

Head of Professional Learning

POSITION DESCRIPTION



Campus:	<i>Berwick & Officer Campus</i>
Reports to:	<i>Principal and Vice Principal</i>
Tenure:	<i>3 Years (with Annual Review)</i>
Responsibility Allowance:	<i>This position includes a time allowance and a teaching load.</i>

St Margaret's Berwick Grammar Grows Great People

St Margaret's Berwick Grammar is a leading non-denominational, independent private school for boys and girls, from Early Learning to Year 12. Our School is a safe, welcoming and serene place that offers students outstanding learning opportunities in beautifully curated grounds. Our excellent learning spaces and facilities, set over 2 campuses and 50 acres, provide our students with a place to belong, connect, grow and flourish.

Commitment to Child Safety

At St. Margaret's Berwick Grammar, ensuring every child feels safe is our top priority. We have a zero-tolerance towards child abuse and strive to create a safe and welcoming environment where children feel secure at all times. We foster positive relationships among students, staff and peers based on trust and respect. We actively identify and address any potential safety risks for students, taking any concerns about child safety seriously and responding promptly and thoroughly.

Our staff are dedicated to safeguarding children from harm and abuse within the school environment, working with students to establish a supportive and collaborative atmosphere for learning and quality teaching. They adhere to child safe standards and expectations for appropriate behaviour when interacting with children.





Our Vision

To encourage children to strive to be their best selves, now and in the future, for the betterment of all humanity and the planet.

We action our Vision through our Schools Values



Courage

to do the right thing



Character

to be one's best self



Curiosity

to know and learn



Respect

to live wisely and compassionately with others and the planet

Job Description

Role Overview:

The Head of Professional Learning provides strategic leadership for the culture, systems and practices that enable professional growth, instructional excellence, and continuous improvement across St Margaret's Berwick Grammar.

Working with the Vice Principal and members of the School leadership team, the role shapes the conditions in which staff are supported and challenged to learn, collaborate, innovate and continually improve practice in ways that strengthen student learning.

The role contributes to the School's future direction by leading professional learning, coaching, leadership development, innovation and research initiatives that reflect contemporary educational practice. It promotes a shared commitment to curiosity, growth, collaboration and professional agency, aligned with the School's Strategic Plan, commitment to the 4 As (Academics, Artistry, Athleticism and Adventure) and the values of Courage, Curiosity, Character and Respect.



Strategic Focus

To cultivate a thriving whole-school learning culture in which professional excellence, collaboration, evidence-informed practice, innovation and shared accountability enable both staff and students to learn, lead and flourish.

Strategic Purpose

The Head of Professional Learning is accountable to the Vice Principal for leading a coherent, evidence-informed approach to learning culture, staff learning and professional growth across the School.

The role supports teachers and education support staff to develop capability, engage in professional inquiry, strengthen instructional and leadership practice and contribute to a culture of continuous improvement.

Through coaching, collaboration, research and evaluation, the role helps ensure that the learning culture experienced by staff is reflected in the learning experiences, agency and outcomes of students.

Key Accountabilities

As a member of the School Curriculum Team, the Head of Professional Learning leads, coordinates and contributes to the following areas of responsibility.

1. Leadership of Staff Learning

- Lead the design, implementation and evaluation of whole-school staff learning programs aligned with the School's Strategic Plan and identified improvement priorities.
- Cultivate a culture of professional challenge, support, curiosity, collaboration, reflection and continuous improvement for teachers and education support staff.
- Design and lead a coaching culture that supports professional growth, feedback, instructional excellence and shared accountability.
- Coordinate staff learning days, professional learning programs, mentoring, coaching and induction processes.
- Develop mentoring and leadership development opportunities for teaching and professional staff, including emerging and aspiring leaders.
- Facilitate professional inquiry, Professional Learning Communities, collaborative learning and action research that strengthen collective practice.
- Promote professional agency and ownership of learning by supporting staff to set meaningful goals, seek feedback and evaluate impact.
- Support the Professional Practice coordinator to manage graduate teachers through the VIT accreditation process and enable new staff to transition effectively into the School.



2. Teaching Quality and Instructional Improvement

- Lead the implementation of consistent, high-quality teaching and learning practices across the School.
- Champion evidence-informed teaching practices, contemporary pedagogy and high expectations for student learning.
- Contribute to the development and implementation of a shared language and agreed models for high-quality teaching and learning.
- Work with Learning Leaders to review, refine and strengthen subject specific teaching programs, resources and classroom practice.
- Engage staff to use multiple sources of evidence, including student assessment data, curriculum documentation, feedback and teacher reflection, to inform improvement in teaching practice.
- Demonstrate a deep understanding of instructional models and support their effective, context-responsive application across the School.

