



**St. Joseph's
College Echuca**
STRENGTH & KINDLINESS



Position Description

Position of Leadership - Learning Leader

POSITION DETAILS	
College	St Joseph's College Echuca
Reports to	Assistant Principal - Learning and Teaching
Classification	Teacher
Key Learning Areas	POL3 – Religious Education (includes Community Service) POL3 – English (includes Literacy) POL3 - Mathematics (includes Numeracy) POL3 – Science (includes Sustainability) POL3 – HPE (includes Outdoor Education) POL3 – Arts POL3 - Performing Arts POL3 - Technology POL3 – Humanities (includes Public Speaking) POL2 – Languages
Time Release	Technology & Arts - Minimum of 4 periods per cycle Languages - Minimum of 3 periods periods per cycle Religious Education (includes Community Service) English (includes Literacy), Mathematics (includes Numeracy), Science (includes Sustainability), HPE (includes Outdoor Education), Humanities (includes Public Speaking) - Minimum of 6 periods per cycle An additional allowance for cross campus travel will be built in to loads in the order of 1-2 periods per cycle per leader (dependent on teaching load and existing travel acknowledgment). This would apply to all LL roles Time allocation will be commensurate with the role
Remuneration	As per the Victorian Catholic Education Multi Enterprise Agreement 2022 (CEMEA) Salary level 1 July 2025 - \$79,589 - \$118,063 + Super PoL 2 1 July 2025 - \$6,326 PoL 3 1 July 2025 - \$9,629

POSITION SUMMARY

The role of the Learning Leaders is to lead and support the implementation of a rigorous and engaging curriculum for our students. Learning Leaders are specifically involved in developing an engaging curriculum, improving teacher reflection on student learning and the use of data for tracking and modifying student learning.

The Learning Leaders are members of the Learning and Teaching Team and in collaboration with the Assistant Principal – Learning and Teaching and the College Leadership Team, have responsibility for development of the curriculum, assessment & reporting, and ensuring that staff are teaching engaging, rigorous and progressive units.

MISSION AND VISION

All staff members of St Joseph's College are expected to:

- Uphold the Kildare Education Ministries Core Values, apply them to their work and ensure their priorities focus on quality teaching and learning, student and staff wellbeing and the careful stewarding of physical and financial resources
- Have a demonstrated understanding of the ethos of a Catholic school and its mission
- Demonstrate a commitment to instil in students a respect for each other in accordance with the teaching of Jesus Christ
- Demonstrate a commitment to personal witness as a member of a faith community.

Our College motto 'Strength and Kindliness' comes to life in each staff member as they demonstrate the strength to do their job well and the kindliness to undertake it with compassion.

Leadership at St Joseph's College is inspired and shaped by the document *Leadership in a Kildare Education Ministries School* and the relevant AITSL Standards. Learning Leaders will be at 'Lead' standard.

Fundamental to the vision of Kildare Education Ministries is the belief, clearly articulated in its foundational documents, that education is transformative and that it is underpinned by principles of sound educational practice based in a rich Catholic tradition.

All leaders will actively and collaboratively promote and enhance the Catholic Mission and Identity of the College and respond to contemporary research and theological thinking through the development and actioning of the school improvement plan. They will facilitate the ongoing development and understanding of the Kildare Ministries Core Values, Living Justice Living Peace, and the implications for our way of being at St Joseph's College. The core values that guide KEM schools are: Compassion, Justice, Hospitality, Courage, Hope & Wonder.

LEADERSHIP

At St Joseph's College, leaders are expected to demonstrate skills and a personal commitment to improvement in areas of school life, with the aim of offering leadership that is effective and has a meaningful, positive and lasting impact on student outcomes. All staff are expected to be supportive of the distributive style of leadership

informed by growth coaching. This leader will be actively supportive of the school improvement priorities and the strategic plan.

