



ANNANDALE
CHRISTIAN
COLLEGE

the Way, the Truth, the Life

Life & Learning through Christ

LEARNING SUPPORT CO-ORDINATOR

ROLE DESCRIPTION

VERSION: 01.09.2025

TITLE: Learning Support Co-ordinator

APPOINTED BY: Principal / CEO

RESPONSIBLE TO: Principal

TEAM LEADER: Principal

Role: To assist students and teachers in the College to achieve the College Vision and Mission Statements:

Vision

*To be a college that celebrates life and learning
through Christ-centred Education.*

Mission

*To provide quality, Christ-centred education
through a partnership of parents, teachers and students
which recognises the Lordship of Christ
and the integrity of the Scriptures.*

A. ROLE SUMMARY:

The **Learning Support Coordinator (Prep–Year 12)** provides leadership and coordination of the College’s learning support and inclusion programs. This role ensures that students with diverse needs — including those with disabilities, additional learning needs, or requiring extension and enrichment — are supported to achieve their potential.

The Learning Support Coordinator works collaboratively with teachers, support staff, parents, and external specialists to develop and deliver effective, evidence-based practices that foster inclusion within a Christ-centred learning environment. The role is responsible for the oversight of the Learning Support team including learning support teachers, EAL/D teacher and teaching assistants.

B. LINES OF MANAGEMENT:

All staff members of Annandale Christian College are responsible to the Principal through an appropriate line of management. The Learning Support Co-ordinator reports to the Principal and is responsible for the functions specified in this document.

C. RESPONSIBILITIES AND DUTIES

Note: This role description outlines the key duties and attributes of the position but is not exhaustive. Duties may be amended in consultation with the Principal to meet the evolving needs of the College.

1. Leadership and Coordination

- Lead the development, implementation, and evaluation of P–12 learning support and inclusion programs.
- Manage the Learning Support Team, including learning support teachers, EAL/D teacher and teaching assistants, ensuring clarity of roles, collaborative practice, and professional growth.
- Oversee identification, assessment, and case management of students with diverse learning needs across the College.
- Provide strategic advice to the Principal and Executive on matters relating to inclusion, support programs, and compliance.

2. Teaching and Learning

- Oversee classroom support for teachers in planning, implementing, and reviewing differentiated and inclusive teaching practices.
- Develop and oversee student support plans.
- Monitor and report on student progress, ensuring adjustments are effective and evidence-based.
- Collaborate with curriculum and classroom teachers to implement targeted interventions and enrichment opportunities.

3. Compliance and Administration

- Ensure College compliance with Disability Standards for Education and other relevant legislation.
- Manage NCCD (Nationally Consistent Collection of Data) processes, including staff training, evidence collection, and reporting.
- Maintain accurate records of student learning needs, adjustments, and communications with families.
- Liaise with external agencies, therapists, and specialists to support student learning pathways.

- Ensure all compliance requirements (NCCD, QCAA, AARA, QCIA) are met through accurate documentation, timely reporting, and adherence to processes.
- Oversee the development, implementation, and monitoring of student support plans, including for students in Out of Home Care.
- Provide leadership and guidance to teachers in meeting their responsibilities under NCCD and QCAA frameworks.
- Coordinate pathways and curriculum planning for students undertaking QCIA, ensuring appropriate goals, portfolios, and submissions.
- Supervise participation in student support and case management processes, ensuring effective collaboration with staff and external stakeholders.
- Monitor administrative and reporting tasks to ensure efficiency, accuracy, and timeliness.
- Uphold and promote compliance with student protection requirements.

4. Community and Culture

- Communicate effectively with parents and carers, fostering trust and partnership in support of student learning.
- Promote an inclusive school culture that reflects the College's Christian values.
- Actively contribute to the spiritual and community life of the College.

5. Other

- Undertake additional tasks in line with incumbents skill set and experience as directed by the Principal.

D. PERSONAL AND PROFESSIONAL QUALITIES

- A committed Christian, actively involved in a local church, who affirms the College's Statement of Christian Beliefs.
- Passionate about enabling students to reach their God-given potential.
- Collaborative, flexible, and supportive in working with staff, families, and students.
- Professional, approachable, and able to manage multiple responsibilities.
- Strong leadership and mentoring skills with the ability to build capacity in others.
- Excellent organisational, administrative, and data management skills.
- Highly developed interpersonal and communication skills to engage effectively with staff, students, families, and external professionals.
- Strong conflict resolution and negotiation skills that allow the applicant to engage positively with students, colleagues, parents and the wider community in a variety of contexts and situations.
- Awareness of one's own particular gifts or talents and an ability to mobilise these personal assets for the benefit of learners, colleagues and the community.

E. QUALIFICATIONS AND EXPERIENCE

- Current registration (or eligibility) with the Queensland College of Teachers (QCT).
- Postgraduate qualifications in Special Education, Inclusive Education, or a related field (highly desirable).
- Demonstrated knowledge of inclusive education, neurodiversity, differentiation, and disability standards.
- Demonstrated experience in inclusive education and supporting students with diverse needs in a P–12 school context.
- Proven success in coordinating programs, teams, and case management processes.
- Knowledge of best practice in differentiated instruction, literacy and numeracy support, and enrichment/extension programs.

- Understanding of NCCD, AARA, QCIA, and the Disability Standards for Education.
- Knowledge of the Australian Curriculum, QCAA processes, and NCCD requirements.
- Experience in developing and reviewing learning and enrichment plans.
- Skilled in collaboratively planning and documenting adjustments.
- Demonstrated capacity to use and implement Learning Technologies to enhance student learning.

F. RESPONSIBILITIES FOR ALL STAFF

Occupational Health and Safety Obligations

- Know the procedures for dealing with issues of an emergency nature.
- Assist the College Executive team in identifying hazards in the workplace.
- Assist with the assessment of risks associated with identified hazards.
- Participate in the development and review of risk assessment management procedures.
- Ensure that, by the employee's individual actions, omissions, or negligence, they do not place themselves or other persons at risk of harm or ill- health in the workplace.
- Follow risk management procedures when undertaking tasks and projects.
- Follow the reasonable direction of supervisors.
- Not interfere with, or misuse, any device or equipment that has been provided as part of a risk management measure.
- Report as soon as practicable and without delay to supervisors any matter that relates to hazard identification or risk assessment that affects the College's capacity to ensure a safe and healthy workplace.
- Report as soon as practicable and without delay to supervisors any adopted matter that indicates that the risk management procedures are inadequate to control a risk.
- Report as soon as practicable and without delay to supervisors any incidents or near misses that relate to occupational health and safety.
- If requested, respond, and render assistance to any person who is working in the College who is suffering injury or illness.

Policies and Procedures

- Be familiar with and comply with all College Policies, Procedures and instructions as provided in various handbooks and Canvas courses.

Child Protection

- All suspected cases of Child Abuse are immediately reported as per the College's Child Protection Policy and Procedures.

G. VALIDATION

I, _____, understand the requirements, essential functions, and duties of my role/ position at ACC as outlined in this role description.

Employee Signature: _____

Date: ____ / ____ / ____

Principal Signature: _____

Date: ____ / ____ / ____

Purpose:	This position description and role/ responsibilities statement is used to clarify and make explicit the position of Learning Support Co-ordinator.	
Scope:	For Annandale Christian College's Board, Officers, employees and students and parents.	
Version	1.0 September, 2025	
Status:	Current	Supersedes: N/A
Authorised by:	Principal	Date of Authorisation: 01/09/2025
References:		
Review Date:	Every year	Next Review Date: September 2026