3. Research and external projects

- Lead staff learning and research projects aligned with national and international educational priorities and the School's Strategic Plan.
- Maintain current knowledge of developments in teaching, learning, educational research, emerging pedagogies and technologies, and communicate relevant insights to the School community.
- Encourage thoughtful experimentation, reflective practice and measured risk-taking to improve learning, while ensuring innovation is purposeful and evidence-informed.
- Support the effective use of research and evidence to inform decision-making, curriculum design, assessment and learning experiences.
- Establish links with educational organisations, professional associations and external networks to extend professional learning and research opportunities.
- Identify emerging educational challenges, opportunities and future capability requirements and contribute to the School's strategic response.

4. Data, Evaluation and Accountability

- Coordinate the use of internal and external student performance data to inform professional learning and improve teaching practice.
- Lead the development and administration of the SMBG Staff Learning Performance and Growth Framework.
- Monitor and evaluate the impact of professional learning, coaching and learning culture initiatives on staff practice, capability and student outcomes.
- Monitor professional learning priorities, staff capability needs and future skill requirements and use evidence to inform strategic planning.



5. Induction, Mentoring and Leadership Development

- Develop and implement induction, mentoring, coaching and onboarding programs for teachers and education support staff.
- Provide advice and development opportunities for staff in relation to professional growth, career development and learning goals.
- Build leadership capacity across the organisation through targeted development opportunities for current, emerging and aspiring leaders.
- Support leaders to strengthen feedback, coaching and team practices that build high-performing, collaborative and learning-focused teams.
- Monitor new staff during the six-month trial period in collaboration with relevant leaders.
- Contribute to a positive staff culture that supports professional wellbeing, engagement, trust, contribution and retention.

6. Collaboration and Professional Community

- Foster structures and practices that encourage collaboration across campuses, departments, year levels and professional roles.
- Develop and strengthen Professional Learning Communities and collaborative inquiry practices.
- Support staff understanding of legislative, administrative, organisational and professional responsibilities.
- Represent the School in relevant professional networks, conferences, seminars and community learning opportunities.
- Contribute to communications that promote staff learning, educational research, School programs and student achievement.
- Strengthen partnerships between staff, students and families around learning where appropriate to the role.

Operational Responsibilities

Teaching, Learning and Professional Practice

Working with the Vice Principal, the Head of Professional Learning will:

- Monitor and review learning programs to support consistency, quality and alignment with the School's Strategic Plan.
- Promote teacher research, professional inquiry and evidence-informed teaching practice.
- Champion coaching, peer feedback and collaborative practices that support professional growth and instructional improvement.
- Advise on relevant learning trends, instructional models, educational technologies and support structures.
- Provide leadership, feedback and advice to Leaders of Learning regarding program design, consistency and application.
- Contribute to teacher performance and development processes in collaboration with relevant leaders.
- Support the development of shared expectations and language around high-quality teaching, learning and professional practice.



Curriculum, Research and External Engagement

- Assist the Vice Principal with consultative curriculum review and provide recommendations for consideration by the Principal, Executive, staff and Council as required.
- Publish updates on staff professional learning and share research relevant to the School's strategic direction.
- Support the presentation of papers and articles for journals, conferences and professional seminars.
- Represent the School externally and establish productive links across campuses, professional networks and educational organisations.
- Identify opportunities for partnerships, research collaborations and professional networks that extend the School's learning culture and educational impact.

Key Internal Connections

Reporting to:	<i>Principal & Vice Principal</i>
Internal Relationships:	<i>Works collaboratively with Principal, Vice Principal, School Executives, Heads of Senior and Junior School, Learning Area Leaders, School Psychologists, Council, Learning Communities, Teaching Staff, Leadership Team</i>

Success Indicators

Success in the role will be demonstrated through evidence of:

- Strong staff engagement, ownership and participation in purposeful professional growth and inquiry.
- A visible coaching, feedback and reflective-practice culture across the School.
- Increasing consistency and quality in the implementation of agreed pedagogical and instructional practices.
- Strong professional collaboration, trust, knowledge sharing and collective responsibility across campuses and teams.
- Growth in leadership capability and a stronger pipeline of emerging and aspiring leaders.
- Positive impact on student learning, including learner agency, dispositions, engagement and achievement.
- Professional learning, research and innovation initiatives that are evaluated for impact and refined using evidence.
- Effective use of data, research and feedback to inform teaching improvement and strategic priorities.
- A positive contribution to staff engagement, professional satisfaction, wellbeing and retention.
- An enhanced reputation for educational excellence, innovation and continuous improvement.



