



Position Description

TITLE: MIDDLE YEARS CURRICULUM LEADER – COBBLEBANK CAMPUS

Report to: Deputy Principal – Learning and Teaching

REMUNERATION & TIME ALLOWANCE

Position of Leadership Allowance: POL 3

Time Allowance: 8 periods per cycle

Tenure: 3 years with a possible further three years upon successful appraisal

The Middle Years Curriculum Leader is expected to commit to the vision and values of St Francis Catholic College (the College) and carry out the role in a manner that reflects the vision and values articulated in the College Mission Statement in accordance with the School Implementation Framework (SIF) and the College Annual Action Plan (AAP).

STATEMENT OF DUTIES	
Commitment to Catholic Education	<ul style="list-style-type: none">• Demonstrate an understanding of the ethos of a Catholic school, in particular, the Franciscan and House Charisms.• Demonstrate an understanding of Church teachings and the staff members role in the mission of the Church.• Demonstrate a capacity to integrate Church teachings into all aspects of curriculum.• Demonstrate ability to help students understand and appreciate Catholic teachings through personal example.• Compliance with the Accreditation Policy of the Victorian Catholic Education Authority (VCEA).• Demonstrate a commitment to Franciscan education informed by the Franciscan Schools Australia Framework.
Commitment to Child Safety and Wellbeing	<ul style="list-style-type: none">• Be familiar with and comply with the College Child-Safety Policy and Code of Conduct, and any other policies or procedures relating to child safety.• Assist in the provision of a child safe environment for students.

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	<ul style="list-style-type: none"> • Actively promote development and maintenance of a rigorous and vigilant culture of child safety at the College. • Demonstrate ability to provide a duty of care for students in relation to their physical and mental wellbeing. • Maintain currency with legal obligations in relation to child safety - mandatory reporting and reportable conduct.
Teaching Duties and Responsibilities	<ul style="list-style-type: none"> • Be aware of MACS schools Flourishing Learners position statement – <i>Vision for Instruction</i>. • Implementation of explicit instructional practice. • Actively lead teaching team processes for curricular/lesson planning, assessment design, moderation, and data analysis. • Lead high-quality professional conversations that enhance professional knowledge, expectations, and practice. • Facilitate team-based leading that involves engaging with research evidence and data, intentionally practising strategies in classrooms and reflecting on the impact. • Together with the Pedagogy Coach, model, and mentor teachers towards instructional excellence through evidence-informed lesson demonstrations, observations, and feedback. • Liaise with NAPLAN Administrator to ensure documentation and compliance and correct implementation of NAPLAN. • Support the effective use of data and assessment to track learner progress over time and to evaluate the effectiveness of programs and practices. • Assist classroom teachers by establishing the use of data, as per the College Data Plan, as a core strategy in the development of best teaching practice and implementation of programs that improve student performance and learning outcomes. • Actively use SFCC GROWTH Coaching Model when dialoguing with teachers and students. • Liaise and coordinate with IT and Director of Learning and Teaching to implement NAPLAN tests within the time frame, including staff and student presentations. • PAT Administration ensuring PAT-M and PAT-R is administered and completed as per the College’s Data Plan. • Analyse NAPLAN and PAT data and work with the Curriculum Executive and Domain Leaders to develop strategies to improve student outcomes. • Follow up on implementation and effectiveness of the established strategies. • Work collaboratively with the Curriculum Executive to organise and help deliver regular Professional Learning for staff, including taking the lead

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role for targeted projects eg Vision for Instruction.

- Review assessment programs regularly through the year to ensure valid and rigorous testing and assessment has been delivered to students.
- Assist with the successful delivery of subject selection, including presenting information sessions for parents as required.
- Work closely with the Deputy Principals and other relevant staff during periods of subject selection, timetabling and staffing allocation.
- Liaise with Deputy Principal - Learning and Teaching, College Organiser and Timetabler and Senior Learning Leader (Melton) in creation of the Year 9, 10 and 11 examination timetables.
- Together with the House Leaders, Learning Diversity Leader and Timetabler coordinate the student reschedules, staffing and rooms rosters.
- Together with the Director of Learning and Teaching, College Organisers, Domain Leaders (English and Mathematics) and Timetabler create the Years 7- 8 TATS timetable, staffing, and rooms rosters.
- Liaise with Learning Diversity Leader to ensure Special Provision requirements are in place during the Year 7-8 TATS, Year 9-10 Exams.
- Create the student presentations for Exam and TAT expectations for delivery in House Assembly or Homeroom.
- Liaise with the Deputy Principal Learning and Teaching to update and create all student/parent/guardian communication for the upcoming TATS and Yr 9-11 Exams.
- Assume the lead role and work with the Chief Exam Supervisors for all Year 10 Examinations. From 2025 the Senior Learning Leader will assume the lead role for Year 11 Examinations.
- Together with the Deputy Principal- Learning and Teaching prepare and distribute documentation pertaining to Year 7- 10 Victorian Curriculum requirements and any updates.
- Be an active member of the Curriculum Executive team, including attendance at Domain Meetings, Curriculum briefings and Learning Team meetings.
- Actively build team psychological safety and collective efficacy.
- Promote the College Vision for Learning.
- Support and enact the College reform agenda inclusive of all students experience at an accelerated rate of progress.
- Develop high impact and high leverage strategies with all staff that align with the College reform agenda leading to the creation of a positive and contemporary learning and teaching environment.
- Assist in the administration and implementation of the curriculum across Years 7- 10.
- Lead a stimulating learning environment by modelling the use of a

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variety of styles and approaches to cater for individual learning needs.

