



NAZARETH COLLEGE

ROLE DESCRIPTION

INSTRUCTIONAL LEADER (ENGLISH AND LITERACY)

POSITION REPORTS TO: Principal, Deputy Principal (Learning and Teaching)	AWARD: Entitlements under the Victorian Catholic Education Multi Enterprise Agreement 2018 (or its successor)
CLASSIFICATION: POL 2 8 x 75 minutes periods per 10 day cycle	TERMS OF EMPLOYMENT: Two-three years (Depending on Appointee)
ANNUAL LEAVE: As per VCMEA Award	REQUIREMENTS: On Commencement, Instructional Leaders will meet with the Deputy Principal (Learning and Teaching) to set goals Annual Review Meeting Formal Appraisal in Semester 2 of penultimate year of appointment Victorian Institute of Teaching – Full Registration CECV Accreditation to Teach in a Catholic School Criminal Record Check/VIT/Working with Children Check
COMMENCEMENT DATE: January 27 th , 2021	TO BE REVIEWED BY AND DATE: The Principal in the penultimate year of the contract

CONTEXT

Nazareth College is a Catholic Co-educational Regional Secondary College established in 1986. It is a learning community centred on the person of Jesus Christ. The Nazareth Community is committed to the safety, wellbeing and inclusion of all students in its care.

Through learning and teaching in the Catholic tradition, we foster a culture of Faith, Wisdom and Knowledge.

'He returned to Nazareth and became strong, filled with wisdom; And the favour of God was upon Him.' (Luke 2:40)

OVERVIEW OF INSTRUCTIONAL LEADERS

Instructional Leaders are accountable to the Principal through the Deputy Principal. They are responsible for the staff and students within their Instructional Area to:

- Work with teachers to provide innovative pedagogical approaches to deliver optimal Learning Outcomes for students;
- Coordinate and oversee the delivery of relevant, appropriate and high-quality curriculum within the Instructional Area;
- Lead and implement College learning Innovations.

Instructional Leaders hold overall responsibility for the leadership of teaching and learning activities and resources in their Instructional Area. Instructional Leaders are committed to the development of consistent and continuous curriculum design, development and improvement to extend and enhance learning outcomes for students. They promote student learning by planning and implementing curriculum strategies within the School Improvement Framework, The

Instructional Leader will be committed to the implementation of best practice in teaching and learning to meet the needs of every learner and will work with their Instructional Area to ensure the implementation to improve student learning outcomes.

The Instructional Leader in consultation with the Deputy Principal (Learning and Teaching) will be a member of either the Student Growth, Student Engagement or Curriculum Differentiation Learning Innovation Team. The responsibilities for these teams are to meet regularly, conduct action research and upskill staff in the area of innovation. All Innovation teams convene as a combined team regularly. Further information on the teams can be found in Appendix 1.

Catholic schools are places where the sacred dignity of each person is recognised, respected and fostered. Nazareth College take an integrated and collaborative approach to building and strengthening a safe and respectful school community which is safe. The partnerships between staff are pivotal in the learning, wellbeing and empowerment of Nazareth College students.

Nazareth College is committed to the safety, wellbeing and inclusion of all children and young people. All employees of and volunteers to the College must be committed to providing the highest level of safety and care

The successful candidate for this position will commence 27 January 2021. They have the option of nominating a two or three year period of appointment. For the nominated tenure, an ongoing teaching position is associated with this appointment.

INSTRUCTIONAL LEADER – ENGLISH AND LITERACY

The Instructional Leader (English and Literacy) is a middle leadership position at Nazareth College and is responsible to the Principal through the Deputy Principal.

The Instructional Leader (English and Literacy) acts to facilitate decision making within the Instructional Area. The Instructional Leader (English and Literacy) will provide pro-active leadership of learning and teaching pedagogy of English, conduct regular instructional area meetings, review performance of staff and be accountable for appropriate standards in educational delivery. The secondary component of this role is to provide guidance and support for the teaching of literacy across the curriculum.

The Instructional Leader (English and Literacy) has the primary responsibility for ensuring quality learning and teaching across the curriculum. They will be responsible for fostering a sense of unity, growth and development within English and Literacy. They will work closely with Instructional Area staff to provide a broad, coherent and innovative curriculum that engages students in thinking and learning and meets their needs to learn and succeed.

The Instructional Leader (English and Literacy) is responsible for the staff and students within their Instructional Area. They will work with teachers to provide innovative pedagogical approaches designed to deliver optimal learning outcomes, for students. And co-ordinate and oversee the delivery of relevant, appropriate and high-quality curriculum. They will form, implement and evaluate the learning and teaching aspects in line with the College Strategic Plan.

