



---

# POSITIONS OF LEADERSHIP

---

## 2022-2024

# Contents

---

<b>Contents</b>	<b>2</b>
<b>Introduction</b>	<b>3</b>
WELCOME	3
ABOUT CATHERINE McAULEY COLLEGE	4
TOWARDS CATHERINE	4
OUR STUDENTS	4
CHILD SAFETY	5
FUTURE DIRECTION	5
reGEN – CARING FOR OUR COMMON HOME	6
PARTNERSHIPS	6
OPPORTUNITIES FOR LEADERSHIP	6
PRIVACY	7
CODES OF CONDUCT	7
FIND OUT MORE	7
<b>Organisational Chart</b>	<b>8</b>
<b>Positions of Leadership Summary</b>	<b>9</b>
<b>Application Process</b>	<b>10</b>
HOW TO APPLY	10
INTERVIEWS	10
<b>Position Descriptions</b>	<b>11</b>
Applied Learning Leader	12
English/Humanities Learning Leader	17
Health & Physical Education Learning Leader	22
Interdisciplinary Learning Leaders (Years 7, 8, 9 & 10)	27
reGEN Learning Leader	32
Social Emotional Learning (SEL) Learning Leader	38
STEAM Learning Leader	43
VCE/Pathways Learning Leader	48
Year Level Leader	54
Student Services Coordinator	59
Learning Diversity Leader	64

# Introduction

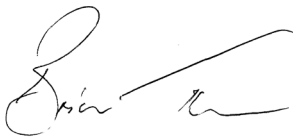
---

## WELCOME

Thank you for your interest in a leadership role at Catherine McAuley College (CMC). This booklet is designed to provide information about our College and the Positions of Leadership on offer for 2022-2024.

It will also introduce you to our community, with links to enable you to discover more. For further information, our College website is a key source of information, so I encourage you to visit, take a virtual tour of our campuses and find out more about the many facets of College life.

We hope you find it a useful introduction to the College and that it inspires you to share in the Catherine McAuley College vision.



**Mr Brian Turner, Principal**

CMC Website



## ABOUT CATHERINE McAULEY COLLEGE

Catherine McAuley College (CMC) is a co-educational Years 7 to 12 Catholic secondary school located in the beautiful central Victorian city of Bendigo. The College is situated across two campuses, St Mary's Campus in the city centre and Coolock Campus on 70 acres in Junortoun, 6.5 kilometres from the city centre. The current enrolment is approximately 1500 students, with significant growth forecast in the future. The College is a member of [Mercy Education Limited](#), with schools located across Australia. The Mercy values of compassion, courage, respect, justice, service and hospitality guide our way.

Virtual Tours  
Coolock & St Mary's



Mercy  
Education Ltd



## TOWARDS CATHERINE

Catherine McAuley founded the Sisters of Mercy and was committed to education and serving the poor. Her teaching reflected her faith in God and belief in the Gospel. Our staff are inspired by the teachings of Catherine, who said **"We should be shining lamps, giving light to all around us"**.

Catherine McAuley College has been woven into the fabric of Bendigo since 1876 when Sister Aloysius Martyn and the Sisters of Mercy first arrived in Sandhurst, from Ireland.

Our College Direction 2020-2024 commits to continuing their legacy of service, offering an outstanding Catholic education to the families of central Victoria and working towards a sustainable future and our touchstone statement supports these values, **"Inspiring members of our community to be learners impelled to thrive and serve."**

Learning Settings  
& Programs



## OUR STUDENTS

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young men and women of Mercy.

Innovative programs and building developments at Catherine McAuley College create learning opportunities designed to support the many different educational pathways for students.

Discover Learning  
@ CMC



Faith and Mission  
@ CMC



Co-Curricular  
@ CMC



Wellbeing  
@ CMC



Student  
Voice





## CHILD SAFETY

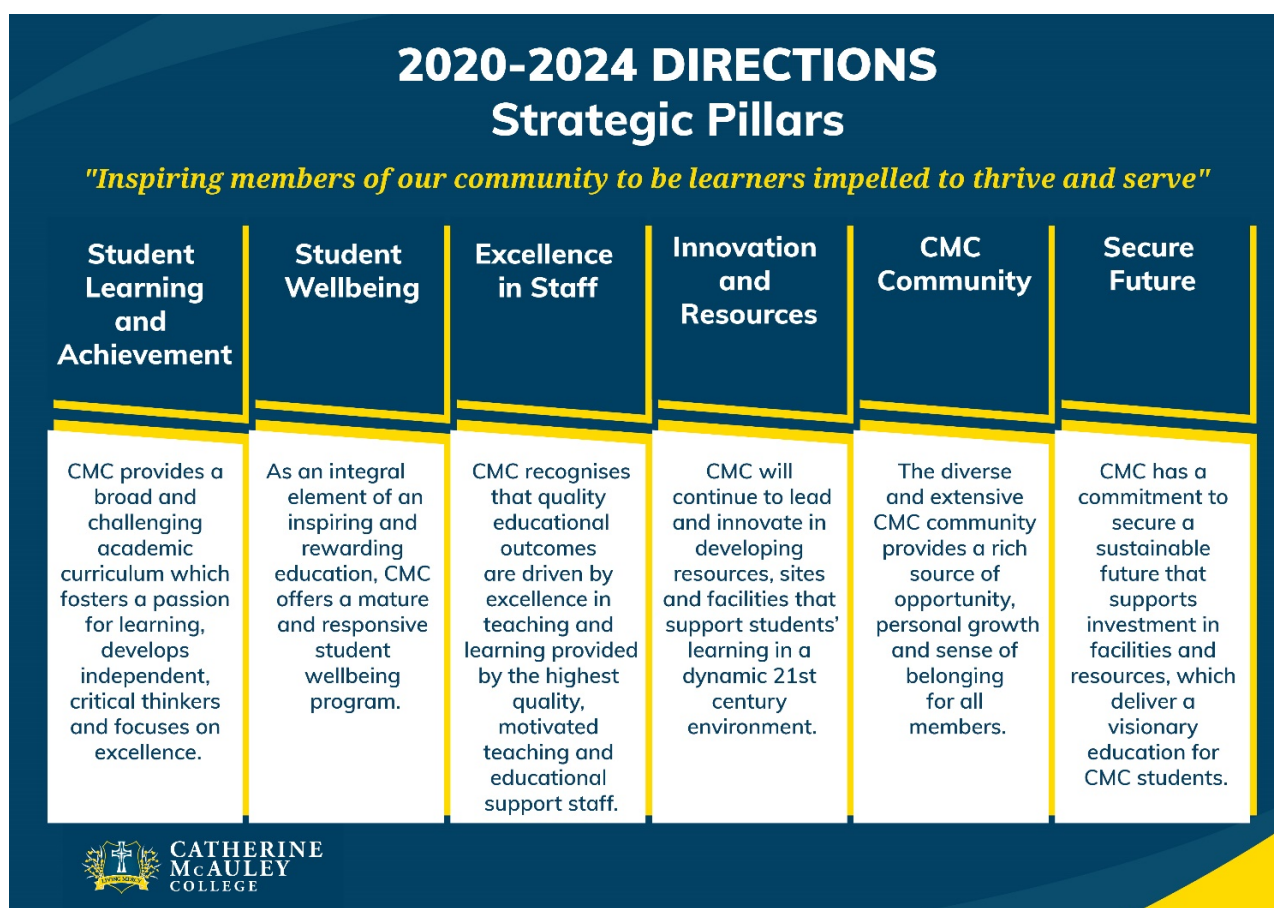
The Catherine McAuley College school community promotes the safety, wellbeing and inclusion of all children. All students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our highest priority.

Child Safety



## FUTURE DIRECTION

Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. We are a child-safe school where our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success. The College's strategic direction is underpinned by six strategic pillars and these are detailed below.



Future Direction  
2020 -2024



## reGEN – CARING FOR OUR COMMON HOME

Catherine McAuley College is a reGEN school, committed to promoting and adopting an integrated curriculum approach to sustainable living, including respecting, conserving and renewing our global environment.

Mercy for our Common Home is the College theme for 2021, which challenges our community to work together to contribute to the school's goal of creating a sustainable future. The encyclical *Laudato Si'* underpins the reGEN program, which encourages students to care for our environment and reduce our carbon footprint, minimise waste, save energy and water, promote biodiversity and reduce our impact on climate change.

Many challenges and activities to support the reGEN project will be implemented by the student leaders and we will work in partnership with Danihers, Carter & Co. Creative and community organisations towards achieving our goals.



