



St Margaret's Berwick Grammar

VIRTUTE ET LABORE

St Margaret's Berwick Grammar

Position Description

Title:	Learning Leader
Campus:	Berwick and Officer Campuses
Reports to:	Vice Principal
Tenure:	3 years
Responsibility allowance:	Level 4 and approximately 0.25 time allowance

This organisation has zero tolerance for child abuse

This organisation promotes the safety, wellbeing, and inclusion of all children, including those with a disability.

This organisation promotes the safety and wellbeing of children from culturally and/or linguistically diverse backgrounds and encourages applications from people from culturally and/or linguistically diverse background.

All potential employees will be required to comply with the School's Child Safe Policy and Code of Conduct.

Primary purpose

The Learning Leader leads and coordinates the Learning Area (LA) programs, staff and students by:

- demonstrating School values and attributes
- promoting professional discussions directed at improving teaching and student outcomes
- having a clear vision of effective teaching in their learning area using the Australian Teaching Standards as a shared common language
- ensuring the achievement of the learning program and curriculum objectives across the learning area
- maintaining learning area consistency with the School's educational philosophy
- recognizing individual differences across the learning area
- optimizing staff and student development.

St Margaret's Berwick Grammar is a child safe environment. Our School actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse

or harm in the school environment, in accordance with their legal obligations including child safe standards.

Position in context

St Margaret's Berwick Grammar learning programs are developed and managed by Learning Leaders. As a Learning Leader, you are responsible and accountable for the following areas;

- Year 7 – 10
- VCE
- Enhancement/Support

The Learning Leader reports to the Vice Principal for overall direction on curriculum content and the School's educational philosophy and curriculum requirements. Learning Leaders also have a close working relationship with the Deputy Head of SS Academic and Students/Operations regarding matters of staff and student wellbeing, coordination and administration.

All Learning Leaders have a significant classroom teaching role.

Role, Responsibility and Accountability

Learning Leaders are responsible for the development of an effective and appropriate learning program, which reflects the educational philosophy and curriculum objectives of the School.

Learning Leaders are also responsible for ensuring appropriate classroom management, teacher performance and development within their Learning Area. The Learning Leader's leadership role is both a professional, collegiate and a management one.

The Australian Professional Standards for teachers make explicit the elements of high quality teaching and learning. Therefore, the role, responsibility and accountability of a Learning Leader is focused on these standards at the LEAD level <https://www.aitsl.edu.au/teach/standards>. In particular, Learning Leaders demonstrate the following;

Leadership:

- Working to determine a one school learning culture and ethos and enthuse staff to thirst for new and exciting curriculum, pedagogy and co-curricular ideas.
- Leading the team to derive learning area goals in line with the School goals.
- Liaising with Junior School (as appropriate) to ensure whole school scope and sequence.
- Promoting and publicising student and staff achievements.
- Exploring and using new and emerging digital learning technologies and sharing expertise with staff.
- Managing effective communication with stakeholders regarding Curriculum, Pedagogy and Assessment across the School, including curriculum publications.
- Managing parent liaison to promote subject selection, address concerns and enhance student engagement and opportunities.

Curriculum, pedagogy and assessment mastery:

- Designing, documenting and reviewing overall Curriculum Framework (Scope and Sequence 7-12) for the LA across the School.
- Driving LA pedagogical models and learning protocols, in conjunction with the Vice Principals and Deputy Heads of Senior School
- Driving, designing and managing experiential learning opportunities across campuses, including risk management (camps, excursions, incursions etc).
- Having ultimate responsibility for the design, timing and delivery of SACs/SATs across the school (where appropriate).
- Determining common assessment timelines and assessment protocols across SMBG.
- Ensuring assessment benchmarking across classes and across campuses.
- In conjunction with the Deputy Head of Senior School (Academic), tracking the academic progress of students in the LA and initiate intervention as required.
- Demonstrating an understanding of the cultural and contextual influences on the teaching of boys and girls separately and together.

Financial management:

- Managing the LA budget (including setting and review).
- Managing and overseeing grant applications (in conjunction with key staff). Identification and completion of relevant grants.

People management:

- Ensuring all LA staff understand and adhere to Scope and Sequence, Assessment timelines and protocols.
- Taking responsibility for ensuring all classes adhere to VCAA and other externally imposed expectations and deadlines.
- Chairing SMBG LA meetings (virtually or face to face) and managing the agendas and minutes of the meetings

Professional learning expertise:

- Leading Professional Learning.
- Leading Performance Development process (including coaching of staff in the LA).
- Managing induction of new staff.
- Managing VIT Graduate Teacher mentoring.
- Representing the School on relevant professional associations and at events such as conferences.

Human resource management:

- Interviewing and appointing applicants for positions within the LA (along with other relevant staff).
- Managing staffing succession planning across the LA
- Ensure staff are assigned effectively to teach classes in the LA

Key relationships

- Vice Principal: focus on the learning of the students, curriculum and learning program requirements and objectives, and professional development of staff
- Deputy Head of Senior School (Academics) Learning Area activities/requirements and timetable requirements.
- Classroom teachers: classroom management, teacher performance and development
- Heads of House: individual and group student programs and parent communication.
- Ancillary staff: activity requirements and performance.
- Director of Engagement: publication of current and past student achievements.
- Director of Business Operations: establishing, negotiating and managing budgets suitable for the development of school programs.
- Students: to monitor progress and discuss any issues or problems.
- Colleagues: to lead and exchange ideas and information.
- Parents: to keep them informed of learning program opportunities and student progress.
- Professional Associations: to ensure the School maintains membership in relevant associations and has representation at meetings and Professional Learning.

Skills, experience and key competencies

- Commitment to the School's philosophy, values, policies and procedures.
- Ability to provide inspirational leadership to the staff and students.
- Experience in teaching across all year levels, in particular, a thorough understanding of VCE.
- A proven track record of exemplary professional attitude, dedication and commitment to the conduct and completion of duties and responsibilities of the position.
- Excellent interpersonal skills to enable effective communication at all levels.
- Demonstrated ability to work in an honest, open, creative and flexible manner that contributes positively to the effectiveness of the LA.
- Ability to balance short term priorities with longer term plans and requirements.
- Ability to respond appropriately in times of great demand.
- Demonstrated ability to develop excellent relationships and liaise professionally with staff, students and parents.
- Experience in dealing appropriately with highly confidential and sensitive information.
- The ability to build positive and enduring rapport with people and display enthusiasm and desire to positively promote the School and its student, parents, staff, achievements and programs.

Other duties from time-to-time as may be required by the Principal.