



NAZARETH COLLEGE

ROLE DESCRIPTION

INSTRUCTIONAL LEADER – VICTORIAN CERTIFICATE OF EDUCATION (VCE)

POSITION REPORTS TO: Principal, Deputy Principal (Teaching and Learning)	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 (Teaching and Learning) 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: 27 January 2021	TO BE REVIEWED BY AND DATE: The Principal in the penultimate year of the contract

CONTEXT

Nazareth College is a Catholic Coeducational 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 (Teaching and Learning). 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 (Teaching and Learning) 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 One.

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 – VCE

The VCE Instructional Leader is a Middle Leadership position and is responsible to the Principal through the Deputy Principal (Teaching and Learning). They will interact with staff and relevant external parties to ensure students who choose to, actively participate in VCE. This role incorporates a range of curriculum, administrative, organisational and pastoral duties with respect to overseeing the VCE program in the College.

The VCE Instructional Leader has the overall responsibility for the implementation of VCE and VETiS within the College. They are responsible for the leadership and management of the teachers and students who are enrolled in VCE and VETiS. The Instructional Leader oversees VCE staff who contribute to a rich and diverse curriculum ensuring a variety of appealing opportunities to prepare young people for the world beyond secondary school.

The VCE Instructional Leader is responsible for providing program and curriculum leadership for VCE. They will work in conjunction with relevant staff in developing programs and policies ensuring the efficient functioning of all aspects of VCE and VETiS including student selections, implementation, assessment and reporting and the completion of units, as well as the evaluation of VCE at Nazareth. Compliance with VCAA requirements for the delivery of VCE and VETiS is also the responsibility of this role.

They are responsible for ensuring that the VCE program is supported by a comprehensive curriculum and effective learning and teaching, as well as opportunities that are integrated in the curriculum. The VCE Instructional Leader will determine policies, procedures, planning and implementation strategies in relation to curriculum, pedagogy, assessment, reporting, professional learning and resources. The VCE Instructional Leader will also support the growth and development of the College by contributing to the School Improvement Plan. The successful applicant will also have a significant teaching allotment within the VCE program.

The VCE Instructional Leader 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 VCE Instructional Leader 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

- Actively and effectively participate in curriculum planning aligned with the School's vision;
- Sound knowledge of the Learning Framework;
- Analyse data to achieve continuous improvement in curriculum design and delivery and to inform pedagogy;
- Work in collaboration with staff to ensure all required curriculum documentation is developed and maintained;
- Implement an innovative VCE curriculum that allows students the opportunity to experience a broad, challenging and stimulating curriculum that caters for individual needs;
- Under the direction of the Deputy Principal (Teaching and Learning), lead and manage assessment and reporting requirements as directed by government and Catholic Education;
- Together with the Deputy Principal (Teaching and Learning), evaluate and critique proposals for the implementation of new curriculum/programs with a view to financial, staffing and opportunity costs.

TEACHING AND LEARNING PRACTICES

- Develop a strong learning culture within VCE and VETiS;
- Ensure that teaching/learning is of the highest standard and the implemented curriculum is challenging, flexible and adaptable, so that all students can experience success in their learning;
- 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;
- Exemplify leading pedagogies in classroom practice and promote learning innovations;
- Promote continuous improvement and growth in practice and pedagogy amongst staff through the use of peer observation, coaching, feedback and self reflection;
- Develop positive working relationships with members of the Student Growth, Student Engagement and Curriculum Differentiation Teams;
- Encourage staff to adapt teaching practice on the basis of student assessment data;
- Hold regular formal and informal meetings with staff focused on improving student outcomes. Ensure feedback is given to assist and support teaching growth;
- Seek opportunities for developing in all students' confidence in and ownership of learning, self assessment skills, cooperative and collaborative learning, and explicit thinking skills.

VCE

- Be visionary in the teaching and leadership of VCE;
- Oversee the organisation of the VCE Curriculum that enables each student's academic, emotional and social progress to be monitored;
- Oversee the development and implementation of a future focused learning and teaching program within VCE;
- Supervision of VCE enrolments, including the monitoring of Year 10, Unit 1 and 2 and Year 11 Unit 3 and 4 applications for enrolments;
- Lead initiatives to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of VCE using effective, research based learning and teaching programs;
- Develop and review policies and procedures to ensure the smooth administration of VCE and to support the engagement and participation of students;

