

Ignite ambition



John Paul College
Unity | Christ | Learning



Position Title	Diverse Learning Teacher (Primary)
Department/Faculty	Primary School
Classification	As per John Paul College EBA
Employment Type	Full Time
Reporting Manager	Head of Diverse Learning (Primary)
Prepared	October 2025

About John Paul College

John Paul College (JPC) is one of Queensland's largest independent co-educational schools, offering a seamless learning journey from Early Learning to Year 12. Established in 1982 by the community for the community, our values – Unity | Christ | Learning – continue to guide our mission of nurturing exceptional individuals with courage, integrity and a commitment to enrich society.

Our diverse community includes more than 2,400 students from ELC to Year 12, including our John Paul International College English Language Pathways. We develop ethical, creative and service-oriented thinkers who thrive in an increasingly complex global environment, grounded in Christian Ecumenical values welcoming all faiths and backgrounds.

Set on 33 hectares in Daisy Hill, Logan, our campus combines outstanding facilities with a future-focused education. Innovative learning spaces, sporting ovals, aquatic centres and a highly accredited Outside School Hours Care program support every aspect of student growth.

Guided by our mission to accelerate a dynamic learning community and ignite excellence in all, we nurture learners who are confident, adaptable and compassionate, ready to lead and serve in a multicultural, multi-faith global society.

Our Values

Mutual Respect: We show mutual respect by:

- Accepting others, celebrating our diversity and individuality
- Ensuring fairness and equity in every interaction
- Being patient and tolerant with each other.

Integrity: We act with integrity by:

- Demonstrating honesty and truthfulness

- Leading honourable lives with humility
- Taking responsibility and meeting our obligations.

Compassion: We live with compassion by:

- Showing kindness and love to others
- Caring for the vulnerable and marginalised in our community
- Generously giving of ourselves through active service

Excellence: We strive for excellence by:

- Seeking knowledge and a deep understanding of the world
- Rising to the challenge of the complex, difficult and unfamiliar in our lives
- Setting and achieving aspirational goals.

Position Purpose

A Diverse Learning Teacher at John Paul College is responsible for working within year level teams to ensure all students in the Primary School are able to access and participate in learning and achieve strong outcomes through our academic programs.

This whole-school team approach assists in the provision of quality differentiated teaching practice that responds to the needs of all students.

Reporting Relationships

The Diverse Learning Teacher reports to the Head of Diverse Learning (Primary) and will also have interactions with the Dean of Academic Welfare for the Primary School.

Key Liaisons: The Diverse Learning Teacher has formal and informal interactions with the Deputy Principal - Head of Primary, the Primary Deans, the Counsellor(s), Teachers, Learning Assistants, College staff, parents and students.

Key Responsibilities

It is expected that a Diverse Learning Teacher will:

- Take a proactive role in the development, articulation and implementation of the John Paul College Strategic Vision under the direction of the Head of Primary School, ensuring the promotion of learning and academic well-being is the priority of all teachers and students.
- Work collegially with the Head of Primary School, Deans. and Head of Diverse Learning Primary
- Stay up to date with current research and pedagogical practice and actively model and promote best teaching and leadership practice.
- Support colleagues in their endeavours to promote learning and achievement of students at John Paul College.
- Model the John Paul College Values of mutual respect, integrity, compassion and excellence.
- Undertake other reasonable and relevant duties within skills, knowledge and capabilities as directed by the Principal or their representative.

Students

- Identify and support students with learning needs individually, in small groups or within classes.
- Provide targeted intervention for Primary School students that require support, whether disability, learning support, enrichment or gifted and talented. This will

include targeted intervention for specific groups of students and individuals with a specific time frame.

- Assist in the development, documentation and assessment of individual learning goals.
- Regularly monitor students' work and progress both diagnostically and formatively and provide feedback both formally and informally when appropriate and/or required.
- Maintain accurate records of results and progress, including EAL/D Band scales, ensuring accessibility when required.
- Demonstrate teaching practices that optimise student involvement, opportunities for student success, self-esteem and enjoyment.
- Assist with the implementation of Health Management Plans for students with identified medical needs.

