



BRINDABELLA
CHRISTIAN COLLEGE

Head of Learning Enrichment Secondary



[Introduction to Brindabella Christian College, Canberra](#)

Vision Statement

The vision of Brindabella Christian College is to advance a community of Wisdom, Integrity, Service and Excellence in and through Christian Education.

Background

For over forty years Brindabella Christian College, formerly the O'Connor Christian School, has provided a holistic approach to education based on Christian values and beliefs.

Preparing young people in a changing world which can be volatile, uncertain, complex and ambiguous, demands that the significant adults in a young person's life lead and learn alongside them with purpose, compassion and humility. The College seeks to actively influence the lives of a greater number of young people. It believes that the most authentic way of achieving access to those students is via the offering of a high-quality, excellent education program. This is the core business of Brindabella Christian College.

The College supports Christian families, and those supportive of the Christian worldview, to raise their children in a safe and caring environment. The school aims to partner with parents in the education of their children, through a Christian education program, supported by Christian staff.

The College is a member of Christian Schools Australia, and the Association of Independent Schools, ACT.

Values

As a Christian school, we value – *Wisdom, Integrity, Service, and Excellence*

Mission

Our mission is to offer high quality Christian education where parents and staff partner together to make a difference in our students' lives, by helping them grow in wisdom, live life with integrity, be empowered to serve, and to cultivate an excellent spirit.

Immutable Tenets

An important component of the ethos of the College is a set of tenets which Brindabella Christian College holds as sacrosanct. These are central to the identity and tradition of the school and will not be compromised under any circumstance. These include:

- Christian education where God is present in the daily life and work of the College
- Upholding of traditional, conservative Biblical values
- Co-education from Early Learning to Year 12
- Service to others
- Non-selective entry school
- Individual focus on each student achieving their personal best
- Strong community connection.

Operational Philosophy of the School

The core work of Brindabella Christian College is to provide to students a high-quality education through a Christian worldview, from the infant developmental stage to the completion of the secondary years.

In order to achieve this, the College is aiming to regularly review and improve academic programs respond operationally to best meet emerging needs, conduct regular staff reviews to improve targeting of professional development for staff, maintain pastoral care for students, and employ high quality staff to support the teaching and Christian philosophies of Brindabella Christian College and its future growth.

Governance

Brindabella Christian College is governed by a Board of Directors. The Directors are responsible for setting the strategic view, the schools' policies, philosophy of the school and regulatory compliance.

The desire of the Board and the Principal is to appoint a Head of Learning Enrichment for the secondary school year levels who reports to the Deputy Principal and ultimately the Principal, for the provision of student support in the form of academic support and extension and positive student engagement, consistent with the College's strategic plan, vision, values, mission and tenets.

Faith Basis of Employment

Appointment to this position is conditional upon you having and retaining during the term of the appointment a firm personal belief consistent with the Statement of Faith attached to your letter of offer from the College. This is inclusive of an active commitment to and involvement with a Christian Church holding a doctrinal position consistent with the Statement of Faith, this being an essential condition and inherent requirement of your appointment and continuing employment.

Should you cease to have a firm personal belief consistent with the Statement of Faith or cease to maintain an active commitment to and involvement with an appropriate Christian Church you must inform the Principal and/or Board immediately. In such an event the College may terminate your employment opportunity summarily in accordance with the provisions outlined in your letter of appointment

Teaching Position – Head of Learning Enrichment

We seek an exceptional person to join our College as Head of Learning Enrichment for Years 7-12, with the possibility of including Years 5 and 6. The position is full-time from 2025.

Position Overview

The Head of Learning Enrichment is responsible for overseeing the development, implementation, and evaluation of the school's Learning Enrichment program, which includes learning support, academic extension, and assistance for students with special needs. This role ensures all students, regardless of ability, have the opportunity to thrive academically, socially, and spiritually within a supportive Christian environment. Additionally, the Head of Learning Enrichment will be responsible for ensuring compliance with the Nationally Consistent Collection of Data on School Students with Disability (NCCD) requirements, ensuring that the school meets appraisal, reporting, and accountability standards. This role involves working closely with teachers, support staff, parents, and external specialists to develop and maintain high-quality, individualized programs for students, aligned with the school's mission and values.