Skills, Experience and Key Competencies

The successful candidate will demonstrate the following capabilities:

Strategic and Instructional Leadership

- Commitment to the School's philosophy, values, policies and procedures.
- Demonstrated capacity to provide inspirational leadership to staff and students and shape a positive whole-school learning culture.
- Experience in whole-school change management and the implementation and evaluation of improvement initiatives.
- Strong understanding of teaching and learning across year levels, including VCE.
- Demonstrated capability in coaching, leadership development and building high-performing, collaborative teams.
- Capacity to influence practice across diverse teams and contexts through strong relationships, evidence and professional credibility.
- Ability to translate strategic priorities into practical approaches that improve professional and student learning.

Adult Learning, Research and Innovation

- Deep interest in and understanding of adult professional learning, coaching and professional inquiry.
- Demonstrated capacity to conduct, interpret and communicate educational and organisational research.
- Experience in data analysis and the use of evidence to inform professional practice, improvement priorities and evaluation.
- Strong understanding of contemporary pedagogy, educational innovation and emerging technologies relevant to teaching and learning.
- Record of contribution to professional associations and the broader educational community.
- Capacity to foster curiosity, innovation and thoughtful experimentation while maintaining a clear focus on educational impact.

Relationships, Communication and Professional Judgement

- Excellent interpersonal skills and the ability to communicate effectively with staff, students, parents and external partners.
- Capacity to build trust, foster collaboration and influence practice across campuses, departments and professional groups.
- Capacity to work in an honest, open, creative and flexible manner that contributes positively to School leadership teams.
- Ability to manage confidential and sensitive information with discretion and sound judgement.
- Ability to balance short-term priorities with longer-term strategic plans and respond constructively during periods of high demand.
- Demonstrated ability to engage, challenge and support others in ways that strengthen professional agency and collective responsibility.



The Head of Professional Learning may be required to undertake other duties from time to time, as directed by the Vice Principal or Principal.

Compliance and Policy

Occupational Health and Safety

All staff are expected to:

- Adhere to and implement all safe work practices and procedures in accordance with the St Margaret's Berwick Grammar Occupational Health and Safety policy.
- Take reasonable care of their own health and safety, and the health and safety of others affected by their acts or omissions.
- Report hazards, accidents or incidents (near misses) in accordance with agreed school procedures, and
- Participate in emergency procedures and evacuations.
- Ensure equipment is used, maintained and stored safely.
- Follow established safe working procedures.
- Participate when required in the resolution of safety issues.

Child Safety

All staff are responsible for supporting the safety and wellbeing of children and young people by:

- Upholding the School's Statement of Commitment to Child Safety.
- Complying with the School's Child Safety Policy, Child Safety Staff Code of Conduct and all related policies and procedures.
- Taking reasonable steps to protect children from abuse.
- Understanding and fulfilling all mandatory reporting obligations.
- Actively promoting and contributing to a child-safe culture and environment across the School.
- Demonstrating duty of care for students' physical, emotional and social wellbeing.

Diversity and Inclusion

At St Margaret's Berwick Grammar we prioritise cultural safety and inclusivity for all children. We believe that these principles are essential for the safety of every child. We pay special attention to the safety needs of aboriginal and Torres Strait Islander students and their families, culturally diverse students, students with disabilities and those who may be vulnerable. Any inappropriate or harmful behaviour, directed at students based on these or other characteristics, is not tolerated at our school. We take immediate action to address and resolve such instances.



Respectful Workplace

St Margaret's Berwick Grammar is committed to creating a respectful and safe workplace for all staff.

- The School has no tolerance for bullying, discrimination, sexual harassment, or any behaviour that creates a hostile environment.
- We promote social cohesion, fairness, diversity, inclusion and psychological safety for all our staff.

Staff play a crucial role in preventing unacceptable behaviours. They must care for their own health and safety and that of others, comply with this policy, and avoid engaging in or encouraging unacceptable behaviours.

Staff Expectations

All staff are expected to:

- Always conduct themselves with professionalism in line with all St Margaret's Berwick Grammar's policies and procedures.
- Be a positive voice of support for the School with existing and prospective families, staff and others in the community.

Explore Other Career Opportunities

Working at St Margaret's Berwick Grammar means being part of a talented, motivated and well-resourced team that works together to ensure the best possible outcomes for all our students.

To find out more about other career opportunities at St Margaret's Berwick Grammar, follow the link to our website stmargarets.vic.edu.au/careers/

