

Student Support Leader (ELC - Year 10)

Application Package



Applications Close: Thursday 20 August 2026 at 9.00am

General Information

Catholic Education Tasmania (CET) is a community of thirty-eight schools and colleges serving around 17,000 students and their families across Tasmania supported by the Tasmanian Catholic Education Office (TCEO).

The Archdiocese of Hobart covers the State of Tasmania. The Archbishop of Hobart authorises the existence of all Catholic Education institutes in Tasmania.

Under the governance of the Catholic Education Commission of Tasmania (CECT), Tasmanian Catholic Education Office (TCEO) is responsible for the oversight, funding and coordination of 38 Archdiocesan schools and three TCEO offices.

The Archbishop delegates responsibility to other key bodies including the Catholic Education Commission Tasmania (CECT), the CET Executive Director, School Boards and other groups that support Catholic schools.

Employees are to be familiar with, have an understanding of and uphold the implementation of the Archbishop's Charter for Catholic Schools.

The TCEO, established in 1959, is the central administrative and co-ordinating body for the multi-faceted and diverse mission of Catholic education in Tasmania. One of its prime functions, under the CET Executive Director, is to co-ordinate the provision of Catholic education at all levels and to communicate and negotiate with appropriate authorities on behalf of all Catholic schools in Tasmania.

Some key documents include:

- The Archbishop's Charter for Catholic Schools
- The Tasmania Catholic Education Single Enterprise Agreement 2024
- CECT Constitution
- CECT Policies
- School Policies

For further information click the following link to access the CET website:

<http://catholic.tas.edu.au/>

Mount Carmel College is an Early Learning Centre - Year 10 Catholic girls school located in Sandy Bay, Hobart, just a few minutes from the city centre.

The College has a rich history, beginning when Mount Carmel Primary School was founded in 1942 by the Sisters of Charity in View Street, Hobart. In 1947, it relocated to its current site, merging in 1957 with St Joseph's College (founded in 1847) to become Mount Carmel College as a Kindergarten to Year 12 school in the Catholic tradition. Today, in what has been reshaped as a Kindergarten - Year 10 College offering a vibrant learning community, we are committed to the development of the whole person: spiritual, academic, social-emotional and physical.

At Mount Carmel College we strive to ensure that our students are nurtured, challenged and cared for. Individuals are encouraged to develop their potential, live their faith and contribute to shaping a socially just society with courage, confidence and integrity. Our goal, working in partnership with parents, is to support our students' educational journey, inspiring them to flourish, to celebrate their many talents and to become advocates of peace and justice.

Generations of young people have had their lives, values and characters shaped through their experience of participating in the life of the College community. We work actively to continue the Charity ethos and traditions in the 21st Century through our commitment to first class learning programs, quality pastoral care, religious education and social justice programs which inspire our students to grow in independence. The students who attend this College inherit the rich tradition of the Church and the legacy of the Sisters of Charity. Our goal is that they learn to actively participate in shaping their world.

Situated in Sandy Bay, Hobart, Mount Carmel's beautiful setting and outstanding facilities provide an inspiring environment for all students. The College enrolls girls from Kindergarten to Year 10, and supports girls to take intellectual risks and to focus on excellence in achievement. The size of our College, approximately 550 students, is a significant factor in its success. It is just the right size to enable a strong sense of belonging. We understand that girls will thrive in a learning environment where they are known, valued and affirmed.

What makes our College unique is our community of people, our dedication to excellence and our focus on student wellbeing. Our College's commitment to "nurture, challenge and care" is seen in action every single day. Working in close relationships with our families, we enable each student to develop the skills for life-long learning: creative and flexible thinking, resilience, empathy, generosity of spirit and an understanding of their spirituality. Our students are encouraged to identify and pursue academic excellence and to actively partake in sporting endeavours, cultural pursuits and social justice initiatives. Our commitment as educators is to walk with our students on their learning and faith journey, encouraging the students in our care to achieve their full potential. We are constantly challenged to consider new ways to improve our practice in the pursuit of excellence.

We are extremely proud of the College's comprehensive curriculum, excellent facilities and resources, learning support programs, dedicated teaching and support staff, co-curricular activities, pastoral care structures and social justice initiatives. As a community we are committed to ensuring that our students experience a faith-filled education where their talents and efforts are acknowledged, where they are supported to achieve excellence and where they are nurtured to flourish as individuals. The success of the College is due to the hard work and dedication of many people - staff, families, students, and community members - all of whom give life to our mission as a Catholic school in the Charity tradition. It has been characterised by a strengthening of spirituality and of the learning culture in the College.

