



St Gregory's College Campbelltown
Position Description

Leader of Learning – Learning Enrichment

1. PURPOSE

As a Catholic school in the Marist tradition we work in the privileged ministry of education, in the spirit of our founder St Marcellin Champagnat and under the protection and guidance of Mary, the Mother of Jesus. As such, leaders in a Catholic school must be people of faith and love. This faith and love are searching, growing qualities lived within the context of a commitment to the Catholic Church of which the Catholic school is an integral entity.

The Leader of Learning – Learning Support and Enrichment is a member of the Middle Leadership Team and responsible to the College Principal (K-12) through the Director of Teaching and Learning and Director of Studies, who equally share in the leadership of the Leader of Learning group. He/she is responsible for providing both strategic and operational leadership and direction to staff members and students in the area of learning support and enrichment.

The focus of this position is to identify and support the specific learning needs of students across the full range of abilities. He/she helps to build the self-efficacy of students who may not believe they are capable of good learning and assists teachers to create learning environments where all learners can flourish. The Leader of Learning - Learning Support and Enrichment helps to enrich the learning of high-potential learners and provides support to parents, teachers and other professionals involved in the care and education of students with support and enrichment needs.

The Leader of Learning – Learning Support and Enrichment will be an exceptional educator with a demonstrated passion for learning and teaching, adept at reflective practice and possessing a strong drive for continuous improvement. He/she will have a breadth of educational leadership experience as well as appropriate qualifications, excellent verbal and written communication skills, strong interpersonal skills and a commitment to working collaboratively with all stakeholders.

The Leader of Learning – Learning Support and Enrichment will promote, support, develop and uphold the vision, charism and Catholic tradition in every aspect of College life, especially the particular Marist ethos and values. He/she is accountable for the key areas of responsibility in this position description, including those detailed in the Position Description for the Teacher at St Gregory's College.

2. COMPETENCIES

The Leader of Learning – Learning Support and Enrichment will demonstrate:

- Spiritual and cultural leadership of staff, students and parents.
- Strategic analysis and thought leadership.
- Reflective practice and a strong drive and focus on continuous improvement.
- Innovative and evidence-based approaches to the leadership of learning.
- Solidarity, confidentiality and public support and loyalty to the College Leadership Team.
- Staff leadership through the development of individual and team capacity and capabilities.
- Strong interpersonal skills and a demonstrated commitment to working collaboratively.
- Excellent verbal and written communication skills.
- Breadth and depth of relevant and significant educational leadership experiences.
- Appropriate post graduate qualifications or the willingness to commit to further studies.
- Availability to and engagement with the various members of the College community.
- Compliance with all internal and external accountability processes, including the NSW Education Standards Authority, Marist Schools Australia and other regulatory bodies.

Assessment of these competencies will include:

- Commitment to Catholic education in the Marist tradition and a willingness to contribute fully to the life of the College.
- Proven experience and capacity to develop and prioritise annual improvement plans to deliver the strategic intent objectives in the College's *Future Directions* Plan.
- Demonstrated capacity to ensure the effective implementation of current approaches and practices towards teacher performance and development and student academic progress and achievement.
- Design and delivery of evidence-based approaches to learning that are known to have the most impact on improving motivation, engagement with learning and student educational outcomes.
- Proven ability to work collaboratively and forthrightly with leadership peers and others towards common goals and strategies and displaying solidarity and loyalty to the College Leadership Team.
- Building student capacity in a proactive manner to support improvements in motivation, engagement with learning and student learning outcomes.
- Proven track record of excellent interpersonal and conflict resolution skills which support and foster the values and traditions of the College.
- Demonstrated excellent verbal and written communication skills with a range of stakeholders.
- A range of previous educational leadership experiences aligned with student learning, tracking academic progress and academic achievement and a commitment to ongoing professional learning.
- Post graduate studies in educational leadership or another area related to student learning.
- Flexibility to work within a school environment, responding to additional needs, including out-of-hours events and meetings.
- Demonstrated ability to maintain currency and respond appropriately to regulatory and compliance issues.

3. TENURE

The initial contract is for a period of three years which may be renewed for a maximum period of a further three years upon the successful completion of performance reviews.

4. PERFORMANCE REVIEW

Performance reviews will include annual accountability measures based upon the achievement of agreed goals aligned with the College *Future Directions* Plan, the College *Leadership Framework* and identified annual priority areas. A substantive review will also be conducted within twelve months of the conclusion of the initial period of appointment and any subsequent appointment. The process for the performance review will be in accordance with College processes, determined by the College Principal (K-12).

5. TIME ALLOCATION

As determined by the College Principal.

6. SALARY

This position will attract a Coordinator 2 allowance, in accordance with the NSW Catholic Independent Schools (Teachers - Model B) Multi Enterprise Agreement – Coordinator Allowances.

7. SPECIAL REQUIREMENTS

The nature of the position and the College's requirements may require the incumbent to be available outside the normal working hours to fully participate in the life of the College, including on weeknights and occasionally on weekends.