- Prepare and update VCE course material for handbooks and relevant School publications for student, staff and parent reference;
- Be continuously involved in reflective practice and professional growth;
- Collaborate with the Deputy Principal (Teaching and Learning) to lead staff in developing curriculum materials and lessons that integrate technology and address compliance requirements of ACARA, VCAA and CEM;
- Work with the Deputy Principal (Teaching and Learning) to bring about incremental improvement in learning outcomes for students undertaking VCE;
- Establish positive relationships with all students and support their spiritual, physical, intellectual, social, emotional and moral development to improve student learning;
- Ensure external education providers are cognisant of and comply with Nazareth's Child safety requirements;
- Attend VCAA Quality Assurance sessions and participate in the quality assurance process and support VCE staff undergoing audits;
- Ensure VCE information is clearly communicated and policies are adhered to;
- Work with students and parents/guardians regarding matters related to academic progress, attendance and pastoral care, including supporting Heads of House as required;
- Be available for parents to discuss pathways;
- Promote opportunities for public recognition of success of VCE and VETiS students;
- Be an active member of the Learning Innovations and Instructional Leader Team;
- Ensure that all safety requirements are met in terms of OH&S legislation and school policy;
- Ensure Nazareth strives for excellence at VCE.

LEARNING EVENTS AND PROCESSES

- With the Deputy Principal (Teaching and Learning) and Director of Operations, organise and oversee examinations (Years 9, 10, 11 & 12 – including the GAT and trial examinations);
- Organise and conduct Academic Awards Ceremonies (in conjunction with the Deputy Principal Teaching and Learning);
- Organise and conduct Student Progress Meetings (in conjunction with the Deputy Principal Teaching and Learning);
- Organise and conduct the Subject Selection Process, including the Subject Selection Evening (in conjunction with the Deputy Principal Teaching and Learning and Director of Operations);
- Organise and conduct Scholarship Applications and Testing and determine recipients;
- Oversee a review of the panel process to ensure it meets the needs of students, leads to educational improvements/outcomes and is the 'last resort' in the academic chain;
- Liaise with Heads of House and oversee Panel meetings (Years 10, 11 and 12);
- Represent and promote the school at such functions as information mornings for prospective families, information evenings and orientation days as required;
- Administration and liaison with Distance Education (DECV) and Victorian School of Languages (VSL) enrolments;
- Have an accurate oversight of all internal and external assessment tasks and due dates for formal assessment and ensure that these are timed and organised to ensure optimum outcome and experience for each student;
- Establish and publish SAC dates, examination dates and other important VCE dates. Ensure that failure to meet these deadlines are followed up with the student, parents and staff and that new completion dates are set and adhered to;
- Employ and liaise with exam supervisors for all external VCE exams to ensure they meet VCAA requirements;
- Liaise with the Learning Diversity and Engagement Instructional Leader to ensure all requirements are met for students with diverse learning needs;
- Liaise with relevant staff (eg Learning Diversity, Counsellor) regarding special provision for students with a disability. This includes special exam arrangements to VCAA and Special Entry Access Scheme (SEAS) applications to VTAC;

- Monitor the progress of each VCE student by reviewing continuous reporting and conversations with relevant staff to be aware of any emerging issues relating to potential concerns of academic achievement or engagement;
- Monitor the 80% attendance of VCE students and report students in danger of breaching this regulation to the relevant Head of House, Director of Wellbeing and Deputy Principals;
- Provide monthly reports to the Deputy Principal (Teaching and Learning) outlining concerns and imminent academic challenges for VCE students and general concerns expressed by parents, students or staff in relation to the progress of a student or the delivery of a VCE subject;
- Initiate and encourage VCE staff to be involved in professional development;
- Facilitate the distribution of VCE results in December and assist with the analysis of VCE data including individual meetings with VCE teachers;
- Review and evaluate VCE policies and procedures and recommend and implement changes as appropriate, ensuring that the aims and objectives of VCE are being met;
- Ensure subject selection by students meets VCAA minimum requirements for successfully attaining the VCE certificate;
- Work with instructional leaders to ensure a smooth transition of students into VCE;
- Be familiar with VCAA Handbooks published each year;
- Work with the VASS Administrator and VCE staff to ensure that class lists for VCE subjects are up to date and all results are sent to the VCAA by the due date;
- Provide VCE Staff with the VASS examination and study data review booklets each year;
- Authorise extensions of deadlines for students' internal assessment and oversee the rescheduling of these tasks as required;