Position Title:	Student Support Leader (ELC - Year 10)
Line Managers:	Director of Curriculum & Pedagogy Director of Primary
Classification:	Position of Leadership (POL) Secondary - 2 points
Subject Responsibilities:	Literacy and Numeracy Intervention Groups Teacher Assistant subject allocations

DIMENSIONS OF POSITION:

The Student Support Leader is responsible for ensuring all students have equity of opportunity to access the curriculum and to ensure that all students are supported to achieve their full capability:

- Support teachers and support staff to provide adjusted and differentiated curriculum for students with additional learning needs.
- To fulfill any external accountability responsibilities.

The Student Support Leader is required to assist with the identification, assessment and management of students outlined within this document and to provide support for students and staff.

The Student Support Leader manages the Student Support Unit and staff, working in close collaboration with the following personnel: Student Support Coordinators, Heads of Departments, Teacher Assistants, Numeracy and Literacy Lead Teacher, Extended Learning Key Teachers, and Key Teachers for First Nation students.

Responsibilities:

Student Identification

- Coordinate the referral process (S.I.T) and support teachers in their role of identifying students with additional needs.
- Coordinate testing process, seek written permission and delegate case management for students in the referral process.
- Gather evidence, seek permissions and complete CET applications for special consideration assessments.
- Review enrolment applications for students with additional needs, coordinate followup to gain insight into specific needs.
- Work Collaboratively with the Early Years Coordinator to conduct Speech and Articulation screeners, complete CET work orders, communicate with parents and liaise with external specialists for Early Intervention Speech Assessment and diagnosis of DLDs.
- Meet regularly with the College Psychologist to keep abreast of student testing progress and discuss feedback from assessments and parent meetings.

Student Support

- The Student Support Leader will coordinate specific learning programs with the assistance of the Student Support Coordinators designed for students with additional needs, as appropriate to student needs. These programs might include, but not necessarily be limited to, targeted intervention, speech program intervention, literacy and numeracy intervention programs, So Safe programs, life skill programs, in-class support, targeted withdrawal etc.
- Work collaboratively with the Literacy Leader to coordinate the best utilisation of student support resources. At the beginning of each year Literacy Leader and Student Support Leader define [roles and responsibilities](#) in the P-10 Literacy Intervention space.
- Work collaboratively with the First Nations Key Teachers to best utilise student support resources.
- Work collaboratively with the Extended Learning Key Teachers to best utilise student support resources.

- Coordinate in liaison with teachers and other key stakeholders the:
 - Learning Plans;
 - Wellbeing strategies to support student learning;
 - Transition programs;
 - Small group and individualised education intervention programs;
 - Student Intervention Team (SIT) referrals (as required);
 - NCCD evidence and documentation.
 - Maintenance of current documentation and databases.
 - Support staff in the development, evaluation and updating of Learning Plans.
 - Support of Department Leaders and teachers in making adjustments that enable student inclusion and equity.
 - Support staff in the development of narrative reports as required.
 - Education of teachers and support staff, through staff professional development and meetings, LPs, narrative reporting, NCCD and other relevant documentation and processes.
 - Oversee the support of students with adjustments during assessments (examinations) and external testing (NAPLAN and PAT).
- Provide input into Learning Plans where specialist reports need to be interpreted and articulated in the Learning Plan context
- Manage programs for extensive needs students when required.
- Provide oversight for any elective subjects that fall within the student support area.
- Provide input into the curriculum planning for supported classes.

Administration

- Attend Wellbeing Team meetings and Heads of Department meetings where appropriate to advocate inclusion and equity for all students.
- Coordinate and oversee regular scheduled meetings, preparing and distributing an agenda in advance and ensuring minutes are published and displayed in a timely fashion. Relevant staff to be included in meetings: Student Support Coordinators, Teacher Assistants, School Psychologist and Extended Learning Key Teachers.
- Prepare documentation, complete applications and uploading of reports related to equity students (funding, NCCD, transition, LPs, guidelines for narrative reporting, interviews).
- Provide advice and input to the Timetabler into the creation and management of Teacher Assistant timetables and intervention program scheduling and review allocation when required.
- Provide advice/priority tree to Daily Organiser when Teacher Assistant schedules need to be altered due to staff absence or school events.
- Direct and oversee the work of other personnel appropriate to the department (e.g. Student Support Coordinators and Teacher Assistants)
- Prepare an annual budget and control expenditure within the department.
- Liaise with Administration staff regarding Student Support admin tasks.
- Oversight of programs and regular meetings with key teachers
- Undertake performance management conversations with staff.