## PARTNERSHIPS

Partnerships at Catherine McAuley College support outstanding learning opportunities and facilities for our students and the community.

Specifically, the value of these evolving partnerships is illustrated by iGEN, an intergenerational learning program in partnership with Mercy Health and the Australian Catholic University. Year 10 students undertake pre-education modules including infection control, ageing, dementia and the Mercy Model of Care. Attending Bethlehem twice a week, students engage with residents in a wide range of activities.

The College is also working with the City of Greater Bendigo, Cricket Australia and AFL in the development of a multi-million-dollar community sports hub at Coolock, due for completion in 2022. The development includes fresh green spaces with the upgrade of sporting fields, a new gymnasium, indoor cricket nets and netball courts.

## OPPORTUNITIES FOR LEADERSHIP

In 2022, Catherine McAuley College will commence a new 3-year leadership cycle, with positions available at both our Coolock (Years 7-9) and St Mary's (Years 10-12) campuses.

The structure includes the College Principal, and one Deputy Principal at each campus. The POL4 leadership positions being offered will support these Executive members and other key leaders, specifically Campus Directors, Director of Learning and Teaching, Director of Faith and Mission and the Director of People and Culture.

Position descriptions for each leadership position (POL4) are available below.

## PRIVACY

Catherine McAuley College is governed by Mercy Education Ltd and, Therefore, operates under Mercy Education Policy 1.07A – PRIVACY.

Privacy



## CODES OF CONDUCT

The Codes of Conduct for students, parents and staff promote respectful relationships in our Mercy school community.

Codes of  
Conduct



## FIND OUT MORE

Visit our virtual Open House, a resource for future students and their families, and follow us on Facebook and Instagram.

**WELCOME TO  
OPEN HOUSE**



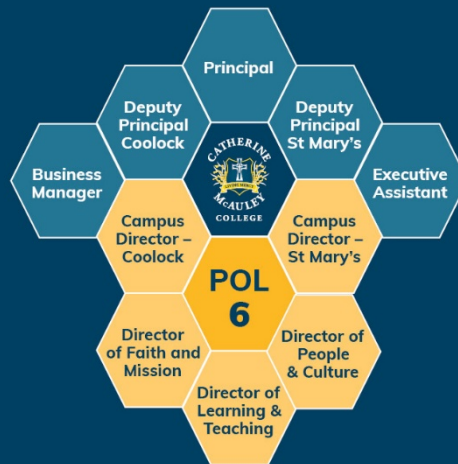
News and  
Events



# Organisational Chart



## LEADERSHIP STRUCTURE 2022-2024



### WHOLE COLLEGE

#### COOLOCK CAMPUS

#### ST MARY'S CAMPUS



**YLL** | Year Level Leader  
**IDLL** | Interdisciplinary Learning Leader



# Positions of Leadership Summary

Positions of Leadership (POL4)	Time Allowance*	No. of Positions	Tenure
<b>Learning Leader Positions</b>			
• Applied Learning	0.4	1	2022-2024
• English/Humanities	0.4	1	2022-2024
• Health/Physical Education	0.4	1	2022-2024
• Interdisciplinary (Years 7, 8, 9 & 10)	0.4	4	2022-2024
• reGEN	0.4	1	2022-2024
• Social Emotional Learning (SEL)	0.4	1	2022-2024
• STEAM	0.4	1	2022-2024
• VCE/Pathways	0.4	1	2022-2024
<b>Year Level Leader Positions</b>			
• Years 7, 8 & 9 (2 positions at each year)	0.6	6	2022-2024
• Years 10, 11 & 12 (2 positions at each year)	0.4	6	2022-2024
<b>Student Services Coordinator</b>	0.4	1	2022-2024
<b>Learning Diversity Leaders</b>			
• Years 7 - 9	0.6	1	2022-2024
• Years 10 - 12	0.4	1	2022-2024

\* Note: The College has approximately 900 students at the Coolock Campus (Years 7-9) and just over 600 at St Mary's Campus. The time allocation to these roles reflects the number of students these roles ultimately support.

# Application Process

---

## HOW TO APPLY

All applications are to be addressed to the Principal, Mr Brian Turner. Please address the key requirements of the position as detailed in the Position Description in your application and include your current Curriculum Vitae, including at least two professional referees.

Applications to be emailed to [recruitment@cmc.vic.edu.au](mailto:recruitment@cmc.vic.edu.au). Closing dates for all leadership positions is Sunday 29 August 2021.

Successful applicants will be remunerated accordingly under the Victorian Catholic Education Multi Enterprise Agreement 2018 (VCEMEA).

For more information about any of the roles, please contact Director of People and Culture, Ms Kristen Simpson on (03) 5445 9100.

## INTERVIEWS

Applicants will be required to attend an interview during September, with times to be arranged with short-listed candidates.

# Position Descriptions

---



## APPLIED LEARNING LEADER

### POSITION DESCRIPTION

---

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### POSITION SUMMARY

The Applied Learning Leader has the overall responsibility for oversight of applied learning across the College. The Applied Learning Leader is responsible for leading, designing, integrating and promoting applied learning programs and curriculum in accord with the College Direction.

The Applied Learning Leader actively leads, develops, promotes and measures the integration of applied learning programs and applications across the College, ensuring that these programs are relevant, differentiated and develop students' skills for future pathways.

The Applied Learning Leader will be responsible for leading, promoting and administering formal applied learning programs and will liaise with and report to agencies and associated authorities. The Applied Learning Leader will work closely with the VCE/Pathways Leader and the Director of Learning and Teaching to facilitate and lead the applied learning program.

The Applied Learning Leader is a member of the Learning and Teaching Team and will support the other whole school and year level IDLL's in developing, implementing and measuring Applied Learning programs and tasks across the curriculum through themes and interdisciplinary tasks.

The Applied Learning Leader will coach, mentor and develop professional learning that promotes and develops a culture of Applied Learning applications across the College. They will provide active feedback and formal measures of support.

The Applied Learning Leader works closely with other Learning Leaders, and the Year Level Learning Leaders and Learning Diversity Team members to research, plan and design and implement effective teaching strategies and programs and to engage teachers in professional dialogue to evaluate and modify teaching strategies and programs.

The Applied Learning Leader will assist teachers to engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes.



They will ensure there is collective ownership of learning goals and outcomes, for both the individual and whole-school.

As a member of the Learning and Teaching Team, they have a shared responsibility to the development, promotion and review of all curriculum, and the assessment and reporting of these programs. They will ensure that staff are teaching engaging, rigorous and progressive units that promote growth and success for all students.

The Applied Learning Leader reports to the Learning and Teaching Director and is a member of various Learning and Teaching Teams across the College. The year level Interdisciplinary Learning Leaders (IDLL's) will work in close partnership with this role.

## ESSENTIAL DUTIES & RESPONSIBILITIES

### Lead Applied Learning

- Lead and promote applied learning opportunities across all curriculum areas from 7 – 12.
- Work with other leaders, teachers and teaching teams to identify opportunities for application of theoretical concepts to industry and partnerships beyond the classroom setting.
- With the VCE/Pathways Learning Leader, and Careers team to promote the diversity of pathways available to students across all year levels.
- Work with the Learning Diversity and Learning and Teaching Teams to review, propose and implement programs that support all students in the College to achieve success in their pathway.
- Lead the communication and implementation of the changes to the VCAL to Vocational VCE senior certificate.
- Lead the development of VCAL, VETiS and Applied Learning programs, including facilitating reviews and actions to improve student outcomes.
- As a member of the Learning and Teaching Team lead the implementation of the Victorian Curriculum, VCE, VETiS and VCAL.
- Liaise with and lead the SWL admin support to ensure appropriate SWL is in place to provide effective integrated learning for VETiS certificates and requirements of senior certificate courses (VCAL and Vocational VCE) in both VET and VCAL areas.
- Represent the College in meetings of the Trade Training Centre Consortium, ensuring all contracts and programs are mutually beneficial to schools within the Consortium.
- Work with the Year Level Learning Leaders and Careers Team to Coordinate School Based- Apprenticeships/ and Traineeships.
- With the Director of Learning and Teaching, Learning and Teaching Team and the College Leadership Team, engage in the development and maintenance of contracts with relevant Registered Training Organisations (RTO's) as required.
- Support relevant VETiS teachers with the maintenance of their certificate obligations to deliver the VETiS program – including but not limited to updating their certificate IV in Training and Assessment.
- Lead the audit and quality assurance processes that are part of Applied Learning Programs.
- Work with the Year Level Leaders to ensure all compliance requirements for VETiS and VCAL are met.
- In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.
- Lead Education Support Staff in their work supporting the Allied Health learning program.