COACHING AND PROFESSIONAL LEARNING

St Joseph's College expects all staff members to be part of a positive and reflective culture. As such, the College supports and encourages growth coaching for all staff. Coaching is to be built into the professional practice of all staff, and this practice is acknowledged as contributing to the effective and meaningful growth and development of staff. All leaders will coach a team of staff that are allocated by the Director of Capacity and Culture. Professional learning is valued and recognised, in particular, as a major contributing factor towards improvement in student learning outcomes.

STATEMENT OF DUTIES

The following duties are specific to this role and in addition to the responsibilities outlined above for all College Staff members and/or other duties as required by the Principal from time to time.

- Actively articulate the school's vision and mission as a Catholic school, and use this as a wellspring in all discussion and decision-making
- Active as an individual, or as a team member, to work towards the success of the school's Strategic Plan, providing support, stimulus and action as necessary
- Available to all staff for consultation and support
- Communicate and exemplify to staff correct procedures and processes
- Address staff meetings and other forums on matters pertaining to their respective areas of leadership
- Contribute to the development of College policies and procedures
- Seek professional development to further understand the mission of St Joseph's College and to develop as leaders and educators
- Ensure that the school's Learning and Teaching program is engaging, reflective, rigorous, well-resourced and documented according to the school's requirements
- Manage and maintain the curriculum documentation for relevant domains according to school procedures
- Build cross-curricular connections for improved student learning
- Gather staff as necessary and facilitate collaborative curriculum planning and development
- Manage the budget for the relevant learning area efficiently and responsibly
- Work collaboratively to monitor closely and plan for improvement in Learning and Teaching across the whole teaching body
- Take responsibility for supporting the teaching staff of relevant domains
- Be a 'critical friend' to teachers in the relevant domains, assisting the analysis of data, and where necessary, asking the 'courageous questions' about student improvement
- Assist teachers to reflect on and improve their teaching skills by providing ideas and strategies on planning, pedagogy and teaching skills
- Plan for future improvement (for individual staff, for teams, and for the whole staff) and implement programs as necessary to do so
- Conduct and facilitate action research at the College

- Assist staff to experiment with teaching and assessment strategies that meet the needs of students' different learning styles and abilities
- Undertake improvement conversations with staff when curriculum expectations and agreed behaviours are not met
- Adopt a leading role in the school's coaching and reflection program, particularly as a coach of a PLT
- Ensure assessment (formative and summative) is rigorous, appropriate and timely
- Ensure that academic reporting to parents is undertaken in an orderly and comprehensive manner
- Track student improvement within respective domains and train staff in using a broad range of data effectively for improved student learning
- Develop a vision and goals for advancement of the Learning area, in consultation with the Director of Data and Research and the Assistant Principal (Learning and Teaching) and lead others in achieving these goals
- Engage in the use of student reference data to discuss the College and learning area programs, their impact on student learning and methods of improving student learning outcomes.
- Promote a team culture with a focus on quality teaching and learning.

Specific Learning Leaders:

Religious Education:

- Work with the Principal in supporting Religious Education teachers to gain appropriate accreditation to teach Religious Education or accreditation to teach in a Catholic school.

Mathematics and English:

- Plan, organise and manage the delivery of NAPLAN testing to appropriate year levels
- Work in consultation with the AP (Learning and Teaching) on the whole school approach to literacy and numeracy.

Science:

- Plan for and work towards the attainment of a 'Five Star Sustainable School' and/or Catholic Earth care recognition
- Remain abreast of current issues and the best practice of sustainability education in schools
- Establish and facilitate a Sustainability Committee, made up of both staff and students
- Assist staff in the development of courses that integrate Environmental Sustainability learning
- Make recommendations to the Leadership Team concerning the advance of the College's environmental sustainability
- Promote and keep the College community informed of environmentally sustainable practices and procedures
- Liaise with other agencies and organisations to enhance the school's understanding of, and response to, issues of sustainability
- Oversee the work of the technician/s.

Health and Physical education:

- Organisation of camps at various levels.

The Arts and Technology:

- Take responsibility for overseeing the development, organisation and running of the College musical production
- Work closely with the organising team to plan auditions, staging, rehearsals and promotion of the musical production
- Prepare and monitor the budget for the musical production
- Ensure compliance with all necessary administrative requirements, including but not limited to copyright requirements
- Work in collaboration with teachers regarding the Visual Arts display and Art Expo/Exhibition
- Oversee the work of the technician/s.