Key Responsibilities

1. *Learning Support and Extension Programs*
 - Develop and lead inclusive learning programs that support students needing additional assistance or academic extension.
 - Oversee individual learning plans (ILPs) and extension programs tailored to diverse student needs.
 - Provide ongoing support and resources to classroom teachers for effective differentiated instruction.
2. *Support for Students with Special Needs*
 - Coordinate support services for students with diverse learning needs, ensuring compliance with legislative and educational standards.
 - Liaise with external professionals (e.g., psychologists, speech therapists) to arrange assessments, interventions, and accommodations.
 - Engage with families to foster student success and address individual learning requirements.
3. *Staff Support and Training*
 - Offer coaching, resources, and professional development to teachers and support staff on inclusive practices, differentiated instruction, and special needs accommodations.
 - Collaborate with teachers to implement effective classroom strategies for supporting diverse learning needs.
4. *Program Development and Evaluation*
 - Continuously assess and improve learning enrichment programs based on best practices and emerging research.
 - Track and analyze student progress, evaluate the effectiveness of support strategies, and adapt programs as needed.
5. *NCCD Compliance and Accountability*

- Oversee the school’s compliance with the Nationally Consistent Collection of Data on School Students with Disability (NCCD) requirements.
 - **Explanation:** The NCCD is a mandatory annual data collection process in Australian schools that identifies and documents the adjustments made for students with disabilities to access and participate in education on the same basis as their peers. This process requires accurate reporting and documentation to ensure the school meets government standards for supporting students with additional needs.
 - Ensure accurate record-keeping, documentation, and reporting of student needs and adjustments according to NCCD guidelines.
 - Coordinate appraisal and accountability processes for NCCD compliance and provide updates to school leadership.
6. *Parent and Community Engagement*
- Communicate regularly with parents regarding their children’s progress and support plans, building positive, collaborative relationships.
 - Lead workshops and information sessions for parents on supporting diverse learners.
7. *Documentation and Reporting*
- Maintain confidential records of student support plans in compliance with school policies.
 - Prepare reports on wellbeing and learning support trends and provide program updates to school leadership.

Essential Selection Criteria

Applicants for this role should address the following key criteria within a two-page response:

1. *Qualifications and Experience*
 - Relevant tertiary qualifications in education, special education, or a related field.
 - Minimum of five years’ experience in teaching or student support roles, preferably in learning support or special education.
 - Experience in Christian education, with a commitment to integrating Christian values into educational practice.
2. *Specialist Knowledge and Skills*
 - Strong understanding of inclusive education practices, differentiation, and the needs of students requiring additional support or extension.
 - Familiarity with NCCD standards, including data collection, reporting requirements, and compliance processes for supporting students with disabilities.
3. *Program Development and Implementation*
 - Experience in designing, implementing, and evaluating learning enrichment or special education programs.
 - Skilled in developing and managing individualized learning plans and supporting staff with *necessary resources*.
4. *Excellent Communication and Interpersonal Skills*
 - Proven ability to work collaboratively with teachers, parents, and external specialists.
 - Strong communication skills, with experience in leading training and workshops for staff and parents.
5. *Commitment to Christian Values*
 - Strong personal commitment to Christian faith and values, with the ability to integrate these into educational practices.
 - Role model Christian values and foster a positive, inclusive environment for all students.
6. *Analytical and Organizational Skills*
 - Proficiency in maintaining detailed records and assessing student data.
 - Strong organizational skills, with the ability to balance multiple responsibilities and meet deadlines.

Each criterion should be addressed concisely with examples reflecting the applicant's suitability for supporting students’ pastoral and spiritual wellbeing within the Christian school community.

Desirable Criteria

- Postgraduate qualifications in special education, gifted education, or a related field.
- Familiarity with ACT legislation and frameworks for students with special needs.
- Experience with restorative practices and positive behavior support in school settings.

