



Role Description Learning Leader (7-12)

Introduction:

In our Sacred Heart school, there has been a long tradition of particular care for every student. It is the policy of Sacré Cœur to live out the values that reflect its Sacred Heart tradition. These values are embodied in the Goals of Sacred Heart education, which are:

1. A personal and active faith in God
2. A deep respect for intellectual values
3. The building of community as a Christian value
4. A social awareness that impels to action
5. Personal growth in an atmosphere of wise freedom

Sacré Cœur places an emphasis on serious study and academic excellence. The curriculum is designed to engender the integral development of students, encouraging physical, intellectual, moral, creative and spiritual growth in a supportive and co-operative learning environment.

At Sacré Cœur we aspire to the highest professional standards. This is reflected in the quality of the relationship between staff and students, the learning environment created, the concern for each individual and a hard-working conscientious approach to class preparation and correction.

Role Overview:

The position of Learning Leader is a key leadership position at Sacré Cœur. The Learning Leader of each learning area holds a vital leadership role and is responsible for leading learning, curriculum and assessment within their learning area. The Learning Leader will encourage a culture of excellence in student academic performance through the establishment of an effective climate of quality contemporary learning and teaching, personal best achievement of staff and students and collaborative relationships between teachers, students and parents/caregivers.

Senior School student academic programs are managed by a team, which includes the Director of Learning and Teaching (P-12), Year Level Co-ordinators and Learning Leaders. Each Learning Leader will also work as part of a team with other Learning Leaders on the Learning and Teaching Committee.

Learning Leaders manage a learning area, specific to: curriculum, teachers of subjects within their learning area; and whole school initiatives that aim to improve current learning and teaching practices and procedures.

Reports to:

The Learning Leader reports to the Principal through the Director of Learning and Teaching (P-12).

Key Duties and Responsibilities:

Examples of duties include, but are not limited to:

Leadership of Learning

- Development of opportunities for all students to access a rich and challenging curriculum, including differentiation to cater for variety of student learning needs
- Provision of access to emerging trends in educational theory, learning theory, curriculum design, learning technology and formative assessment
- Application of current standards of best practice in staff and student learning
- Establishment and maintenance of a positive, effective learning environment during classes
- Co-operation with the Learning Enhancement Leader (7–12) to provide learning and teaching programs for students with particular needs
- Implementation of the Sacré Cœur Learning and Teaching Policy, Assessment Policy and other related curriculum policies
- Review and revision of curriculum as necessary with development and maintenance of clear and appropriate course outlines, documentation and subject guidelines
- Documentation of curriculum and course outlines for each level taught and oversight of other content in the School Learning Management System
- Development of strategies to ensure consistent application of the curriculum across parallel classes
- Support in curriculum implementation, to ensure that programs are followed as prescribed

Professional Learning

- Generation and implementation of innovative ideas and practice for the continuous improvement of the Learning Area, with a focus on whole school priorities
- Support of, and contribution to, School professional learning teams
- Promotion of collaboration and collegiality within the Learning Area and also with other Learning Areas
- Involvement with, and participation in, the appropriate regional, state or national educational and/or subject associations and subject network membership
- Willingness and ability to review pedagogy at every level to facilitate greater focus on effective student learning
- Contribute to the development and enhancement of digital literacy for teachers and students

Administration of Learning Area

- Organisation of aspects of induction for new staff related to the Learning Area
- Provision of advice to the Principal, through the Director of Learning and Teaching (P-12), on staffing of the Learning Area
- Use of delegation to make effective use of the abilities of members of the Learning Area and provide them with opportunity for varied professional experience
- Positive, encouraging approach to colleagues within the Learning Area with recognition of success, encouragement of feedback and suggestions and support for staff experiencing difficulties
- Assisting in interview panels, including subject specific questions
- Management of non-teaching staff (where applicable)
- Communication within the Learning Area and the dissemination of information relating to specific subjects or documents and information from educational and careers organisations
- Monitoring of OHS regulations in the workplace to ensure regulations are met
- Promotion of learning within the school and the wider community eg Subject Selection Information Nights, Festival of Ideas, displays around the school (including digital signage), newsletters, etc.
- Co-ordination of examination content and VCE Practice Examinations, report formats and feedback for assessment tasks and SACs
- Interpret and distribute relevant information to Learning Area members on student results such as NAPLAN, VCE statistics or other testing results
- Co-ordination of excursion/incursion program and other student activities and competitions for the Learning Area in consultation with Team Leaders
- Attendance at regular Learning and Teaching Committee meetings chaired by the Director of Learning and Teaching (P-12) and reporting back to and acting on initiatives from those meetings with the Learning Area
- Chair regular and effective Learning Area meetings and provide the Director of Learning and Teaching (P-12) with the agenda and minutes of each meeting
- Effective administration of book lists, recurrent and capital budgets and orders and accounts
- Organisation and maintenance of subject specific subscriptions and teaching resources for the learning area
- Involvement of the learning area in the School's response to developments initiated by such bodies as the MACS, VCAA, VIT, AITSL, DET
- Management the Learning Area budget allocation and ordering for this area including the acquisition of new resources and the proper care of resources through appropriate and safe storage
- Other duties as directed by the Principal.