Staffing

- Involvement in the shortlisting and interviewing of departmental staff;
- Ensure that staff members engage in appropriate professional development to keep them abreast of current developments and best practice in their subjects and reflects the College's Strategic Plan;
- Assist with the ongoing induction and mentoring of new staff;
- Monitor, provide advice and assistance in the area of classroom management to teachers and teacher assistants within the department;
- Be pastorally aware of the needs of staff in respective department;
- Undertake conversations with staff in respect to performance;

Role Relationships

Internal

Student Support Department (Coordinators, Teacher Assistants,
Psychologist, Extended Learning Key Teachers)
Curriculum Team
Wellbeing Team
Director of Curriculum and Pedagogy
Principal and Deputy Principal
Director of Primary
EAL/D Key Teacher
First Nations Key Teacher
Literacy Leader
Students

External

Parents
Education Officer CET
CET Networks
External bodies such as NDIS providers and specialist services

Catholic Education Tasmania Requirement

- You will promote and support the achievement of our mission
- You are required to exercise the principles of collegiality and subsidiarity in the promotion of shared ministry and teamwork within the school community and archdiocesan system
- You must take reasonable care of your own health and safety and that of other people, including people working under your supervision or direction who may be affected by your acts or omissions at the workplace, and be aware of and apply Work Health and Safety (WHS) Officer due diligence criteria in accordance with Section 27 of WHS Act 2012 (TAS)
- You have a duty of care to protect and preserve the safety of children and students and must always act in the best interests of them in accordance with the Tasmanian Catholic Education Commission's (TCEC) Child Safe Organisation Policy

Key Selection Criteria

Personal Capabilities

- Demonstrated ability to work within an educational vision that incorporates Catholic beliefs and values into all facets of school life and learning
- Experience building engagement across a school community
- Demonstrated ability to work within an educational vision that incorporates Catholic beliefs and values into all facets of school life and learning
- Coalition builder who creates an inclusive environment that is conducive to sincere and open communication
- Excellent oral and written communication skills
- Collaborative leader with an accessible and approachable style
- Demonstrated ability to listen to concerns and resolve conflicts constructively
- Demonstrated commitment to ongoing professional growth for self and others
- Ability to develop staff and build leadership capacity
- Ability to create and maintain a supportive and safe learning environment.
- Ability to assess, provide feedback and report on student learning.
- Demonstrated ability to engage professionally with colleagues, parents/carers and the community.
- Ability to engage with the School community.
- Demonstrated commitment to ongoing professional learning.

Qualifications and Registrations:**Essential:**

- Qualified teacher with Full Registration in Tasmania or or the ability to gain Full Registration within an agreed time-frame.
- Successful attainment of Accreditation to teach in a Catholic School; or the willingness to work towards the successful attainment thereof.
- Current Motor Vehicle Licence.
- Current Working with Vulnerable People Registration.

Desirable

- Post-graduate qualification in Learning Support or equivalent and/ or willingness to work towards
- Demonstrated/proven capacity to model best practice in special education.

Additional Position Information

Start Date:	Monday 19 October 2026
Tenure:	Ongoing 0.80 - 1.0 FTE (to be negotiated with successful candidate) 6 month probation period
Day of Work:	To be negotiated with successful candidate
Employment Conditions:	As per the Tasmanian Catholic Education Single Enterprise Agreement 2024
Remuneration:	As per the Tasmanian Catholic Education Single Enterprise Agreement 2024

Final Checklist for Applications

Before sending in your application, use this checklist to make sure you have not missed out any important details. Please ensure that you submit:

- Fully completed, signed and dated your Application for Employment form
- Fully completed, signed and dated the Pre-Employment Check form
- Included a brief letter of introduction stating the reasons why you are seeking a position within Catholic Education in Tasmania
- Included a document addressing the Key Selection Criteria (2 x A4 typed pages is sufficient)
- Included a current Resume, which should include a brief employment history stating where you have worked, the length of service and brief description of the position(s) held and duties undertaken. (Additional information, i.e. transcripts, certificates etc. may be required by the selection panel if called to interview)

Applications are to be addressed to Megan Richardson, Principal, Mount Carmel College and forwarded electronically by **9.00am on Thursday 20 August 2026** to principal@mountcarmel.tas.edu.au

If you have any further queries regarding your application, please do not hesitate to contact the Principal's Office via phone 6216 7900 or email: principal@mountcarmel.tas.edu.au