Leader of Learning (Coordinator)

ROLE DESCRIPTION

REPORTS TO	Principal

CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 19,600 students in 44 primary schools, 11 secondary schools, one K-12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

PURPOSE

Leaders of Learning work in collaboration with the school leadership team and colleagues to promote the school as a place of learning and excellence in accordance with contemporary evidence-based learning principles. Within their faculty they will:

- ensure the highest standards of teaching practice
- lead and support the ongoing development, implementation and oversight of quality teaching programs and learning outcomes
- have deep understanding and expertise in KLA curriculum requirements
- establish a culture of collaborative and reflective practice
- support individuals in identifying new experiences for their continual professional development
- know their students and strive to provide engaging learning that supports student wellbeing.

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/EXPERIENCE

1. Ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools
2. Demonstrated success in ensuring a culture of continuous improvement, creating and leading effective professional learning and building the capacity of teachers as leaders in learning
3. Demonstrated management and administrative skills to ensure assessment and teaching and learning programs operate effectively and efficiently

4. Demonstrated capacity to effectively utilise data to optimise organisational and educational outcomes, to think and act strategically, and to support the Leadership Team in leading the mission of the school

5. High level communication and interpersonal skills with the capacity to develop and sustain constructive and respectful relationships within and beyond the school community

Desirable
- Prior leadership experience

QUALIFICATIONS/ACCREDITATIONS

► Four-year trained teacher classification with at least four years successful teaching experience consistent with the Australian Professional Standards for Teachers

► NESA Teacher Accreditation

► Current paid NSW Working with Children Check (WWCC) number

► Completion of anaphylaxis training

Desirable

► Postgraduate study in education (e.g. Master of leadership, educational leadership, IT, Curriculum)

► Working towards Highly Accomplished or Lead Teaching Standards

KEY WORKING RELATIONSHIPS	
STAFF DIRECTLY REPORTING TO ROLE	• School staff
INTERNAL	• Principal • Assistant Principal (s) • School staff • CSO staff
EXTERNAL	• School and CSO networks • Family and community partners • Relevant agencies e.g. Office of Safeguarding, Department of Communities and Justice, NESA, ACARA, etc.

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of effective leadership articulated through six leadership capabilities that staff at all levels can practise and develop.

Guided by Gospel values, the **Leader of Learning** is responsible for the following:

LIVE YOUR FAITH
By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action

RESPONSIBILITIES	EXAMPLES OF IMPACT
• Developing own faith and supporting the school leadership team to promote Catholic faith and mission in all facets of school life, including school improvement • Modelling and promoting Catholic teaching and values into curriculum areas, programs and professional conduct in an integrated and authentic way • Promoting and embedding system and school wellbeing policies and actively participating in formation programs • Willingness to comply or compliance with the [CSO Accreditation to Work, Teach and Lead Policy](). Category C – Accreditation for Leadership	• Modelling Catholic values and appropriate professional and ethical behaviour • Teaching programs are enriched by the integration of Catholic Social Teachings • Supporting the sacramental, liturgical, ritual and prayer life of the school

LEAD TEACHING AND LEARNING
By promoting a shared understanding and clarity around how and what to teach

RESPONSIBILITIES	EXAMPLES OF IMPACT

• Collaborating effectively with the Leaders of Student Wellbeing and Engagement and faculty colleagues to identify best practice that supports and promotes improved teaching, learning and engagement outcomes
 	
• Coaching and modelling through use of deep syllabus and curriculum knowledge, high impact teaching strategies and skills in assessment for, as and of learning as part of an ongoing improvement cycle
 	
• Working with the LST and GEM Coordinator to assist members of their faculty in the design and implementation of personalised learning programs and intervention strategies for students at risk and students needing extension
	• Feedback from school leadership team of effective collaboration with Leaders of Student Wellbeing and Engagement, Faculty colleagues and all members of the school community
	
	• Teachers are discussing and effectively using data to inform their practice
	
	• Teaching programs include impactful evidence based pedagogical strategies (including digital learning) that develop knowledge, skills and attributes for learning
	