They will actively support and promote the values inherent in a Catholic school, be highly professional in all aspects of the role and display proficiency in areas of organisation, communication, consultation and decision-making. They must have a capacity to develop an understanding, rapport and trust with young people recognising different stages of development and different learning styles.

The Instructional Leader (English and Literacy) is required to be familiar with and comply with the College's Child Safety Policy and the Code of Conduct. They will provide students with a child safe environment, which proactively monitor and support student wellbeing and exercise pastoral care in a manner which reflects school values.

GENERAL STATEMENT OF DUTIES/RESPONSIBILITIES

CURRICULUM DESIGN

- Plan and execute innovation in Curriculum Design;
- Sound knowledge of various content and process requirements of the Nazareth College Learning Framework, Victorian Certificate of Education and Victorian Curriculum which are within the auspices of the Instructional Area;
- Have an outcomes-based focus that is backed by appropriate student outcomes and up to date course documentation;
- Provide a curriculum that enables each student's academic and wellbeing progress to be monitored;
- Achieve continuous improvement in curriculum design and delivery;
- Gather and analyse data relevant to the Instructional Area to inform curriculum development;
- Lead the development of curriculum within the Instructional Area, including processes of review for continual improvement and ensuring externally mandated curricula are implemented effectively (eg Victorian Curriculum, VCE Study Designs);
- Work with teachers in the Instructional Area to use data to inform pedagogy;
- Work in collaboration with Instructional staff to ensure all required curriculum documentation is developed and maintained;
- Under the Deputy Principal (Learning and Teaching), lead and manage assessment and reporting requirements as directed by Government and Catholic Education;
- Possess knowledge of current curriculum and assessment practices;
- Implement an innovative curriculum that allows students the opportunity to experience a broad, challenging and stimulating curriculum that caters for individual needs across the full range of student abilities from Year 7 to 12 (including VCE, VET and VCAL);
- Ensure that the aims and objectives of the Curriculum program are being met;
- Maintain a well-documented, up to date and resourced curriculum that includes the integration of revision techniques that are specific and skill focused;
- Be available to provide advice to students on pathways within the Instructional Area.

TEACHING AND LEARNING PRACTICES

- Develop a strong learning culture within your Instructional Area;
- Ensure that the teaching/learning is of the highest standard and caters for the needs of all students;
- Teach classes and model a wide range of teaching and learning practices, including cooperative learning, action learning, strategies for coping with differences in preferred learning styles, and enhanced opportunities for skills-based learning;
- Work with staff to promote a broad range of contemporary teaching and learning strategies;
- Exemplify leading pedagogies in classroom practice and actively promote and pilot College Learning innovations;
- Analyse, interpret and use data (eg NAPLAN, VCE) to support and improve student learning;
- Promote continuous improvement and growth in practice and pedagogy amongst staff through the use of peer observation, coaching, feedback and self-reflection;
- Oversee the organisation, administration and coordination of activities pertaining to your Instructional Area;
- Develop positive working relationships with members of the Student Growth, Student Engagement and Curriculum Differentiation Teams;
- Plan for suitable interventions or opportunities to address identified needs by liaising with appropriate staff (eg Learning Diversity, School Counsellor);
- Develop an Annual Action Plan (AAP) for the instructional Area in line with the College's AAP and commit to an ongoing review of it with the Deputy Principal (Learning and Teaching);
- Develop and implement new learning initiatives that focus on delivering an innovative and engaging curriculum;

- Attend and prepare (eg update handbooks) for information nights and be available for parents to discuss pathways in the instructional area;
- Hold regular formal and informal meetings with staff focussed on improving student outcomes;
- Have regular meetings with the Deputy Principal (Learning and Teaching) to ensure that all instructional area decisions and procedures are being followed at each year level;
- Ensure that assessment, feedback and reporting are completed in line with College guidelines;
- Ensure assessment of student learning is contemporary and informed by best practice;
- Review relevant policies to support the engagement and participation of students;
- Understand and target student learning needs based on a variety of data sources;
- Support the smooth and efficient operation of internal examinations and other assessment tasks by collaborating with instructional area staff to ensure examinations and other assessments are constructed and organised effectively to ensure optimal learning experiences for students;
- Inform teachers of Professional Learning opportunities (including professional reading);
- Oversee the development of semester reports with Instructional Area staff;
- Ensure feedback is given to each team member to assist and support teaching growth;
- Demonstrate explicit teaching and learning outlined in the Learning Policy;
- Improve student engagement and learning through differentiation and student ownership;
- Evaluate and revise learning and teaching programs to meet the needs of students.