<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>• Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment.</li> <li>• Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.</li> <li>• Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> <li>• Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.</li> <li>• Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance.</li> <li>• Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> <li>• Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>• Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>• Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>• Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>• Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>• Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families.</li> <li>• Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> <li>• Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.</li> <li>• Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</li> </ul>
<b>Leading the management of the school</b>	<ul style="list-style-type: none"> <li>• Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>• Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> <li>• Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.</li> <li>Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> <li>Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all.</li> <li>Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.</li> <li>Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<b>Essential:</b> <ul style="list-style-type: none"> <li>Teaching qualifications</li> <li>Current Victorian Institute of Teaching (VIT) registration</li> <li>Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<b>Desirable Other:</b> <ul style="list-style-type: none"> <li>Accreditation to Teach Religious Education</li> <li>Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>Relevant postgraduate studies (or working towards such qualifications)</li> <li>Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description.</li> <li>Demonstrate professional and collegiate relationships with colleagues.</li> <li>Personal sense of initiative, innovation, and enthusiasm.</li> </ul>

	<ul style="list-style-type: none"> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability and willingness to accept policy directives.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Deputy Principals and Directors.
<b>Conditions</b>	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024.</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.





## ENGLISH/HUMANITIES LEARNING LEADER

### POSITION DESCRIPTION

---

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### POSITION SUMMARY

The English/Humanities Learning Leader has the overall responsibility for the development of the English and Humanities programs, inclusive of Veritas at the Coolock Campus, to improve the development of students' literacy skills, civics and business literacy integrated across the College, Years 7 -12.

The English/Humanities Leader works collaboratively to ensure the provision of English and Humanities programs for all students. The role will ensure that the educational aims of the College in English and Humanities of each young person are achieved.

The English/Humanities Leader will work with fellow whole school learning and teaching members to maintain and support the curriculum and appropriate resources and investment across the College. The English/Humanities Leader collaborates with Year Level Leaders and Learning Leaders to ensure consistent review, innovation, implementation, and continuous improvement in the development of English/Humanities programs across the College.

The English/Humanities Leader will work closely with a range of key staff and agencies to implement and promote a College wide strategy for English/Humanities. Particularly working in close collaboration with the Student Services Coordinator to ensure that curriculum and programs are targeting individual and cohort needs.

The English/Humanities Leader will actively coach, mentor and observe staff through the implementation of the program across the College.

The English/Humanities Leader will attend year level Learning and Teaching Meetings and campus meetings and actively support the year level Interdisciplinary Learning Leaders (IDLL's) and Year Level Leaders (YLL's). The English/Humanities Leader will advise and recommend professional learning to the Professional Learning Committee.

English/Humanities Leader is under the direction of the Director of Learning and Teaching.

## ESSENTIAL DUTIES & RESPONSIBILITIES

<b>Lead English - Humanities</b>	<ul style="list-style-type: none"> <li>• Lead the development of integrated learning programs that are challenging, exploratory, dynamic and relevant to young adolescent learners.</li> <li>• With the relevant IDLL's develop and implement the NAPLAN program, including preparation for students and teachers in Reading, Writing and Spelling.</li> <li>• Develop and maintain and evaluate learning support programs, including but not limited to Renaissance Reading, MacqLit, and ACER Pat R.</li> <li>• Cultivate suitable student enrichment opportunities both inside and outside the College.</li> <li>• Maintain a formal and informal presence throughout English and Humanities classrooms.</li> <li>• Work with the teachers of English, Humanities and related subjects to ensure a seamless transition of curriculum programs in these areas.</li> <li>• Develop assessment practices that focus on student growth and development, providing effective and continuous feedback for students.</li> <li>• Lead the application of pedagogies that ensure active engagement in authentic, purposeful learning that capitalise on and meet the diverse needs of all students.</li> <li>• Initiate and implement community partnerships for the promotion of English and the Humanities.</li> <li>• In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.</li> <li>• Lead the Education Support Staff in their work supporting the English/Humanities program.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>• Manage, review and maintain relevant curriculum budgets, including resource requests for consumables.</li> <li>• Investigate and propose capital purchases for contemporary learning across relevant learning areas.</li> <li>• With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.</li> </ul>
<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>• Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment.</li> <li>• Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.</li> <li>• Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> <li>• Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.</li> <li>• Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance.</li> <li>• Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> <li>• Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>• Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>• Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>• Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>• Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>• Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families.</li> <li>• Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> <li>• Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.</li> <li>• Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</li> </ul>
<b>Leading the management of the school</b>	<ul style="list-style-type: none"> <li>• Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>• Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> <li>• Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>• Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.</li> <li>• Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>• Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>• Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> <li>• Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>• Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all.</li> <li>• Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.</li> <li>• Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> </ul>

<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.
------------------------	--

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<p><b>Desirable Other:</b></p> <ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>• Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>• Relevant postgraduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description.</li> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability and willingness to accept policy directives.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>



## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Deputy Principals and Directors.
<b>Conditions</b>	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024.</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.



## HEALTH & PHYSICAL EDUCATION LEARNING LEADER

### POSITION DESCRIPTION

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### POSITION SUMMARY

The Health & Physical Education (H&PE) Learning Leader has the overall responsibility for the development of H&PE learning and teaching curriculum and programs across the College. The H&PE Learning Leader is responsible for leading, designing, integrating and promoting reGEN learning programs and curriculum in accord with the College Direction.

The H&PE Learning Leader leads, develops and actively promotes and measures the integration of H&PE programs and applied learning applications across the College, ensuring that these programs are relevant, differentiated and develop students' skills for future pathways. This role will report to the College Advisory and reGEN Leadership Team (RGLT).

The H&PE Leader will be responsible for leading, promoting and administering formal learning programs and will liaise and report to and with agencies and associated authorities. The H&PE Learning Leader will work closely with the other Learning and Teaching Team members, College Leadership and external stakeholders and agencies to create community awareness and involvement in our College H&PE Direction.

The H&PE Learning Leader is a member of the Learning and Teaching Team and will support the other whole school and year level IDLL's in developing, implementing and measuring H&PE learning programs and tasks across the curriculum through themes, integration and interdisciplinary tasks.

The H&PE Learning leader will coach, mentor and develop professional learning that promotes and develops a culture of Applied Learning applications across the College. They will provide active feedback and formal measures of support. The H&PE Leader will advise and recommend professional learning to the Professional Learning Committee.

The H&PE Learning Leader works closely with other Learning Leaders, and the Year Level Leaders and Learning Diversity Team members to research, plan and design and implement effective teaching strategies and programs and to engage teachers in professional dialogue to evaluate and modify teaching strategies and programs.

The H&PE Learning Leader will assist teachers to engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes.

The H&PE Learning Leader will ensure there is collective ownership of learning goals and outcomes, for both the individual and whole-school. This role will be responsible for generating, introducing and integrating

related programs, models and curriculum. The H&PE role will propose and lead capital developments and resources development.

The H&PE Leader will work in close collaboration with the Student Services Coordinator to ensure that curriculum and programs are targeting individual and cohort needs.

As a member of the Learning and Teaching Team, they have a shared responsibility to the development, promotion and review of all curriculum, and the assessment and reporting of these programs. They will ensure that staff are teaching engaging, rigorous and progressive units that promote growth and success for all students.

The H&PE Learning Leader reports to the Director of Learning and Teaching and is a member of various Learning and Teaching Teams across the College. The year level IDLL's will work in close partnership with this role.

The H&PE Leader has the overall responsibility for the integration of the social emotional learning (SEL) program across the College.