- Understand and plan for adherence to State and National course requirements including the standards of professional practice – Australian Standards of Teaching – and the CECV.
- Lead by example in employing a variety of effective teaching strategies to effectively implement the curriculum.
- Ensure best practise of documentation across the College of State and National course requirements via College UbD documentation.
- Embrace the use of information and communications technologies to enhance learning.
- Engage in learning progress discussions with colleagues.
- Liaise with appropriate support staff in the implementation of the curriculum.
- Retain current knowledge of curriculum initiatives and recent research developments.
- Commit to ongoing professional learning.
- Be open to researching areas of interest relevant to directions provided in the SIF.
- Continue development of ICT skills as technologies evolve.
- Participate in the staff appraisal process.
- Be an active member of a relevant professional association as duties permit.
- Support collegial learning by acting as a mentor or supervising and supporting a student teacher.
- Support and be involved in the co-curricular program where appropriate.
- Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures.
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- Contribute to the College publications, including regular newsletter articles and Facebook posts.
- Maintain currency of first aid, mandatory reporting, and anaphylaxis training.
- Attend all relevant College meetings including Domain meetings and after-hours services/assemblies, sporting events, mass, community, and faith days as well as professional learning opportunities.
- Participate in duty supervision as rostered and other supervision duties when required.
- Demonstrate professional and collegiate relationships with colleagues.
- Uphold the professional standards expected of a teacher.
- Other duties as directed by the Principal.

SELECTION CRITERIA	
Commitment to Catholic Education	<ul style="list-style-type: none"> • Demonstrated capacity to model the ethos of a Catholic school and its mission, in particular, the Franciscan Charism and House members role in the mission of the Church. • Demonstrated capacity to integrate Church teachings into all aspects of the curriculum. • Ability to help students understand and appreciate Catholic teachings through personal example. • Compliance with Accreditation Policy of the Victorian Catholic Education Authority (VCEA). • Demonstrated commitment to Franciscan education formed by the Franciscan Schools Australia Framework.
Commitment to Child Safety and Wellbeing	<ul style="list-style-type: none"> • Demonstrated understanding of child safety. • Experience working with children, demonstrating understanding of appropriate behaviours when engaging with children. • Ability to actively promote development and maintenance of a rigorous and vigilant culture of child safety at the College. • Familiarity with legal obligations relating to child safety, including mandatory reporting and reportable conduct. • Demonstrated capacity to provide a duty of care for students in relation to their physical and mental wellbeing.
Teaching Skills and Experience	<ul style="list-style-type: none"> • Demonstrated capacity to contribute to the strategic thinking, planning, delivery of the SIF. • Demonstrated passion for learning and ability to share this with others. • Demonstrated ability to successfully lead change. • Demonstrated extensive knowledge of further education pathways available, with an ability to explain entry criteria and processes. • Demonstrated experienced in the identification and building of effective and purposeful teams and networks, and in establishing connections and partnerships in the community. • Demonstrated outstanding oral and written communication skills, relating to staff, students, parents/carers, College support groups, and members of the community. • Demonstrated ability to support the career development needs of students through face-to-face appointments, group workshops and the development of related resources. • Demonstrated self-motivation and confidence with an ability to build capacity in others. • Forward thinking, with an ability to work independently and deliver on strategy and goals relevant to the position. • Demonstrated experience in the use of ICT to support a high-quality career program experience for students, with continued development of skills as technologies evolve.

	<ul style="list-style-type: none"> • Demonstrated experience in leading best practice in student wellbeing and behaviour management. • Demonstrated understanding of Restorative Practice. • Demonstrated ability to utilise data to improve student wellbeing outcomes. • Demonstrated ability to work as part of a team – highly relational. • Demonstrated ability and willingness to accept policy directives. • Demonstrated highly effective time management and organisational skills. • Demonstrated ability to promote a culture of 22nd Century adaptive teaching. • Demonstrated proven ability to lead initiatives which promote 22nd Century Learning. • Demonstrated ability to provide support for all teaching staff to become expert teachers. • Demonstrated experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes. • Demonstrated capacity to participate in a range of College activities, e.g. sports, sacramental programs, liturgies, camps/excursions. • Demonstrated leadership qualities. • Demonstrated self-motivation and confidence with an ability to build capacity in others. <p>Essential:</p> <ul style="list-style-type: none"> • Accreditation to Teach Religious Education or working towards. • Accreditation to teach in a Catholic school (or be working towards such accreditation). • Minimum Graduate Certificate in Careers Education and Development or equivalent. • CPR qualifications (training provided). • Current Police Check and Working with Children Check. • Member of the Career Industry Council of Australia. <p>Desirable:</p> <ul style="list-style-type: none"> • Previous experience and understanding of secondary and career education.
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