The Head of Learning Enrichment plays a key role in shaping an inclusive, supportive, and Christ-centred learning environment, ensuring that all students have the opportunity to achieve their full potential.

Role Responsibilities

The Head of Learning Enrichment is directly responsible to the Deputy Principal. Learning Enrichment teachers and educational assistants report to this position.

Teaching Duties

This position will have a 0.4 teaching load (variable based on student numbers). Teaching duties, including in areas of Learning enrichment and support, will be assigned by the Principal and will be stated in the employment contract.

Appraisal/Review Conditions

All teaching staff will undertake annual performance appraisals.

Faith Basis of Employment

- Demonstrated ability to ensure that the Biblical worldview is integrated into the curriculum and teaching based on the infallible Word of God
- Act consistently with the Christian content within the 'Faith Basis of Employment' and the 'Lifestyle Agreement and Intention to Continue' statements within the College letter of offer and the Multi-Enterprise Agreement (all documents are available from the College website)

Personal Skills and Attributes

Applicants for the role of Head of Learning Enrichment should demonstrate the following personal skills and attributes:

1. *Empathy and Compassion*
 - A caring and understanding approach towards students with diverse needs, with the ability to build trust and provide support that respects individual differences.
2. *Commitment to Christian Values*
 - Active participation in a Christian church community
 - A strong personal faith and commitment to Christian principles, with the ability to integrate these values into everyday interactions, fostering a positive spiritual environment within the school.
3. *Strong Communication Skills*
 - Excellent written and verbal communication skills, with the ability to engage clearly and positively with students, staff, and parents, as well as the confidence to present training and workshops.
4. *Collaborative Leadership*
 - Proven ability to work effectively as a team leader and team member, fostering collaboration and building positive relationships with colleagues across departments and with external professionals.
5. *Problem-Solving and Initiative*
 - Ability to think creatively and proactively to find solutions for diverse learning challenges, as well as to make informed decisions that support student wellbeing and academic success.
6. *Resilience and Adaptability*
 - A calm and resilient approach, able to handle complex situations with patience, and to adapt strategies to meet the evolving needs of students and the school community.
7. *Organizational and Time Management Skills*
 - Strong ability to manage multiple responsibilities efficiently, maintain accurate records, and meet deadlines in a busy school environment.
8. *Analytical and Reflective Thinking*
 - Strong analytical skills, with the ability to assess student needs, evaluate program effectiveness, and use data to drive continuous improvement in learning support and enrichment.
9. *Attention to Detail and Compliance*

- Detail-oriented with a strong commitment to ensuring compliance with all relevant standards, particularly in relation to NCCD requirements and the accurate documentation of adjustments and support plans.
10. *Passion for Inclusive Education*
- A genuine passion for supporting diverse learners, with a vision for fostering an inclusive school culture where all students are encouraged and empowered to reach their full potential.

These personal qualities are essential for supporting a caring, inclusive, and Christ-centred educational environment that aligns with the school's mission and values.

Terms of Appointment

The remuneration package includes an attractive annual salary commensurate with the applicant's qualifications and experience. Consideration will be given to special superannuation arrangements and salary packaging.

There will be regular performance-based on agreed criteria. These appointments are full-time and ongoing with a 6-month probationary period.

The College reserves the right to fill the position by invitation or to re-advertise the position.

Salary Range

Base: \$106,000 - \$124,000 (Base salary is related to years of teaching experience)

Position Responsibility Loading: up to \$20,000

Other Documents

Please note that the following documents are available on the College website for your reference:

1. Faith Basis of Employment Statement
2. Lifestyle Agreement and Intention to Continue Statement
3. Multi Enterprise Agreement

Applications

Applicants for the advertised teaching position at Brindabella Christian College are required to complete the teachers application form found on the [BCC website](#).

Specific Position Enquiries to:

Elliot Davis

Deputy Principal, Brindabella Christian College

Phone: +61 (2) 6190 7300

Or Email jobs@bcc.act.edu.au

Lodgment of Applications

Applications can be lodged electronically by email to:

Email to jobs@bcc.act.edu.au

Closing Date

Applications close on 6 December 2024. Applications will be reviewed and interviews will be held shortly after.