## ESSENTIAL DUTIES & RESPONSIBILITIES

<b>Lead Health and Physical Education</b>	<ul style="list-style-type: none"> <li>• The H&amp;PE leader will lead and support the development of explicit teaching and learning programs 7-12 focusing on development of knowledge and skills to strengthen sense of self and build and manage positive relationships.</li> <li>• The Australian Students Wellbeing Framework will guide the development of programs to support Social Emotional Learning and these will be delivered through the Health &amp; PE Curriculum area and espoused through all areas of the College.</li> <li>• The H&amp;PE Leader will work closely with a range of staff to implement a College wide strategy to promote good health. This includes explicit education in this area and connection with the College SEL and reGEN Priority areas.</li> <li>• The H&amp;PE Leader will strengthen partnerships with parents and the Bendigo community to promote student health and wellbeing. This will be prioritising movement and physical activity across the College and the development of movement skills, physical literacy and the understanding of the benefits of exercise.</li> <li>• The Health and Physical Education will provide opportunities for students to engage in programs and activities to increase their knowledge and understanding accessing recent research and data.</li> <li>• The H&amp;PE Leader will lead and support the awareness of the benefits of nutrition and diet on concentration and engagement.</li> <li>• Oversee the Health and PE curriculum from Years 7-12.</li> <li>• In line with the College co-curricular policy, and in conjunction with the Activities Coordinators, the H&amp;PE Leader will implement initiatives to promote individual health, safety and wellbeing.</li> <li>• Undertake detailed analysis of CMC curriculum from Year 7-12 to determine opportunities to embed health knowledge and promotion within existing programs and lead colleagues in HPE promotion to identify and enable opportunities for HPE curriculum and health promotion strategies to be embedded college-wide.</li> <li>• In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.</li> <li>• Lead Education Support Staff in their work supporting the H&amp;PE program.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>• Manage, review and maintain relevant curriculum budgets, including resource requests for consumables</li> <li>• Investigate and propose capital purchases for contemporary learning across relevant learning areas.</li> </ul>

	<ul style="list-style-type: none"> <li>• With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.</li> </ul>
<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>• Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment.</li> <li>• Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.</li> <li>• Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> <li>• Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.</li> <li>• Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance.</li> <li>• Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> <li>• Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>• Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>• Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>• Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>• Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>• Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families.</li> <li>• Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> <li>• Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.</li> <li>• Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</li> </ul>
<b>Leading the management of the school</b>	<ul style="list-style-type: none"> <li>• Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>• Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> </ul>



	<ul style="list-style-type: none"> <li>• Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>• Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.</li> <li>• Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>• Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>• Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> <li>• Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>• Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all.</li> <li>• Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.</li> <li>• Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<b>Essential:</b> <ul style="list-style-type: none"> <li>• Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<b>Desirable Other:</b> <ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>• Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>• Relevant postgraduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description.</li> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> </ul>

	<ul style="list-style-type: none"> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability and willingness to accept policy directives.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Deputy Principals and Directors.
<b>Conditions</b>	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024.</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.



## INTERDISCIPLINARY LEARNING LEADER - YEARS 7 - 10

### POSITION DESCRIPTION

---

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### POSITION SUMMARY

The year level Interdisciplinary Learning Leaders (IDLL's) have responsibility for the learning and teaching at their delegated year level. IDLL's are responsible for arranging, facilitating, resourcing, and maintaining the learning and teaching meeting schedule with the close support of the other learning and teaching members. They are responsible to the Director of Learning Teaching and are a member of the Learning Teaching Team. The Learning Leader is the Chairperson of all Learning and Teaching Meetings associated at the year level and will work closely with the Whole School Learning Leaders.

IDLL's have the overall responsibility for the professional learning culture of the College. The IDLL's will advise and recommend professional learning to the Professional Learning Committee.

The IDLL's lead and support the implementation of a rigorous and engaging curriculum for the students at CMC. They do this by promoting, developing, and implementing professional learning with teachers, and rigorously reviewing and evaluating our programs and teaching practices to ensure the learning and teaching is reflective of the College Direction and Learning and Teaching policy. With the support of the other learning and teaching leaders, they are responsible for developing, and nurturing a culture where teachers engage in frequent, ongoing formal and informal conversations associated with pedagogy and teaching practice.

IDLL's will collaborate with other learning and teaching members to assist teachers engage in regular classroom observation and feedback to ensure that individual and collective measures are in place to provide evidence of skill growth and improvement.

IDLL's will ensure there is collective ownership of learning goals and outcomes, for both the individual and whole school.

As members of the Learning and Teaching Team, IDLL's have a shared responsibility for the development, promotion and review of all curriculum programs, and the assessment and reporting of these programs. They will ensure that staff are teaching engaging, rigorous and progressive units that promote growth and success for all students. The IDLL's will be closely supported by the Director of Learning and Teaching and the other members of the Learning and Teaching Team to ensure that the curriculum is in accord with the whole school direction and meeting assessment and reporting compliance obligations.

The IDLL's will work closely with the Learning Diversity Leaders and the Student Services Coordinator to ensure that students are appropriately placed when both individual and group interventions are supported and maintained. The IDLL's will be responsible for the associated Learning Support required within the intervention.

The IDLL's will work with the Learning Teaching Team and Director of learning to ensure all assessment and reporting is progressive and contemporary, and targets skills and growth.

The IDLL's will attend Site Learning and Teaching meetings led by the Director of Learning and Teaching. The IDLL's will attend Campus meetings led by the Director of Campus.

The IDLL's will report to the Director of Learning and Teaching.

## ESSENTIAL DUTIES & RESPONSIBILITIES

<b>Develop and Support Interdisciplinary Learning at Year Level</b>	<ul style="list-style-type: none"> <li>• Lead the integration of learning and teaching across year level with other members of Leadership and advocate for the College Direction and reGEN on behalf of the Year Level.</li> <li>• Work closely with other Year Level Teams, Learning Diversity and Wellbeing to build to review, modify and expand their repertoire of learning strategies within the year level.</li> <li>• Conduct annual action plans and bi-annual reviews with the Student Advocates based on evidence and a process of self-reflection and goal setting.</li> <li>• Liaise closely with the College Leadership members to ensure College policies, practices and procedures are implemented, reviewed and updated as required.</li> <li>• Support the College's Transition of students between year levels.</li> <li>• Evaluate the effectiveness of curriculum programs and timetables using the current College and legislative requirements and assist Campus Leaders and colleagues to update their practices.</li> <li>• Lead the promotion of the Year Level and actively participate in College partnerships.</li> <li>• In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.</li> <li>• Lead Education Support Staff in their work supporting the interdisciplinary learning program.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>• Manage, review and maintain relevant curriculum budgets, including resource requests for consumables</li> <li>• Investigate and propose capital purchases for contemporary learning across relevant learning areas.</li> <li>• With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.</li> </ul>
<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>• Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment.</li> <li>• Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.</li> <li>• Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> <li>• Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance.</li> <li>• Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> <li>• Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>• Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>• Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>• Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>• Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>• Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families.</li> <li>• Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> <li>• Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.</li> <li>• Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</li> </ul>
<b>Leading the management of the school</b>	<ul style="list-style-type: none"> <li>• Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>• Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> <li>• Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>• Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.</li> <li>• Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>• Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>• Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>• Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all.</li> <li>• Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.</li> <li>• Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<b>Essential:</b> <ul style="list-style-type: none"> <li>• Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<b>Desirable Other:</b> <ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>• Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>• Relevant postgraduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description.</li> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability and willingness to accept policy directives.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> </ul>



	<ul style="list-style-type: none"> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Deputy Principals and Directors.
<b>Conditions</b>	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024.</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.

## reGEN LEARNING LEADER

### POSITION DESCRIPTION

---

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### POSITION SUMMARY

The reGEN Learning Leader has the overall responsibility for the development of reGEN learning and teaching curriculum and programs across the College. The reGEN Learning Leader is responsible for leading, designing, integrating and promoting reGEN learning programs and curriculum in accord with the College Direction.

The reGEN Learning Leader leads, develops and actively promotes and measures the integration of reGEN programs and applied learning applications across the College, ensuring that these programs are relevant, differentiated and develop students' skills for future pathways. This role will report to the College Advisory and reGEN Leadership Team.

The reGEN Leader will be responsible for leading, promoting and administering formal learning programs and will liaise and report to and with agencies and associated authorities. The reGEN Learning Leader will work closely with the other Learning and Teaching Team members, College Leadership and external stakeholders and agencies to create Community awareness and involvement in our College reGEN Direction.

The reGEN Learning Leader is a member of the Learning and Teaching Team and will support the other whole school and year level Interdisciplinary Learning Leaders (IDLL's) in developing, implementing and measuring reGEN Learning programs and tasks across the curriculum through themes, integration and interdisciplinary tasks.

The reGEN Learning leader will coach, mentor and develop professional learning that promotes and develops a culture of applied learning applications across the College. They will provide active feedback and formal measures of support. The reGEN Leader will advise and recommend professional learning to the Professional Learning Committee.

The reGEN Learning Leader works closely with other Learning Leaders, and the Year Level Learning Leaders and Learning Diversity Team members to research, plan and design and implement effective teaching strategies and programs and to engage teachers in professional dialogue to evaluate and modify teaching strategies and programs.

The reGEN Learning Leader will assist teachers to engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes.

The reGEN Learning Leader will ensure there is collective ownership of learning goals and outcomes, for both the individual and whole-school. This role will be responsible for generating, introducing and integrating related programs, models and curriculum. reGEN will lead capital developments and resources.

As a member of the Learning and Teaching Team, they have a shared responsibility to the development, promotion and review of all curriculum, and the assessment and reporting of these programs. They will ensure that staff are teaching engaging, rigorous and progressive units that promote growth and success for all students.

