board.
- Seek funding through Commonwealth / State Governments and AISSA avenues and disperse and reconcile a variety of Government grants.
- Be responsible for early intervention for students with Special Needs and the screening of all Junior Primary students.
- Use technology and be familiar with current software, which supports students' learning.
- Liaise with outside agencies relevant to student needs.

Qualifications, Skills and Experience:

Essential

Appropriate academic qualifications, suitable experience and a background relevant to the role, including maintaining a South Australian Teaching Registration Certificate with the Teacher's Registration Board SA.

- Proven capacity to operate in a respectful, collaborative, professional and confident manner.
- Experience and ability to plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers.
- Demonstrated capacity to use digital technology to enhance student learning outcomes.
- Proven capacity to foster independence, resilience and responsibility in students.
- Demonstrated excellence as a classroom practitioner.
- Outstanding written and oral communication skills coupled with high developed interpersonal skills, including the ability to relate effectively and build relationships with key stakeholders.
- Innovative practice, lateral thinking and use of initiative.
- Demonstrated commitment to own professional learning in order to continue to grow professionally.
- Demonstrated capacity to work in a collaborative manner with colleagues from across the School towards the improvement of student growth and achievement.
- Evidence of ethical behaviour in all professional duties.

Desirable Criteria

- Postgraduate qualifications in one or more areas related to special education, inclusive education and/or differentiation.
- Experience with NESAs applications and requirements for HSC Disability Provisions.

Personal Qualities

- Excellent interpersonal skills and demonstrated capacity to relate effectively to students, staff, parents and community members.
- Demonstrated capacity to motivate students and influence growth in student learning.
- Commitment to own professional learning and continuous improvement through collaborative work practises.
- Commitment to maximising the growth and achievement of all students.
- Openness to new ideas.
- Outstanding organisational skills, planning, analytical and strategic thinking capabilities.
- Personal sense of initiative, enthusiasm and high energy.
- Embrace and contribute positively to the ethos and values of the School.

The School reserves the right to modify and adjust position descriptions to meet its operational and strategic need.

The successful applicant will be required to undergo a Working With Children Check, Responding to Risks of Harm, Abuse and Neglect – Education and Care Training. In addition, the successful applicant will need to provide proof of a TGA Approved COVID-19 vaccination or medical exemption endorsed by the Chief Public Health Officer and adhere to the School's Child Protection Policy.

ACKNOWLEDGEMENT

I have received, reviewed and fully understand the position description. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name _____ Date _____

Employee Signature _____