ENGLISH

- Oversee Year 7-12 English;
- Lead and manage the English Learning Team;
- Be visionary in the teaching and leadership of English;
- Apply technology to learning within the English domain;
- Develop, support and encourage a teaching team conversant with best practice in English and Literacy;
- Maintain and develop the pursuit of enhancement and promotional programs specific to English and Literacy;
- In conjunction with relevant staff, monitor and evaluate the systems and processes associated with NAPLAN testing;
- Work closely with staff to develop English and Literacy teaching programs to meet the needs of all learners;
- Provide advice to teachers that focus on the teaching Literacy across the curriculum;
- Monitor and evaluate the implementation of teaching strategies to improve students' achievement in Literacy using research-based knowledge and student data;
- Ensure effective assessment processes within English;
- Lead processes to evaluate the effectiveness of English teaching using research and workplace knowledge about how students learn;
- Set lesson objectives based on the Curriculum requirements;
- Maintain current knowledge of pedagogy;
- Lead initiatives to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of English and Literacy using effective, research-based learning and teaching programs;
- Work closely with staff to ensure that there is a shared vision for promoting student success in English;
- Liaise with the Deputy Principal (Learning and Teaching) to develop optimal learning programs;
- Be continuously involved in reflective practice and professional growth;
- Form positive relationships with students and staff to facilitate learning.

LITERACY

- Develop and implement a Literacy policy and oversee its implementation;
- Lift the profile of Literacy within the College Community;

- Support the VCAL staff with the development of the literacy strand curriculum;
- Oversee the Literacy testing of Year 6 students as required;
- Oversee and facilitate the Literacy testing of students including NAPLAN as required;
- Mentor and coach staff in the teaching of Literacy across the curriculum;
- In conjunction with relevant staff, oversee the transition of Year 6 students identified as having Literacy difficulties;
- Establish a cluster group with feeder parishes to bring consistency to teaching methods and Literacy terminology between primary schools and Nazareth College;
- If possible, develop literacy interventions at Nazareth which complement programmes used at primary schools;
- Monitor the ongoing support for the students involved in these Literacy programmes;
- Facilitate Literacy programmes linked to the English curriculum;
- Analyse NAPLAN results and the implications for teaching Literacy across the school. Use this information to assist in developing a plan of improvement;
- Monitor the ongoing support for students by analysing learning outcomes;
- Attend relevant PL including CEM Literacy Co-ordinator network groups;
- Communicate on a regular basis with CEM personnel in areas with a Literacy component;
- Provide regular feedback to relevant staff on how Literacy skills are trending;
- Provide Professional Learning on teaching Literacy for all staff;
- Oversee the development and implementation of programs for improving the Literacy levels and standards of students including targeted support programs;
- Work with key stakeholders in improving the implementation of the CECV Intervention Framework;
- Analyse NAPLAN; ACER data with curriculum teams providing annual teacher feedback on College performance ;
- Understand and commit to CEM 'Contemporary Learning Schema' and 'Horizons of Hope Framework';
- Use data-driven decision-making processes to support students;

RESOURCE MANAGEMENT

- With the Business Manager, prepare and manage the budget for the Instructional Area;
- Oversee and manage the use of resources, including preparation of the student resource list and eLearning resources to support curriculum delivery;
- Distribute resources/information to staff, students and parents as required.

CLASSROOM MANAGEMENT

- Apply effective behaviour management with a focus on PBS and restorative practices and which are consistent with the College's Behaviour Management Policy;
- Have knowledge of and advise students of the School's policies and procedures;
- Encourage student co-operation, emphasising respect for others and observation of school rules and expectations for appropriate behaviour;
- Form working relationships with students which are positive, consistent and fair;
- Take responsibility for managing inappropriate student behaviour;
- Be punctual, manage time, lesson planning and assessment schedules efficiently;
- Establish a learning environment where students feel safe and are encouraged to be fully engaged;
- Monitor student progress and liaise with relevant staff regarding individual needs;
- Take responsibility for the pastoral needs, duty of care and standards of behaviour of all students inside and outside the classroom;
- Protect the safety and wellbeing of each student;
- In conjunction with the Child Safety Officers, implement the Child Safe Policy and Code of Conduct and any other policies or procedures relating to child safety;
- Report irresponsible or improper behaviour that is beyond normal classroom management to the Heads of House or Director of Wellbeing.