APPENDIX - RESPONSIBILITIES AND ACCOUNTABILITIES

1. SPIRITUAL AND CULTURAL LEADERSHIP

All members of the College Middle Leadership Team play a significant role in maintaining and enhancing the College's unique Catholic culture in the Marist tradition. This leadership includes:

- 1.1 Developing, promoting and protecting the College's vision, ethos and tradition in every aspect of College life.
- 1.2 Actively contributing to the faith development and faith formation and spiritual life of individuals and groups within the College community.
- 1.3 Modelling the Gospel values of justice, reconciliation and hope in the work setting.
- 1.4 Encouraging the development of a social conscience which looks particularly to protecting the weak and marginalised in the community.

2. STRATEGIC ANALYSIS AND THOUGHT LEADERSHIP

- 2.1 Analyse and implement the vision, mission and strategic intent and objectives of the College as a faith-based learning community, as articulated through the *Future Directions* Plan.
- 2.2 Enable the College to respond quickly and decisively to changes in the educational and regulatory environment.
- 2.3 Contribute and participate in the processes of determining the annual improvement focus areas for the College and the annual improvement goals related to teacher performance and development and student learning.
- 2.4 Provide informed advice to the members of the Leadership Team about emerging trends and practices in respect to improving teacher impact and effectiveness and student learning, academic progress and academic achievement.

3. STAFF AND TEAM LEADERSHIP

- 3.1 Provide public support, loyalty and solidarity with the College Principal (K-12) and members of the Leadership Team.
- 3.2 Raise student academic issues as appropriate through the members of the Leadership Team.
- 3.3 Raise staff performance and development issues as appropriate through the members of the Leadership Team.
- 3.4 Meet with staff to provide regular informal and formal feedback on their ongoing performance and development.
- 3.5 Focus on professional learning opportunities for staff in team meetings.
- 3.6 Regular collaboration, communication, meetings and sharing of information with the Director of Teaching and Learning and Director of Studies.

4. LEARNING DESIGN, DEVELOPMENT AND IMPLEMENTATION

- 4.1 Ensure consistent adherence to the College's Learning Framework in all courses across the faculty.
- 4.2 Provide leadership in curriculum design, development and implementation.
- 4.3 Work with teachers individually and in groups in the planning, delivery and assessment of the curriculum.
- 4.4 Support staff in the implementation of meaningful and rigorous assessment tasks.

5. STUDENT LEARNING, ACADEMIC PROGRESS AND ACHIEVEMENT

- 5.1 Support the development and effective implementation of approaches to provide effective support and enrichment to students.
- 5.2 Oversee the implementation of teaching approaches that lead to quality differentiated learning.
- 5.3 Support the introduction of models of learning that develop metacognitive processes which allow learners to actively monitor, regulate, evaluate and direct their own thinking and learning.
- 5.4 Promote and develop the effective integration of technologies into teaching and learning.

6 TEACHER PERFORMANCE, DEVELOPMENT AND EFFECTIVENESS

- 6.1 Support all staff to reflect on their practice, identify and set goals for improvement and evaluate the impact of their teaching on the learning outcomes of students.
- 6.2 Develop a culture of collaboration and de-privatisation of practice amongst teachers.
- 6.3 Provide staff with training and experience in providing quality differentiated learning approaches to maximise student engagement and progress.
- 6.4 Promote excellence in teaching and learning across the College.

7 SPECIFIC RESPONSIBILITIES

- 7.1 Identify, develop and facilitate all support, enrichment and extension programs to meet the learning needs of students.
- 7.2 Support staff to make modifications and adjustments to curriculum or approaches to learning and teaching, taking into account the educational needs of individual students.
- 7.3 Provide direct, explicit and intensive teaching for students with specific needs, identified through assessment procedures, through withdrawing an individual student from class, taking a small group, conducting a class or supporting within the classroom.
- 7.4 Evaluate student progress regularly by collecting data, through both assessments and observations.
- 7.5 Formulate Individual Education Plans, in collaboration with parents and students, in which individual learning needs and goals are considered, progress is monitored, and learning pathways discussed.
- 7.6 Provide advocacy for students with specific needs.
- 7.7 Liaise with professionals and organisations regarding students with special needs.
- 7.8 Participate in professional learning and networks pertaining to Learning Support and Enrichment education.
- 7.9 Coordinate the collection of Nationally Consistent Collection of Data (NCCD).
- 7.10 Train and support teachers to maintain evidence of adjustments.
- 7.11 Assist students and their families with applications for Disability Provisions.
- 7.12 Conduct academic level testing, keeping accurate records, developing interventions, and communicating results to teachers.
- 7.13 Respond to teacher referral and testing results.
- 7.14 Review all new student enrolments to identify specific learning needs and contact families and prior schools where appropriate.
- 7.15 Supervise and support the work of Teacher Aides.
- 7.16 Contribute to the College communication channels such as newsletters and the College website.
- 7.17 Contribute to the College's co-curricular program, as determined in consultation with the Director of Administration and Leader of Sport and Co-curricular.
- 7.18 Prepare and manage the annual budgeting processes.
- 7.19 Teaching duties within your subject disciplines/s may be required.
- 7.20 Any other duties as required by the College Principal (K-12).

Updated: July 2021