The reGEN Learning Leader reports to the Learning and Teaching Director and is a member of various Learning and Teaching Teams across the College. The year level IDLL's will work in close partnership with this role.

## ESSENTIAL DUTIES & RESPONSIBILITIES

### Lead reGEN

- Lead the development of reGEN in integrated curriculum and programs across the College that are contemporary, challenging, exploratory, dynamic and relevant to young adolescent learners and explicitly support the College Direction.
- Develop applied learning assessment practice skills that focus on student growth and development, providing effective and continuous feedback for students.
- Lead the application of pedagogies that ensure active engagement in authentic, purposeful learning that capitalise on and meet the diverse needs of all students.
- Work the Learning Leaders across the College and at Year Levels to map and plan how strategies identified through collaborative activities are implemented through thematic approaches.
- Drive collaborative learning through analysis of student data and focused upon the development of teacher's knowledge, skills and understanding by actively coaching and modelling in Year Level Learning teams.
- Establish and promote integrated programs with various partners and agencies to create shared applied learning partnerships to ensure the programs in the College live out the College reGEN approaches.
- Ensure all parties are provided with clarity regarding the extent and nature of the partnership including managing evidence and reflection on success criteria.
- Support members of the College community to understand their role in ensuring we are stewards of our planet by developing outstanding educational opportunities and partnerships for students, staff and the broader community.
- Establish a reGEN student body with a focus on stewardship and sustainability
- Create whole school forums and events to highlight reGEN matters and create awareness for the whole community.
- Develop the student skills to investigate, lobby and agitate for reGEN issues.
- Actively represent reGEN and advise on capital decision making and whole school projects.
- In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creates the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.
- reGEN leader will support the engagement of students in a personal project where they are called to action and demonstrate Mercy in Action.
- Initiate and lead a student sustainability team to raise awareness and action campaigns in conjunction with the SRC.
- Run regular meetings with the sustainability team to arrange awareness raising and action campaigns.

	<ul style="list-style-type: none"> <li>Assist in the interviewing and selection of student sustainability leaders at the College, in term 4 each year.</li> <li>Build the profile of reGEN in the wider College community through contributing to College communication including but not limited to social media posts, Parent news updates, College Magazine, etc.</li> <li>Prepare reports for the Principal and Executive team including but not limited to a year-based plan with reGEN objectives, an end of term report detailing status of objective achievement.</li> <li>Lead Education Support Staff in their work supporting the reGEN program.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>Manage, review and maintain relevant curriculum budgets, including resource requests for consumables.</li> <li>Investigate and propose capital purchases for contemporary learning across relevant learning areas.</li> <li>With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.</li> </ul>
<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment.</li> <li>Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.</li> <li>Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> <li>Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.</li> <li>Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance.</li> <li>Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> <li>Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families.</li> </ul>

	<ul style="list-style-type: none"> <li>Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> <li>Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.</li> <li>Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</li> </ul>
<b>Leading the management of the school</b>	<ul style="list-style-type: none"> <li>Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> <li>Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.</li> <li>Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> <li>Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all.</li> <li>Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.</li> <li>Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<b>Essential:</b> <ul style="list-style-type: none"> <li>Teaching qualifications</li> <li>Current Victorian Institute of Teaching (VIT) registration</li> <li>Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<b>Desirable Other:</b>

	<ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education.</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>• Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>• Relevant postgraduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description.</li> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability and willingness to accept policy directives.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Deputy Principals and Directors.



<b>Conditions</b>	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024.</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	<p>Undertake professional development in line with the College Professional Learning policy.</p>

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.



## SOCIAL EMOTIONAL LEARNING LEADER

### POSITION DESCRIPTION

---

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### POSITION SUMMARY

The Social Emotional Learning (SEL) Leader has the overall responsibility for the development of SEL learning and teaching curriculum and programs across the College. The SEL Leader is responsible for leading, designing, integrating and promoting reGEN learning programs and curriculum in accord with the College Direction.

The SEL Leader leads, develops and actively promotes and measures the integration of SEL programs and applied learning applications across the College, ensuring that these programs are relevant, differentiated and develop students' skills for future pathways. This role will report to the College Advisory and reGEN Leadership Team.

The SEL Leader will be responsible for leading, promoting and administering formal learning programs and will liaising with and reporting to agencies and associated authorities. The SEL Leaders will work closely with the other Learning and Teaching Team members, College Leadership and external stakeholders and agencies to create Community awareness and involvement in our College SEL Direction.

The SEL Leader is a member of the Learning and Teaching Team and will support the other whole school and year level IDLL's in developing, implementing and measuring SEL Learning programs and tasks across the curriculum through themes, integration and interdisciplinary tasks.

The SEL leader will coach, mentor and develop professional learning that promotes a culture of applied learning across the College. They will provide active feedback and formal measures of support. The SEL Leader will advise and recommend professional learning to the Professional Learning Committee.

The SEL Leader works closely with other Learning Leaders, and the Year Level Leaders and Learning Diversity Team member to research, plan and design and implement effective teaching strategies and programs and to engage teachers in professional dialogue to evaluate and modify teaching strategies and programs.

The SEL Leader will assist teachers to engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes.

The SEL Leader will ensure there is collective ownership of learning goals and outcomes, for both the individual and whole-school. This role will be responsible for generating, introducing and integrating related programs, models and curriculum. The SEL role will propose and lead capital developments and resources development.

The SEL Leader will work in close collaboration with the Student Services Coordinator to ensure that curriculum and programs are targeting individual and cohort needs.

The SEL Leader will work in close collaboration with the H&PE Leader to ensure the integration of the social emotional learning (SEL) program across the College.

As a member of the Learning and Teaching Team, they have a shared responsibility to the development, promotion and review of all curriculum, and the assessment and reporting of these programs. They will ensure that staff are teaching engaging, rigorous and progressive units that promote growth and success for all students.

The SEL Leader reports to the Learning and Teaching Director and is a member of various Learning and Teaching teams across the College. The year level IDLL's will work in close partnership with this role.

The Social Emotional Learning Leader has the overall responsibility for the development of the social emotional learning program integrated across the College.

SEL Leader is under the direction of the Director of Learning and Teaching and Campus Director.

## ESSENTIAL DUTIES & RESPONSIBILITIES

<b>SEL Program and Curriculum Leadership</b>	<ul style="list-style-type: none"> <li>• Lead staff in the development of curriculum in social emotional learning that is integrated across the curriculum 7-12.</li> <li>• Develop a scope and sequence program that identifies and supports developmental social emotional learning from Year 7 to Year 12.</li> <li>• Initiate the implementation of social emotional learning programs and curriculum to increase wellbeing and self-management skills of students.</li> <li>• Liaise with Learning Leaders and Year Level Leaders and staff to ensure preparation and consultation in social emotional activities.</li> <li>• Liaise and engage with community services to support social emotional programs. (Vic roads, Bendigo Community health, Headspace, etc.)</li> <li>• Development of social emotional programs. (Berry Street, SWPBS. Respectful relationships,).</li> <li>• In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.</li> <li>• Lead Education Support Staff in their work supporting the SEL program.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>• Manage, review and maintain relevant curriculum budgets, including resource requests for consumables.</li> <li>• Investigate and propose capital purchases for contemporary learning across relevant learning areas.</li> <li>• With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.</li> </ul>
<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>• Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment.</li> <li>• Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.</li> <li>• Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> </ul>

	<ul style="list-style-type: none"> <li>• Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.</li> <li>• Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance.</li> <li>• Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> <li>• Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>• Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>• Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>• Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>• Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>• Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families.</li> <li>• Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> <li>• Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.</li> <li>• Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</li> </ul>
<b>Leading the management of the school</b>	<ul style="list-style-type: none"> <li>• Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>• Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> <li>• Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>• Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.</li> <li>• Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>

<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> <li>Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all.</li> <li>Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.</li> <li>Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<b>Essential:</b> <ul style="list-style-type: none"> <li>Teaching qualifications</li> <li>Current Victorian Institute of Teaching (VIT) registration</li> <li>Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<b>Desirable Other:</b> <ul style="list-style-type: none"> <li>Accreditation to Teach Religious Education</li> <li>Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>Relevant postgraduate studies (or working towards such qualifications)</li> <li>Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description.</li> <li>Demonstrate professional and collegiate relationships with colleagues.</li> <li>Personal sense of initiative, innovation, and enthusiasm.</li> <li>Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability and willingness to accept policy directives.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Deputy Principals and Directors.
<b>Conditions</b>	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024.</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.