General Expectations:

Professional Development

As required, attend learning area meetings, staff meetings; participate in professional development seminars for teachers and/or for administration staff.

Internal Relationships

Apart from the Director of Learning and Teaching (P-12), primary relationships for the position are:

- Principal
- Deputy Principal, Director of Staff
- Year Level Co-ordinators
- Learning and Teaching Committee
- Students
- Teaching Staff

External Relationships

- Broader School Community
- Relevant subject associations
- VCAA

Direct Reports

- Non-Teaching staff who support the Learning Area *eg Science Laboratory Technicians, Creative Arts Assistants*

Key Selection Criteria:

Qualifications and Experience

The Learning Leader will be a person of suitable teaching experience. They will have a relevant background in either professional development or qualifications, and are willing to continue such development as supported by the School.

Accreditation to Work in a Catholic School, or working towards this.

Also, desirable the candidate would hold a Post Graduate degree in educational management / leadership / student wellbeing / administration or relevant area, or working towards this.

Knowledge, experience and skills

- is committed to, and supportive of, contemporary learning practices
- is enthused by and committed to this role and its responsibilities
- displays competence, energy and initiative in the role
- has appropriate academic qualifications, suitable experience and a background relevant to the role
- will also be a classroom teacher and uphold and promote Restorative Practices in working with students, parents/caregivers and staff
- can interact positively and effectively with all members of the School community

- has proven ability and availability to teach at a range of levels from Year 7 to VCE/Year 12 and be knowledgeable of curriculum requirements of the Victorian Curriculum 7-10 and the VCE
- has knowledge and expertise of best practice for learning and teaching in the relevant learning area
- is supportive of the Director of Learning and Teaching (P-12) in the implementation of all educational programs

Essential

- Demonstrated ability to build strong networks, work in project teams in a collaborative manner, motivate others and interact with individuals at all levels – both internally and externally
- Excellence in communication and teaching practice
- High motivation, feedback-orientation and growth mindset in their daily approach
- An excellent understanding of Victorian curriculum, including cross-curriculum priorities and the four capabilities
- Interest and passion in all stages of learning across Year 7 to Year 12, including the ability to work with colleagues and students at all levels
- Strong interpersonal and communication skills and demonstrated capacity to positively build effective working relationships with key stakeholders (students, staff, parents and broader community), motivate people and influence culture
- Proven leadership and management skills
- Experience in designing and implementing key programs
- Proven track record in achieving strategic targets, developing teams and change management
- Capable of working effectively with others and managing workloads

Highly Desirable

- Highly developed written and verbal communication skills, including presentation skills and sound administrative skills
- Highly developed IT skills and experience with content management software programs
- An ongoing commitment to professional development and a capacity to adapt to new technologies
- Ability to demonstrate initiative and work under pressure in a calm, confident manner

Personal Requirements and Competencies | All Staff:

- Alignment with School values
- Understanding of the traditions and spirituality of a Sacred Heart (RSCJ) school and ability to confidently articulate them
- Upholding and promoting Restorative Practice in working with students, parents/caregivers and staff
- High level of professional personal presentation
- Professional, warm, positive and welcoming presence
- Capacity to maintain high levels of confidentiality

- Operates effectively in a team environment, maintains high work standards with minimal supervision and high attention to detail
- Enthusiastic and highly motivated to contribute
- Flexible and operate effectively in a changing environment

Child Safety | All Staff:

Sacré Cœur is committed to the safety, wellbeing and inclusion of all our students. The School has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse.

Particular attention is paid to the most vulnerable children (Aboriginal and Torres Strait Islander, culturally and/or linguistically diverse backgrounds and children with a disability). In this context, Sacré Cœur implements a regular and comprehensive Child Safety and Protection program across the entire Sacré Cœur community.

All staff at Sacré Cœur take an active role, and are well-informed of their obligations, in relation to Child Safety under Ministerial Order No. 1359 Child Safe Standards – managing the risk of child abuse in schools”. Employment at Sacré Cœur is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Protection – Reporting Obligations Policy, being read, understood and adhered to by being proactive in reporting any concerns or identified risk. Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students’ safety has been identified.

Sacré Cœur has robust human resources, recruitment and vetting practices that are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out VIT, Working with Children, police record *where required* and reference checks to ensure that we are recruiting the right people.

Terms and Conditions:

The Learning Leader will be employed under the terms and conditions of the Catholic Education Multi Employer Agreement 2022. A formative appraisal will take place in the second year of this tenure.

Classification	POL2
Time Allowance	8 periods per 10-day cycle
Value range	Teacher Salary + POL 2
Employment status	Tenured
Length of Appointment	2 years 2025-2026
Date reviewed	June 2024
Due for review	March 2026

Equal Opportunity

Sacré Coeur is committed to Equal Employment Opportunity principles and is committed to the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

Aboriginal and Torres Strait Islander peoples are encouraged to apply for all positions at Sacré Coeur.

Summary

This role description should not be seen as limiting and may be altered to meet the needs of the School at any time.

VERSION | June 2024 CURRENT