College Employment Interview Process Outline

The interview process for applicants seeking employment at the College is designed to ensure a fair, comprehensive evaluation while accommodating candidates from various locations, including interstate and overseas. The process aims to assess applicants' professional qualifications, alignment with the school's values, and suitability for the specific role.

1. Initial Application Review

- *Screening:* The hiring team reviews each application to ensure applicants meet the essential qualifications and experience for the role.
- *Shortlisting:* Candidates whose backgrounds align well with the position requirements are shortlisted and contacted regarding the next steps.

2. Preliminary Interview (Online or In-Person)

- *Format:* Shortlisted candidates are invited to a preliminary interview, typically conducted via video conference for remote applicants or in-person for local candidates.
- *Objectives:* This interview serves to assess:
 - The candidate's understanding of and alignment with the school's values and mission.
 - Key qualifications, experience, and skills relevant to the position.
 - Basic behavioral and situational responses to determine the candidate's approach to challenges they might encounter in the role.
- *Preparation:* Candidates are advised of the format and provided with general questions and topics to help them prepare.

3. Second Interview - Panel Interview

- *Format:* For interstate and overseas applicants, this interview is held online with a panel. Local candidates will need to attend in person.
- *Panel Composition:* Typically includes the Principal, Head of School, relevant department heads, and a representative from Human Resources.
- *Topics Covered:*
 - Teaching philosophy, classroom management strategies, and examples of past achievements.
 - Faith-based and ethical scenarios (for Christian schools) to evaluate the candidate's approach to integrating faith with education.
 - Specific situational questions tailored to the position.
- *Follow-up Questions:* This stage allows the panel to ask follow-up questions on the candidate's prior experience and responses given in the preliminary interview.
- *Interaction Assessment:* The panel will observe the candidate's interpersonal skills, clarity in communication, and potential cultural fit within the school community.

4. DISCRETIONARY STEP- Practical Component (Teaching Simulation or Project)

- *For Teaching Roles:* Candidates are asked to prepare and deliver a sample lesson (either recorded or live) to demonstrate their teaching style, classroom management, and engagement strategies. Overseas and interstate candidates may submit a video of the lesson or conduct it via a virtual classroom.
- *For Administrative Roles:* Candidates may be given a scenario-based project or case study to complete, which assesses their problem-solving abilities, decision-making skills, and alignment with the school's policies and mission.
- *Feedback:* The hiring team assesses the performance on various criteria and, where possible, provides feedback to the candidate.

5. Reference Checks and Verification

- *Reference Checks:* Contact the candidate's references to verify employment history, teaching or administrative skills, and overall fit for a faith-based school environment.
- *Additional Checks for Overseas Applicants:* For international applicants, additional verification (e.g., credential validation, background checks) may be required.

6. Final Interview (Optional)

- *Purpose:* For positions where a further in-depth conversation is needed, or when interviewing overseas candidates who may need to meet with additional senior staff.
- *Format:* Conducted online if the candidate is interstate or overseas.
- *Topics Covered:* Often focuses on logistics, expectations for relocation (if applicable), and clarification of any final questions from either the candidate or the school.

7. Offer and Onboarding

- *Offer Stage:* Successful candidates receive a formal offer, detailing the terms of employment, start date, and next steps.
- *Relocation Support:* If required, the school may assist with resources to support the relocation process for interstate or overseas hires.
- *Onboarding:* Once the offer is accepted, the candidate will be guided through the school's onboarding program to ensure a smooth transition into their new role.

Considerations for Overseas and Interstate Applicants:

- *Flexibility in Timing:* Time zone differences are accommodated in scheduling interviews.
- *Remote Participation:* All stages are accessible via online platforms to ensure remote applicants receive the same evaluation opportunities.
- *Relocation and Adjustment Support:* Where possible, the school may provide resources to help candidates and their families transition smoothly to their new community and role.

This interview process ensures that each candidate is evaluated thoroughly and fairly, regardless of location, while upholding the school's commitment to a supportive and professional hiring experience.