## STEAM LEARNING LEADER

### POSITION DESCRIPTION

---

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### POSITION SUMMARY

The STEAM Learning Leader has the overall responsibility for the development of STEAM learning and teaching curriculum and programs across the College. The STEAM Learning Leader is responsible for leading, designing, integrating and promoting reGEN learning programs and curriculum in accord with the College Direction.

The STEAM Learning Leader leads, develops and actively promotes and measures the integration of STEAM programs and applied learning applications across the College, ensuring that these programs are relevant, differentiated and develop students' skills for future pathways. This role will report to the College Advisory and reGEN Leadership Team (RGLT).

The STEAM Leader will be responsible for leading, promoting and administrating formal learning programs and will liaise with and report to and with agencies and associated authorities. The STEAM Learning Leaders will work closely with the other Learning and Teaching Team members, College Leadership and external stakeholders and agencies to create community awareness and involvement in our College STEAM Direction.

The STEAM Learning Leader is a member of the Learning and Teaching Team and will support the other whole school and year level IDLL's in developing, implementing and measuring STEAM Learning programs and tasks across the curriculum through themes, integration and interdisciplinary tasks.

The STEAM Learning leader will coach, mentor and develop professional learning that promotes and develops a culture of Applied Learning applications across the College. They will provide active feedback and formal measures of support. The STEAM Leader will advise and recommend professional learning to the Professional Learning Committee.

The STEAM Learning Leader works closely with other Learning Leaders, and the Year Level Leaders and Learning Diversity Team members to research, plan and design and implement effective teaching strategies and programs and to engage teachers in professional dialogue to evaluate and modify teaching strategies and programs.

The STEAM Learning Leader will assist teachers to engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes.

The STEAM Learning Leader will ensure there is collective ownership of learning goals and outcomes, for both the individual and whole-school. This role will be responsible for generating, introducing and

integrating related programs, models and curriculum. The STEAM role will propose and lead capital developments and resources development.

As a member of the Learning and Teaching Team, they have a shared responsibility to the development, promotion and review of all curriculum, and the assessment and reporting of these programs. They will ensure that staff are teaching engaging, rigorous and progressive units that promote growth and success for all students.

The STEAM Learning Leader reports to the Learning and Teaching Director and is a member of various Learning and Teaching Teams across the College. The year level IDLL's will work in close partnership with this role.

## ESSENTIAL DUTIES & RESPONSIBILITIES

<b>Lead STEAM</b>	<ul style="list-style-type: none"> <li>• Lead the development of integrated learning programs that are challenging, exploratory, dynamic and relevant to young adolescent learners.</li> <li>• With the relevant IDLL's develop and implement the NAPLAN program, including preparation for students and teachers in Numeracy.</li> <li>• Develop and maintain and evaluate learning support programs, including but not limited to Essential Assessment and ACER Pat M.</li> <li>• Cultivate suitable student enrichment opportunities both inside and outside the College.</li> <li>• Maintain a formal and informal presence throughout STEAM classrooms.</li> <li>• Work with the teachers of Science, Technology, Arts and Mathematics to ensure a seamless transition of curriculum programs in these areas.</li> <li>• Develop assessment practices that focus on student growth and development, providing effective and continuous feedback for students.</li> <li>• Lead the application of pedagogies that ensure active engagement in authentic, purposeful learning that capitalise on and meet the diverse needs of all students.</li> <li>• Initiate and implement community partnerships for the promotion of STEAM including but not limited to partnerships with the Bendigo Tech School.</li> <li>• In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.</li> <li>• Lead the Education Support Staff in their work supporting the STEAM program.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>• Manage, review and maintain relevant curriculum budgets, including resource requests for consumables.</li> <li>• Investigate and propose capital purchases for contemporary learning across relevant learning areas.</li> <li>• With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.</li> </ul>
<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>• Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment.</li> <li>• Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.</li> <li>• Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> <li>• Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance.</li> <li>• Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> <li>• Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>• Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>• Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>• Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>• Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>• Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families.</li> <li>• Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> <li>• Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.</li> <li>• Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</li> </ul>
<b>Leading the management of the school</b>	<ul style="list-style-type: none"> <li>• Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>• Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> <li>• Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>• Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.</li> <li>• Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>• Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> <li>• Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>• Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all.</li> <li>• Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.</li> <li>• Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<b>Essential:</b> <ul style="list-style-type: none"> <li>• Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<b>Desirable Other:</b> <ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>• Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>• Relevant postgraduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description.</li> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability and willingness to accept policy directives.</li> </ul>

<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Deputy Principals and Directors.
<b>Conditions</b>	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024.</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.



## VCE/PATHWAYS LEARNING LEADER

### POSITION DESCRIPTION

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### POSITION SUMMARY

The VCE Pathways Learning Leader has the overall responsibility for oversight of the College's VCE programs.

This includes working closely with the Director of Learning and Teaching, the Year 10-12 Year Level Leaders and Learning Leaders, to ensure students are supported throughout completion of their VCE.

The VCE Pathways Learning Leader is responsible for all administrative components of the VCE including ensuring the College is meeting all VCAA and legislative requirements. This position will be responsible for the transition and smooth implementation of system changes.

The VCE Pathways Learning Leader works with the various staff who support students including Student Support Coordinator and Student Support team members, Careers Practitioners and the VASS administrator.

The VCE Pathways Learning Leader will review student VCE outcomes and pathways outcomes beyond the College and will use this information to improve pedagogical practices of VCE teachers and will work with year level Interdisciplinary Learning Leaders (IDLL's) and the Learning and Teaching Team to develop and refine curriculum that supports students in a successful pathway.

The VCE/Pathways Learning Leader will advise and recommend professional learning to the Professional Learning Committee.

The VCE/Pathways Learning Leader will report to the Director of Learning and Teaching.

### ESSENTIAL DUTIES & RESPONSIBILITIES

#### Leadership of VCE

- To work with the Director of Learning and Teaching to ensure VCE assessment and reporting comply with Government requirements.
- To work with other College Leaders and the staff as a whole to ensure that procedures are put in place, adhered to, and meet VCAA requirements for VCE and the College.
- To ensure that VCE procedures and practices are consistent with the ethos of the College.



- To review and evaluate VCE procedures within the College and to recommend and implement changes as appropriate.
- To provide pathways guidance and support to Learning Leaders in relation to the VCE Pathway.
- To work with other Learning Leaders to guide and support students and families in relation to the VCE Pathway.
- To ensure appropriate subject selection by all students meets VCAA minimum requirements for successfully attaining the VCE certificate and qualification.
- To ensure that the demands of the program meet the expectations of VCAA.
- To liaise with the Applied Learning Leader to ensure that the demands of the VCE program are in keeping with VCAA aims and objectives.
- To provide the necessary administrative support and guidance for the tracking of student pathways with St Mary's Leadership.
- To work closely with the Directors and Learning Leaders in relation to VCE courses
- To ensure current and prospective students, parents are kept informed of curriculum initiatives within the VCE.
- To work with the St Mary's Leadership to ensure a smooth transition of students from Year 10 into Year 11.
- To work with the Director of Learning and Teaching on the subject selection procedures in the College.
- Drive the Academic Tracking Process at 10-12 by working with Learning Leaders, parents and students on identifying :
  - Students not performing to capability
  - Students requiring further support or attention
  - The most appropriate VCE pathway (as VCE scored or VCE unscored) and completing the necessary paperwork, meetings and follow up support.
- To facilitate and provide ongoing support for students studying subjects through Distance Education
- To be familiar with the VCAA Handbooks published each year.
- To ensure VCE policies and procedures are reviewed and updated as necessary.
- To work with the VASS administrator and subject teachers to ensure that all relevant data is entered into the computer so that:
  - (a) class lists for VCE subjects are up-to-date.
  - (b) all results are entered into the computer and sent to the VCAA by the due date, after being checked by relevant staff members.
- To provide all VCE Staff with the VASS examination and study data, distribute VCE data review booklets to VCE staff at the beginning of the year.
- To present a summary of VCE data to the Executive on a yearly basis.
- To work with the VASS Administrator to ensure the security of the VASS computer.
- To liaise with Year 11 and 12 staff over dates for SACs/SATs so that students' loads are reasonably spread.
- To work with teachers to ensure that students are informed of appropriate dates for assessment both internal and external.
- To work with the St Mary's Leadership Team and Daily Organiser in organising suitable spaces and supervisors for external examinations.
- To ensure that facilities are suitable and ready for examinations.
- To work with St Mary's Leadership Team and Daily Organiser to draft and publish a Year 10 and 11 examination timetable at least two weeks prior to the start of the November examination periods so that the supervision roster can be prepared and published in a timely manner.
- To work with the St Mary's Leadership Team and Daily Organiser with the information required to organise the room changes required during the October/November VCE Unit 3 and 4 examination period at least two weeks prior to the start of examinations so that these can be prepared and published in a timely manner.
- To work with the Director of Learning and Teaching in the preparation and continual updating of VCE initiatives and curriculum offerings within the prospectus and pathways booklets.
- To work closely with VCE teachers on sharing best practice and strategies that will improve student outcomes and results.