LEADERSHIP

- Implement decisions and procedures as directed by College Leadership which assist in the efficient organisation of the College;
- Provide positive and supportive leadership through appropriate peer observation, mentoring, feedback and support for staff in the Instructional Area;
- Seek feedback on performance and drive professional growth opportunities;
- Ensure that the teaching/learning is of the highest standard and caters for the needs of all students;
- Hold staff accountable for understanding and following College procedures and policies;
- Convene and facilitate regular Instructional Area meetings, ensuring appropriate agenda and minutes are distributed in a timely manner to all relevant staff;
- Manage and lead programs within the Instructional Area to promote a safe workplace and optimal learning opportunities for students;
- Lead the Instructional Area in the organisation of school events (eg Open School, Subject Selection, Information Evenings);
- Leaders are of one voice and supportive of each other in all initiatives and messaging to staff, students and parents;
- Foster an environment of professional trust, empowerment and learning;
- Be aware of, address and manage all aspects of OHS within the Instructional Area;
- Demonstrate an active and supportive interest in College events, particularly those in which students are involved (eg Swimming Carnival);
- Take a supportive role in the recognition and celebration of student achievements;
- Strive towards fulfilling goals related to learning as described in the Strategic Plan;
- Provide effective leadership through outstanding relationships of support, accountability and excellence;
- As part of the College coaching and ARM process, facilitate a growth coaching conversation to develop appropriate goals;
- Participate in College requested PD to continue to build leadership capacity and growth;
- Liaise with others in Leadership positions within the College regarding child safety, subject selection, special programs and other events in the College Calendar as required;
- Support staff in your instructional area to use restorative and PBS processes and practices;
- Assist with staffing allocations and induction of new staff within the Instructional Area;
- Ensure that regular feedback, assessment and reporting are integral components of teaching/learning;
- Know the strengths and areas for growth of the Instructional Team and work in collaboration where students are the priority;
- Conduct regular formal and informal Learning and Performance Conversations;
- Actively promote collective efficacy through a shared commitment to the improvement of practice and an openness to feedback;
- Provide leadership for all involved in teaching including mentoring, collaborating and the sharing of information to encourage continuous improvement in the quality of teaching and learning for students.

PROFESSIONAL EXPECTATIONS

- Exercise discretion when handling confidential and sensitive information;
- Attend College functions, meetings and events as required;
- Adhere to College policies and procedures;
- Show collegiate support of all staff;
- Continue to meet the characteristics of a Lead Teacher as documented in the Australian Professional Standards for Teachers (AITSL);
- Engage in appropriate Professional Development and relevant Professional Networks;
- Take an active role in Co-curricular Programs;
- Interact positively and proactively with parents to build strong relationships;
- Record, update and disseminate relevant student information and recommendations to staff;
- Monitor the performance of students and staff in your Instructional Area;

- Work with Deputy Principal (Learning and Teaching) to finalise promotions and to provide advice on subject selection and course requirements;
- To attend as a priority, Instructional Leader and Learning Innovations meetings;
- Ensure that results and feedback for assessment and reporting are published and made available in a timely manner as outlined in the Assessment and Reporting Guidelines;
- Communicate information of a serious nature to the Deputy Principal or member of the Leadership team;
- Ensure Nazareth College continues to build its reputation as a school of choice.

CHILD SAFETY

Every person employed or volunteering at Nazareth College has a responsibility to understand the importance and specific role they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. Such responsibility requires employees to:

- Provide students with a safe environment and proactively monitor and support student wellbeing;
- Be a suitable person to engage in child-connected work;
- Be experienced in working with children;
- A demonstrated understanding of child safety and protection;
- A demonstrated understanding of appropriate behaviours when engaging with children;
- A thorough knowledge of legal obligations relating to child safety under Ministerial Order No. 870 Child Safe Standards and expectations of CEM, PROTECT, VIT and VRQA;
- A demonstrated understanding of and commitment to Child Safety protocols, Codes of Conduct and to ensuring Nazareth College is a Child Safe School;
- In conjunction with the Child Safety Officers, implement the Child Safe Policy and Code of Conduct and any other policies or procedures relating to child safety;
- To ensure all protocols relating to reporting an issue of child safety and mandatory reporting are adhered to in the protection of the safety and wellbeing of all students.

OTHER DUTIES

- No Role Description can be entirely comprehensive and the incumbent will be expected to carry out such other duties as requested by the Principal or his delegate as may be required from time to time and are broadly consistent with the responsibilities of this Role Description;
- The position is subject to review and modification by the Principal (or nominee), through consultation and agreement with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee;
- The position will, from time-to-time require attendance outside normal hours;
- The successful applicant will require a commitment to ongoing professional learning;
- All employees at Nazareth College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act.