Students with Verified Disabilities

- Work collaboratively with the classroom teacher to complete initial or review verifications, EAP and IEP
- documentation, Adjustment Plans and Personal Support Plans.
- Work collaboratively with the classroom teacher to jointly construct Adjustment Plans for:
 - Students with Verified and learning disabilities
 - Students requiring enrichment and/or extension across one or more key learning areas
 - Students working significantly below or above curriculum level expectations

Staff

- Assist in the identification of the appropriate layer of support or extension intervention – differentiated, focused or intensive teaching intervention acknowledging levels of adjustments required for Verified Disability students.
- Work collaboratively, alongside the classroom teachers to assess needs of students, including guidance of the Ascertainment process.
- Assist in planning, preparation and delivery of effective teaching programs to improve student learning outcomes.
- Support teachers with the implementation of quality differentiated practice within the classroom.
- Develop support strategies for students who are at risk academically.
- Work collaboratively with teachers to identify reasonable adjustments required for students including those with a Verified Disability or Student Support Plans.
- Support teachers in assessing and monitoring the progress of students including managing recordkeeping requirements for the NCCD and any other regulatory body or external process.
- Undertake professional development activities and participate in school-based in-service initiatives.

Curriculum

- Ensure that programs for learning enhancement, enrichment, support and gifted and talented are implemented as designed and intended and that associated assessment programs are accurately undertaken and reporting deadlines met.
- Ensure that personal teaching practices are facilitating student involvement, have access to a variety of resources and optimising student success relative to ability.
- Undertake co-curricular duties so as to encourage optimum student participation and good conduct at all times.

Community

- Report regularly to parents on student achievement both informally upon request, or formally at designated times for official reports as required.
- Arrange interviews with parents (and outside agencies as required) to gather and pass on data regarding student progress.
- Represent clearly, unambiguously and supportively the ethos and fundamental values of John Paul College when representing the College on and off-campus.
- Work collaboratively with other specialists including Speech Language Pathologists, Occupational Therapists and visiting specialists.

Skills and Abilities

- Demonstrates well developed interpersonal skills including a demonstrated ability to consult, negotiate, interact with staff, students and parents or other stakeholders.
- Demonstrates an understanding of and commitment to the John Paul College Strategic Vision and an ability to translate this into day to day practice for the Diverse Learning program.
- Demonstrates up to date knowledge and understanding of current evidence based best practice in diverse learning support and inclusive learning practices.
- Demonstrates a proven ability to work collaboratively and energetically within a dynamic organisation.
- Possess excellent written and verbal communication skills.
- Be committed to one's own continued self-improvement through professional learning
- Operates as an education professional fully supportive of the Principal.

Additional Requirements

All employees of John Paul College are required to:

- Maintain a degree of flexibility in working hours from time to time as required for the position, including attendance at functions and events early in the morning, in the evening and on weekends.
- Accept that the College reserves the right to modify the position to meet its operating needs
- Assist and relieve in other positions from time to time.
- Demonstrate support for the College's philosophy, policies and procedures and core values.
- Undertake other reasonable and relevant duties within skills, knowledge and capabilities and as directed by the Principal or their representative.
- Support the College's core values and College's Christian Ecumenical ethos.
- This position involves working with children and will be subject to satisfactory employment screening for child-related employment in accordance with the law.

Qualifications

- Hold appropriate qualifications in a relevant area, such as TESOL, Gifted Education or Special Education.
- Current senior first aid certificate.
- Current registration with the Queensland College of Teachers

Experience

- Commensurate with qualifications

- The Diverse Learning Teacher is an experienced educator who has demonstrated a proven track record of diverse education.
- 5+ years experience as a teacher
- 5+ years experience as a LEP or Gifted & Talented teacher

Selection Criteria

1. Demonstrated experience and exemplary track record in a similar role.
2. Deep knowledge of contemporary issues, trends and programmes for diverse learning.
3. Demonstrated ability to work collaboratively as an educator.
4. Track record of achievement as an experienced educator.
5. Advanced skills in all Microsoft applications and the ability to learn new systems in a timely manner.
6. Excellent oral and written communication.
7. Willingness to support the College's core values.

EBA Conditions

- Employment is covered by the *John Paul College Enterprise Bargaining Agreement 2022* ('Agreement') as amended from time to time.
- The position will be classified in accordance with the Agreement.
- The salary will be in accordance with the Agreement.
- In addition to the salary specified within the EBA, the College will make superannuation contributions.
- This engagement is on a **full-time basis**.
- The ordinary hours will be worked in accordance with the Agreement.
- A probationary period of six (6) months applies from commencement of employment.
- Candidates will be required to provide satisfactory evidence of Queensland College of Teachers Registration ("QCT registration") to the College prior to the commence date of employment.