	<ul style="list-style-type: none"> <li>• To liaise with VCAA on all questions relating to VCE that are raised by staff or students on matters concerning the VCE or Tertiary Entry Requirements.</li> <li>• To liaise with the Director of Learning and Teaching plus Learning Leaders on matters of discipline relating to assessment.</li> <li>• To work with the Director of Learning and Teaching plus Learning Leaders in student applications to change VCE subjects.</li> <li>• To guide and support staff undergoing VCE audits.</li> <li>• To assist with the planning/preparation and running of Pathways / Information Evenings and present on VCE matters.</li> <li>• To represent the College on appropriate educational and curriculum forums.</li> <li>• Any other duties as directed by the College Principal.</li> <li>• In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.</li> <li>• Lead Education Support Staff in their work supporting the VCE program.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>• Manage, review and maintain relevant curriculum budgets, including resource requests for consumables.</li> <li>• Investigate and propose capital purchases for contemporary learning across relevant learning areas.</li> <li>• With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.</li> </ul>
<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>• Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment.</li> <li>• Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.</li> <li>• Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> <li>• Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.</li> <li>• Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance.</li> <li>• Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> <li>• Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>• Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>• Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>• Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>• Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>

<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families.</li> <li>Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> <li>Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.</li> <li>Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</li> </ul>
<b>Leading the management of the school</b>	<ul style="list-style-type: none"> <li>Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> <li>Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.</li> <li>Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> <li>Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all.</li> <li>Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.</li> <li>Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<b>Essential:</b> <ul style="list-style-type: none"> <li>Teaching qualifications</li> <li>Current Victorian Institute of Teaching (VIT) registration</li> </ul>
--------------------------------------	---

	<ul style="list-style-type: none"> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<p><b>Desirable Other:</b></p> <ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>• Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>• Relevant postgraduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description.</li> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability and willingness to accept policy directives.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Deputy Principals and Directors.

<b>Conditions</b>	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024..</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	<p>Undertake professional development in line with the College Professional Learning policy.</p>

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.



## YEAR LEVEL LEADER

### POSITION DESCRIPTION

---

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### POSITION SUMMARY

The Year Level Leaders (YLL's) lead, facilitate and are responsible for all the associated student needs, activities and programs at their year level. They will lead all the relationships and interaction of the students, staff and parents across the year level. The YLL's report to the Director of Campus, Campus Deputy Principal and Site Leadership Team.

The YLLs will be guided by the year level Interdisciplinary Learning Leaders (IDLL's), the Director of Learning and Teaching and associated Learning and Teaching Team members in the implementation of the curriculum and targeted programs at their year level.

The YLL's will be a member of the year level team and are responsible for the maintenance of all individual and cohort interventions and will be supported by the Student Service Coordinator and the Learning and Teaching Team.

YLL's provide professional support to teaching staff and are responsible for facilitating improvements in student wellbeing in accord with the College Student Wellbeing Direction. They will also be responsible for the management and leadership of a year level cohort to ensure that all students have the appropriate resources and opportunities to thrive and serve.

The YLL is responsible for communication and promotion at their year level.

## ESSENTIAL DUTIES & RESPONSIBILITIES

<b>Lead Year Level</b>	<ul style="list-style-type: none"> <li>• Lead the implementation of year level strategies related to curriculum planning and delivery.</li> <li>• Collaborate with Social Emotional Learning (SEL) Leader to lead the implementation of an integrated social emotional learning program across the year level.</li> <li>• Collaborate with Interdisciplinary Learning Leaders (IDLLs) to make a significant contribution to procedural development relating to teaching and learning in the College.</li> <li>• Manage the provision of professional learning and developing individual and team plans for teaching staff within the priorities of the College.</li> <li>• In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.</li> <li>• Manage the implementation of the school operations and policies related to student wellbeing.</li> <li>• Work with the IDLLs to lead the development of an integrated curriculum and participate in curriculum development across all areas.</li> <li>• Monitor student progress across subject areas and to work closely with Learning Diversity Leaders and IDLLs to improve student achievement.</li> <li>• Lead Education Support Staff in their work supporting the year level programs.</li> </ul>
<b>Pastoral Care of Year level</b>	<ul style="list-style-type: none"> <li>• Directly responsible for all year level related matters (including but not limited to camps, retreats, assemblies, transition, liturgies, social emotional learning initiatives, etc).</li> <li>• Empowers students to be responsible for their own learning, be accountable for their actions, negotiate conflict and proactively engage with their peers, teaching staff and the broader College Community.</li> <li>• Build capacity of the year level teaching staff to review, modify and expand their use of positive, proactive behaviours and an integrated curriculum to form our students and their individual and collective pastoral needs.</li> <li>• Develop strengths based positive behaviour programs that enhance social-emotional learning appropriate to the Year Level.</li> <li>• Coordinate the pastoral care of all students in the year level, referring to the Directors or Deputy Principal as required.</li> <li>• Attend Student Support Meetings (SSGs) to discuss students at risk and develop interventions to ensure appropriate support is provided and student attendance is monitored.</li> <li>• Liaise with the teaching teams to provide information about students at risk and relevant action plans.</li> <li>• Be the focal point for parental contact and communication with parents/guardians about all activities relating to the year level.</li> <li>• Work closely with students, Student Advocates and Interdisciplinary Leaders in relation to subject choices.</li> <li>• Engage empathetically with staff, students and parents/guardians dealing with difficult situations that affect student learning and engagement. Liaise with staff around students concerns with learning.</li> <li>• Encourages initiative within the College by developing opportunities for staff to explore areas of interest which are of benefit to students' learning.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>• Manage, review and maintain relevant curriculum budgets, including resource requests for consumables.</li> <li>• Investigate and propose capital purchases for contemporary learning across relevant learning areas.</li> <li>• With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.</li> </ul>



<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>• Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment.</li> <li>• Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.</li> <li>• Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> <li>• Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.</li> <li>• Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance.</li> <li>• Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> <li>• Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>• Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>• Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>• Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>• Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>• Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families.</li> <li>• Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> <li>• Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.</li> <li>• Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</li> </ul>
<b>Leading the management of the school</b>	<ul style="list-style-type: none"> <li>• Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>• Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>• Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.</li> <li>• Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>• Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>• Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> <li>• Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>• Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all.</li> <li>• Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.</li> <li>• Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<b>Essential:</b> <ul style="list-style-type: none"> <li>• Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<b>Desirable Other:</b> <ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>• Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>• Relevant postgraduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description.</li> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> </ul>

	<ul style="list-style-type: none"> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability and willingness to accept policy directives.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Deputy Principals and Directors.
<b>Conditions</b>	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024..</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.



## STUDENT SERVICES COORDINATOR

### POSITION DESCRIPTION

---

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

#### POSITION SUMMARY

The Student Services Coordinator (SSC) is an important role in the implementation of the College's Student Support strategies, as part of the overall Student Services Framework. This framework is underpinned by the College's Mercy values and strategic pillars. The Student Services Framework role will focus on:

- Developing a positive and optimum setting for student learning (Student Learning and Achievement pillar).
- Ensuring the learning and wellbeing needs of all students are met, including the most vulnerable students (Student Wellbeing pillar).
- Building excellence in learning and teaching and student services (Excellence in Staff pillar).
- Supporting students and staff to ensure the implementation and utilisation of innovative resources in the program (Innovation and resources pillar).
- Building community engagement in the learning (CMC community pillar).
- Demonstrating professional leadership of the Student Services program (Secure future pillar).

The Student Services Coordinator will be responsible for overseeing the student services program, improving student safety and wellbeing and ensuring that appropriate resources and expertise is available to students who need them. Furthermore, the SSC will ensure early intervention is provided before student issues become exacerbated. The role will build a flexible case management style program that builds student engagement and builds the capacity of educators and support staff to use intervention-based solutions.

The SSC will advise and recommend professional learning to the Professional Learning Committee.

The SSC will report the Campus Directors.

