

Primary 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

The **Primary Coordinator** works in collaboration with the school leadership team and colleagues to promote the school as a place of learning and excellence. As a member of the school leadership team, they are entrusted with the responsibility to assist students in making sense of their world, to make informed decisions and judgements, and to act with moral and ethical integrity. Across the school they will:

- develop, implement and oversee the school's strategic learning initiatives
- support the monitoring and review of school improvement initiatives
- support the monitoring and review of school compliance
- lead, model and support the ongoing development, implementation and oversight of quality teaching programs and learning outcomes
- model and promote contemporary and innovative pedagogical practices
- contribute to the development of a culture of collegiality and reflective practice
- support individuals in identifying new learning experiences to support their continued 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. Must be Catholic with an ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools

2. Ability to promote and support staff to develop innovative and effective teaching and learning practices across each KLA
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

- ▶ Demonstrated experience in leading successful school initiatives

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
- ▶ Working with Children Clearance number
- ▶ Completion of anaphylaxis training

Desirable

- ▶ Postgraduate study in education (e.g. Master of Educational Leadership, Theology)
- ▶ Working towards Highly Accomplished or Lead Teaching Standards

KEY WORKING RELATIONSHIPS	
STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • School staff
INTERNAL	<ul style="list-style-type: none"> • Principal • Assistant Principal • Assistant Director and CSO Staff
EXTERNAL	<ul style="list-style-type: none"> • 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 **Primary Coordinator** 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

- Developing own faith and supporting the School Leadership Team to promote Catholic faith and mission in all facets of school life, including school improvement
- Actively promoting the integration of Catholic values across the curriculum
- Promoting and embedding system and school pastoral care policies and formation programs
- Willingness to comply with the [CSO Accreditation to Work, Teach and Lead Policy](#). Category C – Accreditation for Leadership

EXAMPLES OF IMPACT

- 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

- In partnership with the school community and CSO staff, work to improve student outcomes through:
- Coaching and modelling through use of pedagogical and curriculum knowledge, high impact teaching strategies and skills in

EXAMPLES OF IMPACT

- Embedding effective evidence-based teaching and learning strategies
- Principal and colleague feedback that effective practices are impacting on student engagement and outcomes

<p>assessment for, as and of learning as part of an ongoing improvement cycle</p> <ul style="list-style-type: none"> • Demonstrating quality pedagogy and excellent teaching practice • Collaborating with the Leadership Team in order to build and maintain a challenging and innovative learning environment • Collaborating with colleagues to identify best practice that supports and promotes improved teaching, learning and engagement outcomes 	<ul style="list-style-type: none"> • Positive rapport with and support for colleagues in use of effective pedagogical and technological practices to support curriculum delivery
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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
<p>Supporting the School Leadership Team in:</p> <ul style="list-style-type: none"> • 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 teaching 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 	<ul style="list-style-type: none"> • Contemporary pedagogical practice is evident in 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 curriculum • 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
<ul style="list-style-type: none"> • Participating in and supporting the development of professional learning team discussions regarding evidence-based strategies within the school • Supporting the School Leadership Team in planning, trialling and evaluating new pedagogies and supporting staff in embedding them within teaching practice • Supporting the School Leadership Team through leading 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 	<ul style="list-style-type: none"> • Contributing effectively and collaboratively to professional learning community both within the school and with system colleagues • Ongoing collaborative planning and monitoring of the effectiveness of learning with appropriate action to address gaps in school performance and support student wellbeing • Supporting teachers in the analysis, recording and use of internal and external data to identify, learn from and improve student learning and wellbeing outcomes • Best practice in teaching and learning are evaluated, monitored and regularly shared at PLT meetings

- Planning and leading initiatives that enable student voice and engage families in meaningful partnerships that enhance student learning and wellbeing outcomes

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
<ul style="list-style-type: none"> • Working with and through others to build a culture of shared learning based on shared professional standards and reflective dialogue regarding practice • Working alongside colleagues in: • Supporting teachers to develop leadership capacity through the provision of ongoing formal and informal feedback and through facilitating effective management of the PP&D process • Inducting and building the teaching and wellbeing capacity of teachers through a strong professional learning community • Establishing and monitoring PLT norms, goals and practices and providing feedback to members as required 	<ul style="list-style-type: none"> • Teachers actively engaging with and effectively utilising the Australian Professional Standards for Teachers • The PP&D process and professional learning is having an impact on teaching practice and the learning outcomes of all students • Leading effective and collaborative team based professional learning communities both within the school and with system colleagues • 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
<ul style="list-style-type: none"> • Supporting colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements • Developing strong professional networks and partnerships in order to share best practice and deliver improved student outcomes • Working with the leadership team in 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 Primary Coordinator Assesmbly Days and relevant professional learning activities 	<ul style="list-style-type: none"> • 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

- Supporting the implementation of a comprehensive student wellbeing policy

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
<ul style="list-style-type: none"> • Effectively managing resources to contribute to improved learning outcomes • Assist with organisational and day to day administration of school, e.g. organising casual employment, duty rosters • Complying with government, legal, school and system policies and procedures to minimise risk; ensure compliance; and a strong safety culture • Contributing effectively to school and System Improvement priorities and key priorities relevant to own area of responsibility • Maintaining effective systems for review and compliance processes 	<ul style="list-style-type: none"> • 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 physical work
- Frequently sits or stands at an issued 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