	• Compliance with CSO and NESA curriculum requirements
	
	• Modelling high quality teaching within their Faculty
	
	• Quality Assessment which includes:
	    ▪ Learning Intentions
	    ▪ Success Criteria
	    ▪ Descriptive Feedback
	    ▪ Peer and Self-Assessment

LEAD IMPROVEMENT INNOVATION AND CHANGE
By working purposefully to support a shared system and school vision and the delivery of improvement initiatives

RESPONSIBILITIES	EXAMPLES OF IMPACT
• Contributing to the school and system schools as a contemporary learning organisation through documenting and evaluating change efforts and sharing with colleagues • Leading and supporting the development of literacy and numeracy strategies across faculty programs and modelling and contributing to differentiation to improve the literacy outcomes of all students • Critically reviewing current research on best practice in teaching and learning to assist colleagues to further develop their teaching expertise	• Contemporary pedagogical practice is evident in Faculty classrooms and learning is shared at a school and system level, e.g. Directors Bulletin article; presentation to colleagues • Literacy outcomes are improved across the faculty • Data demonstrating the effect that a culture of continual improvement and professional learning is having on student learning and engagement outcomes

MAINTAIN FOCUS ON EVIDENCE AND IMPACT
By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES	EXAMPLES OF IMPACT
• Supporting the School Leadership Team through leading faculty colleagues and PLT meetings in collation, oversight, maintenance and critical analysis of a wide range of data sources to ensure strategic alignment and facilitate effective long-term change in the school	• Supporting faculty members in the analysis, recording and use of internal and external data to identify, learn from and improve student learning outcomes • Best practice in teaching and learning are evaluated, monitored and regularly shared at PLT meetings

DEVELOP SELF AND OTHERS
By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others

RESPONSIBILITIES	EXAMPLES OF IMPACT
• Inducting and building the teaching and wellbeing capacity of team members through a strong professional learning community • Establishing and monitoring PLT norms, goals and practices and providing feedback to members as required • Supporting team members to develop leadership capacity through the provision of ongoing formal and informal feedback and	• Leading effective and collaborative Faculty based professional learning communities both within the school and with system colleagues • The PP&D process and professional learning is having an impact on teaching practice and the learning outcomes of all students • Teachers actively engaging with and effectively utilising the Australian Professional Standards for Teachers

through facilitating effective management of the PP&D process	• Staff wellbeing survey data • Ensuring staff receive regular affirmation of positive feedback and performance issues are addressed in a timely manner

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY
By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EXAMPLES OF IMPACT
• Developing strong professional networks and partnerships in order to share best practice and deliver improved student outcomes • Planning and leading initiatives that enable student voice and engage families in meaningful partnerships that enhance student learning and wellbeing outcomes • Participation and attendance at network meetings and relevant professional learning activities • Supporting the implementation of a comprehensive student wellbeing and engagement policy	• Engaging with the CSO system of schools and external providers to deliver continuous improvement, share learnings and build school professional expertise • Effective communication, problem solving and decision-making processes with students, colleagues, families and community members

MANAGE RESOURCES EFFECTIVELY
By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES	EXAMPLES OF IMPACT
• Effectively managing resources to contribute to improved learning outcomes • Complying with government, legal, school and system policies and procedures to minimise risk; ensure compliance; and a strong safety culture • Maintaining effective systems for review and compliance processes • Contributing effectively to school and System Improvement priorities and key priorities relevant to own area of responsibility	• Ensuring effective communication and implementation of system policies and procedures to minimise risk and build a strong safety culture • Working collaboratively with colleagues across the school to support and contribute to the school's strategic focus for learning; and school improvement plan

FUNCTIONAL REQUIREMENTS

- Sedentary to light physic/al work
- Frequently sits or stands at an issuing desk
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils

- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements may be required
- Occasional stretching, climbing and twisting may be required
- Voice: used extensively while communicating, instructing and supervising students.