## ESSENTIAL DUTIES & RESPONSIBILITIES

<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Work with College leaders to develop the College's policies and procedures pertaining to the Student Services Framework.</li> <li>• Ensure that all Student Services policies and procedures are in line with relevant legislation and compliant with other relevant bodies including Catholic Education Sandhurst Ltd (CESL), Mercy Education Ltd (MEL), Commission for Child and Young People (CCYP), Victorian Institute of Teaching (VIT), etc.</li> <li>• Facilitate adequate planning and evaluation of the student services to ensure the best use of services, identify service gaps and to avoid duplication of services.</li> <li>• Develop referral processes to ensure all students have access to support and evidenced based best practice referral processes are implemented.</li> <li>• Develop processes that balance the delivery of assessment and interventions in order to improve student outcomes.</li> <li>• In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.</li> </ul>
<b>Program Leadership</b>	<ul style="list-style-type: none"> <li>• Oversee the delivery of support services for all students, ensuring additional resources, education and wellbeing resources are accessible to the most vulnerable and disadvantaged students.</li> <li>• Oversee the provision of support services to students who require more specialised expertise including assessment and intervention to support their learning.</li> <li>• Encourage and enable collaboration of professional teams in order to build a case management approach to support.</li> <li>• Lead the building of partnerships with community services to meet the needs of students.</li> <li>• Lead the Identification, development and coordination of strategies to support students, including through developing approaches with each of the areas within the program (for example: Intervention Teachers, Counsellors, Educational Psychologist, Allied Health professionals).</li> <li>• Lead the integration of the student services program across all year level teams and through all tiers of the College organisational structure.</li> <li>• Represent the Student Services team in working with College leaders to continue to develop the capabilities of the College's teaching and learning, wellbeing and intervention strategies to ensure improvement in student outcomes.</li> <li>• Critical Incidents: Lead the Student Services team in the response to critical incidents involving students, staff and the community.</li> <li>• Provide guidance to the Student Services team and College leadership on critical incidents, emergencies and complex cases as required.</li> <li>• Provide professional guidance and advice to the team, management and school leaders.</li> <li>• Communicate/ discuss relevant student services program matters with the College Executive.</li> <li>• Model evidence based best practice and retain currency through managing a small case load as agreed with the Executive.</li> <li>• Lead Education Support Staff in their work supporting the student services programs.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>• Manage, review and maintain relevant curriculum budgets, including resource requests for consumables.</li> <li>• Investigate and propose capital purchases for contemporary learning across relevant learning areas.</li> </ul>

	<ul style="list-style-type: none"> <li>With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.</li> </ul>
<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment.</li> <li>Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.</li> <li>Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> <li>Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.</li> <li>Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance.</li> <li>Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> <li>Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families.</li> <li>Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> <li>Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.</li> <li>Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</li> </ul>
<b>Leading the management of the school</b>	<ul style="list-style-type: none"> <li>Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> </ul>

	<ul style="list-style-type: none"> <li>• Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> <li>• Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>• Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.</li> <li>• Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>• Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>• Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> <li>• Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>• Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all.</li> <li>• Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.</li> <li>• Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<p><b>Desirable Other:</b></p> <ul style="list-style-type: none"> <li>• A qualification in Allied Health and/or experience in a clinical setting.</li> <li>• Accreditation to Teach Religious Education</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>• Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>• Relevant postgraduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>



<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description.</li> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability and willingness to accept policy directives.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Deputy Principals and Directors.
<b>Conditions</b>	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024.</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.



## LEARNING DIVERSITY LEADER

### POSITION DESCRIPTION

---

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### POSITION SUMMARY

The Learning Diversity Leader (LDL) is responsible for all the funded students with a disability (SWD) on their campus and for leading staff to ensure that the needs of each student are identified and targeted. The LDL reports to the Student Services Coordinator (SSC) and the Campus Director.

The LDL is responsible for supporting the SSC and Director of Campus in developing the data and evidence for student transition to and from their campus. This process is detailed in the transition risk register and includes relevant testing, clinical assessments, Nationally Consistent Collection of Data (NCCD) status, Student Support Groups (SSG's) pre-commencement and the establishment of appropriate intervention support, student placement and Personal Learning Plans (PLP's).

The LDL is responsible for the wellbeing and learning needs of all funded and English as an additional language (EAL) students on campus. They are to advocate on their behalf and ensure that they are appropriately supported in their learning, wellbeing and pathway.

The LDL will attend Intervention Committee meetings and represent those students funded and provide evidence of Specific Subject Learning Plans (SSPNs) and PLP's.

The LDL will work with all of the Learning and Teaching Team to ensure that the curriculum is accessible and appropriate. The LDL will coach and support Interdisciplinary Learning Leaders and Year Level Leaders and their teams to ensure that the appropriate curriculum is available for all students with a disability (SWD) to access and grow. The LDL will review assessments and the mandated reports.

The LDL will actively participate in the professional learning across the College and coach and mentor staff who are supporting SWD students. The LDL will advise and recommend professional learning to the Professional Learning Committee.

## ESSENTIAL DUTIES & RESPONSIBILITIES

<b>Lead Diversity</b>	<ul style="list-style-type: none"> <li>• Responsible for accurate and timely data collection of reports including uploading to Catholic Education Victoria Network (CEVN) as per annual list of Data Collection requirements.</li> <li>• Provide professional learning for staff and support collaborative partnerships between the school, parents/guardians and other professionals.</li> <li>• Lead compliance of Disability Standards for Education e-learning - Educational Leaders.</li> <li>• Schedule regular Nationally Consistent Collection of Data (NCCD) Team meetings for data collection and moderation.</li> <li>• Attend NCCD Network meetings.</li> <li>• Have a solid understanding of applicable legislation and ensure compliance with learning diversity programs.</li> <li>• Implement NCCD Data collection process.</li> <li>• Ensure applications, paperwork and reporting requirements are current and kept up to date for all:               <ul style="list-style-type: none"> <li>○ English as an Additional Language (EAL) Students – New Arrivals;</li> <li>○ Students With Disabilities (SWD) Funding - Attend Learning and Teaching Team meetings to ensure staff are regularly informed about the strategies in place to improve learning enrichment.</li> </ul> </li> <li>• Maintain all associated NCCD and National Disability Insurance Scheme (NDIS) data and documentation for Special Needs applications.</li> <li>• Support teaching staff in identifying and responding to the additional learning needs of students.</li> <li>• Facilitate the staffing to meet student individual needs.</li> <li>• Inform staff of NCCD student information.</li> <li>• Oversee and manage the Learning Support team.</li> <li>• Actively advocate for students in developing targeted interventions with the YLL's and IDL's, based upon contextual data and research.</li> <li>• Assist teaching staff in creating and implementing effective Personalised Learning Plans (PLP's) for students.</li> <li>• Identify students and provide support to teaching staff for Gifted and Talented Students.</li> <li>• Facilitate and provide professional development to subject teachers in all curriculum areas to assist them to gain further knowledge and skills in learning enrichment via peer observations, coaching, classroom visits, staff meetings, workshop, domain meetings, team planning sessions and consultations with individual teachers as required.</li> <li>• Work closely with the Directors, Student Services Coordinator, Learning Leaders and Year Level Leaders to generate individual data to support PLP's.</li> <li>• Actively participate in the Professional Learning Committee.</li> <li>• In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching.</li> <li>• Lead Education Support Staff in their work supporting the learning diversity program.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>• Manage, review and maintain relevant curriculum budgets, including resource requests for consumables.</li> <li>• Investigate and propose capital purchases for contemporary learning across relevant learning areas.</li> <li>• With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.</li> </ul>
<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>• Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment.</li> <li>• Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.</li> <li>• Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.</li> <li>• Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance.</li> <li>• Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community.</li> <li>• Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>• Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>• Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>• Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>• Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>• Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families.</li> <li>• Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.</li> <li>• Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.</li> <li>• Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</li> </ul>
<b>Leading the management of the school</b>	<ul style="list-style-type: none"> <li>• Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>• Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> <li>• Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>• Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance.</li> </ul>

	<ul style="list-style-type: none"> <li>• Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>• Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>• Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> <li>• Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>• Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all.</li> <li>• Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.</li> <li>• Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<b>Essential:</b> <ul style="list-style-type: none"> <li>• Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<b>Desirable Other:</b> <ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>• Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>• Relevant postgraduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description.</li> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability and willingness to accept policy directives.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Deputy Principals and Directors.
<b>Conditions</b>	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024.</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.





**Coolock Campus**  
(Years 7-9)  
1 St Vincent's Road  
Junortoun 3551



**St Mary's Campus**  
(Years 10-12)  
Barkly Street  
Bendigo 3550

 **5445 9100**

 [recruitment@cmc.vic.edu.au](mailto:recruitment@cmc.vic.edu.au)

 [www.cmc.vic.edu.au](http://www.cmc.vic.edu.au)