QUALITIES

- By their dress, demeanour, actions, support and involvement, they will be an exemplary example to staff and students;
- The Instructional Leader (English and Literacy) must be prepared to develop an understanding of the needs of students;
- Professionally competent in teaching, administration and pastoral care;
- The role by its very nature, requires a broad knowledge of the life of the College, and a willingness to give of oneself rather than simply giving of one's time;
- Knowledgeable of, and active in promoting Child Safety policies and protocols.

KEY PERFORMANCE INDICATORS

- Accountability and efficiency in the carrying out of the duties of the position;
- Committed to the safety and protection of all students at the College;
- Be approachable and responsive to all members of staff;
- Ongoing commitment and contribution to the effective running of the Instructional Area;

- Show initiative and energy in all matters pertaining to the role;
- Achieve targets in the AAP and outcomes relating to curriculum strategies are met;
- Improved student learning outcomes in English and Literacy data;
- Timely follow-up and communication of the highest standard with staff, students and parents/guardians.

SELECTION CRITERIA

Nazareth College, Noble Park North recognises and values the unique gifts, talents and experience of each applicant. The criteria listed below will inform the selection process.

1. Support of the Vision and Mission statements of our Learning and Faith community;
2. A commitment to the Catholic ethos of the College and recognition of the role of all leaders to provide faith leadership;
3. Well-developed organisational and interpersonal skills including a demonstrated ability to work effectively, independently and collaboratively in a team environment. including the ability to manage information and correspondence with confidentiality, discretion and diplomacy with staff, students and parents/guardians;
4. Effectively lead staff, within the Instructional Area and if necessary, hold them to account;
5. Capacity to provide leadership characterised by lateral thinking, innovation and a willingness for ongoing improvement and to embrace change;
6. Commitment to the promotion of restorative and PBS practices and processes;
7. Sound understanding of Child Safe standards and mandatory reporting requirements as they apply to Nazareth, and a strong commitment to providing a child safe environment;
8. Strong organisational and time management skills with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of competing tasks;
9. Experience in the development of evidence-based teaching and learning approaches including use of a broad range of assessment tools to inform adjustments for students;
10. Outstanding interpersonal and communication skills, including: (i) experience in working collaboratively with leadership; (ii) ability to operate effectively within a multidisciplinary team; (iii) capacity to communicate effectively across a broad range of contexts;
11. The capacity to create and maintain an environment that supports continuous improvement leading to the achievement of high quality outcomes for all students;
12. Commitment to ongoing professional learning;
13. Demonstrable understanding of contemporary learning theories and practices and the AITSL Standards;
14. Extensive teaching experience as a secondary school teacher;
15. Registered Teacher in Victoria (or eligible for registration);
16. Accreditation to teach in a catholic school (or working towards);
17. First Aid certificate – level 2 (or willingness to obtain);
18. Anaphylaxis Awareness training (or willingness to obtain);
19. Non-Government Schools Protecting Children Mandatory reporting and other Obligations Certificate;
20. Have the ability to promote the cultural safety, participation and empowerment of students and their families identified as vulnerable, students with a disability, linguistically and culturally diverse students and Aboriginal and Torres Strait Islander students.

KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	MEETINGS
Principal Deputy Principals Learning Innovation team members Instructional Leaders Subject Teachers Students Student Support Staff	Parents Professional Networks CEM Literacy Cluster	Fortnightly Learning Innovations Meetings Regular Instructional Leader Meetings

TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION:	POL 2 8 x 75-minute periods per 10-day cycle
TENURE	Two- or Three-Year appointment (Successful candidate will choose) 2021 – 2022/2023
APPRAISALS	Annual Review Meeting Formal Appraisal in Semester 2 of penultimate year of appointment
ENTITLEMENTS	Entitlements under the <i>Victorian Catholic Education Multi Enterprise Agreement 2018</i> (or its successors)
REQUIREMENTS	Victorian Institute of Teaching – Full Registration CECV Accreditation to Teach in a Catholic School Criminal Record Check/VIT/Valid Working with Children Check

Employee acknowledgment

I (the undersigned) have read and understand the content of this position description and undertake to meet the key accountabilities in an appropriate manner.

Name:

Signature: Date:

Authorised by Principal or Representative

Name:

Signature: Date:

APPENDIX 1 - Learning Innovation Teams

Student Growth Team

- Literacy & SLIP (Secondary Literacy Improvement Project)
- VCE Data Analysis
- NAPLAN & PAT Coordination
- Student tracking, including NAPLAN, PAT and internal data analysis (e.g. reporting)

Student Engagement Team

- Pedagogies for Personalised learning
- eLearning & GAFE
- STEM
- Year 9 Program

Curriculum Differentiation Team

- Curriculum planning and differentiation
- Pedagogies for gifted and talented students