Performing Arts:

- Lead and coordinate the Instrumental Music program, including overseeing tuition across a range of instruments, liaising with instrumental music tutors, scheduling lessons, and supporting ensemble development. Foster student engagement and skill progression through individual and group instruction, performances, and integration with classroom music programs.
- Direct and manage the School Choir, ensuring a vibrant and inclusive choral program. Responsibilities include selecting appropriate repertoire, leading rehearsals, preparing students for performances and competitions, and encouraging vocal development and confidence in all participating students.
- Take a key leadership role in the planning, coordination, and delivery of annual school productions. Collaborate with staff across departments to manage casting, rehearsals, technical requirements, costuming, and staging. Inspire student participation across all year levels in musical, dramatic, and backstage roles to deliver high-quality, community-focused events.
- Oversee the maintenance, organisation, and use of performance-related equipment, including audio, lighting, and staging resources. Coordinate the setup and technical support for school events such as assemblies, concerts, productions, and presentations, ensuring smooth and professional delivery.
- Contribute to the design and delivery of engaging curriculum and co-curricular programs in Music, Theatre Studies, Drama, and Dance. This includes classroom teaching, assessment, and reporting, as well as supporting student participation in performance opportunities that nurture creativity, collaboration, and confidence.

ATTRIBUTES & DISPOSITIONS ATTRIBUTES

- A dynamic teacher who works well with their peers to plan for and implement teaching programs that improve student academic outcomes
- A commitment to improving learning and teaching across the whole school
- Highly developed interpersonal and communication skills and the ability to liaise and communicate effectively with people at all levels and from varying backgrounds
- Ability to deal sensitively with confidential information
- A strong commitment to teamwork
- A proven capacity to work independently and effectively in the face of changing priorities, deadlines and pressures.

CHILD SAFE RESPONSIBILITIES

All College staff members will:

- Comply with legislated occupational health and safety practices and participate in consultative processes
- Observe safe work practices in accordance with training and instruction given
- Identify, report and where appropriate, action risk/hazards in order to eliminate or mitigate against the risk recurring. (Risks arising in the workplace may be financial, site, task, reputational or person specific or related to safety.)
- Promote and implement occupational health and safety and risk mitigation processes within the College.

CHILD SAFE SCHOOL

St Joseph's College is committed to creating and maintaining a child safe environment in which students feel safe and are safe. All College staff must commit to the College principles of Child Safety and Maintaining a Child Safe School Environment as outlined at <http://www.sje.vic.edu.au/child-safety>

TERMS AND CONDITIONS

- A commitment to Catholic Education including accreditation to teach in a Catholic School or a commitment to attain registration within 2 years of the appointment
- Hold a current registration with the Victorian Institute of Teaching
- Post Graduate studies in Leadership, or a willingness to undertake further study relevant to the primary focus of the role
- An ability to work within a distributive and collaborative decision making structure
- A sound grasp of current educational thought and practice specifically in the context of the role
- A vision for the role
- Exhibit an ability to communicate effectively with the whole school community as well as with the wider community
- Comply with St Joseph's College Child Safety Code of Conduct and KEM Child Safety Code of Conduct, KEM Ethical Standards Policy
- Appropriate qualifications and/or experience.

CONTRACT & CONDITIONS

Contract & Conditions	• Ongoing - Teacher • The role tenure is for 3 years. If the contract is not renewed the staff member will return to an ongoing teaching position. • The Learning Leader will undertake a review during this tenure. • The Learning Leader is expected to: • Be available onsite a few days prior to the commencement of the school year and until the gazetted final day. • Attend planning meetings during holidays or work short periods on weekends if required. • Perform other appropriate duties as may be required by the Principal. This may include taking on particular projects at the request of the Principal. These projects may be short term or ongoing depending on the nature of the assignment. • Other duties as directed by the Principal
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