VETiS

- Oversee the work of the teachers of VET subjects;
- In conjunction with the Applied Learning Instructional Leader oversee the management of Vocational Education and Training (VET) and School Based Apprenticeships enrolments;
- Ensure relevant staff maintain a well documented and resourced curriculum in the VET Area and keep up to date with VET related information;
- Providing current information to students, parents and teachers on VET related matters;
- Be responsible for all the VET programs running, including curriculum initiatives (eg changes in training packages) and Register Training Organisations (RTOs);
- Plan for future development in VET programs in the College;
- Work with staff to guide and support students and families in relation to the VET Pathway;
- Prepare for the auditing process by the VRQA (every 5 years);
- Prepare an overview of delivery and assessment provided by VET teachers;
- Ensure qualifications and training for all teachers are and remain current;
- As a part of RTO requirements, meet regularly with and update the Principal or delegate;
- Develop a whole school approach and understanding of VET and associated pathways;
- Investigate, establish and oversee the delivery of VET programmes according to school resources informed by research on employability;
- Facilitate and ensure relevant induction for VET teachers;
- Liaise with the VASS Administrator to coordinate, monitor and ensure accurate enrolment, assessment and achievement data for all VET courses meet required deadlines;
- Oversee the validation of course delivery and assessment standards;
- Ensure assessment and reporting policy and procedures focus on effective assessment and reporting that is consistent with external VET requirements;
- Liaise with external providers to ensure assessment and reporting requirements are adhered to including VET reporting templates and compliance requirements;
- Collaborate with staff to provide data relating to VET enrolments and associated pathways;
- Provide resources and information to students, staff and parents to assist in making informed decisions related to VET options internally and externally;
- Work with students and parents to identify interests and needs for VET pathway options;
- Attend PSG Meetings (Program Support Group) as required;

- Supervise certification processes for VET courses in conjunction with relevant staff members.

RESOURCE MANAGEMENT

- Together 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 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 cooperation, 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 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;
- Exercise a shared responsibility to ensure that the mission of the Catholic Church is brought to life. The role is predicated on the belief that to be effective, the work will be informed by a vision of Catholic education that is Gospel based, people centred, inclusive and holistic;
- 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 members;
- 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;
- Possess a thorough understanding of the policies and procedures of VCAA regarding VCE and VETiS and share this knowledge with students, staff and parents;
- Ensure all communications to teachers, students and parents is of the highest quality;
- 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;
- 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 members;
- 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 Cocurricular programs;
- Interact positively and proactively with parents to build strong relationships;
- Ensure that the teaching is of the highest standard and caters for the needs of all students;
- Oversee the induction and placement of pre service teachers and liaise with Universities;
- Plan and assist in the organisation of parent meetings and other functions;
- Interact positively and proactively with parents to build strong relationships;
- Have a detailed understanding of the requirements of a broad range of subjects, as well as an understanding of how VCE operates and how all parts fit together;
- Be abreast of all VCE strategic directions and innovations and provide regular feedback to relevant staff regarding the implications and potential benefits to VCE students and teachers;
- 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 position 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 position 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, will be an exemplary example to staff and students;
- Professionally competent in teaching, administration and pastoral care;
- Require 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;
- Have a knowledge of curriculum and social issues specific to students in Years 10, 11 and 12;
- Ensure Nazareth College continues to build its reputation as a school of choice.

KEY PERFORMANCE INDICATORS

- Clearly documented processes for students and teachers of VCE and VETiS;
- Evidence of VCE teachers who share good practice and challenge poor performance;
- Incremental improvement in student achievement rates within VCE and VETiS;
- 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;
- Achieve targets in the AAP and outcomes relating to curriculum strategies are met;
- Timely follow up and communication of the highest standard with staff, students and parents/guardians.

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.
3. Effectively lead staff, within the instructional area and if necessary, hold them to account.
4. Capacity to provide leadership characterised by lateral thinking, innovation and a willingness for ongoing improvement and to embrace change.
5. Experience in teaching VCE and managing the needs of VCE students.
6. Proven ability to demonstrate initiative, prioritise workload, set goals and achieve targets.
7. 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, parents/guardians and key stakeholders.
8. Commitment to the promotion of restorative and PBS practices and processes.
9. 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.
10. An understanding of the cooperative teaching connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person.
11. Strong organisational and time management skills with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of competing tasks.
12. 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.
13. Outstanding interpersonal and communication skills, including:
14. (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.
15. The capacity to create and maintain an environment that supports continuous improvement leading to the achievement of high-quality outcomes for all students.
16. Commitment to ongoing professional learning.
17. Demonstrable understanding of contemporary learning theories and practices and the AITSL Standards.
18. Extensive teaching experience as a secondary school teacher.
19. Registered Teacher in Victoria (or eligible for registration).
20. Accreditation to teach in a Catholic School (or working towards).
21. First Aid Certificate – Level 2 (or willingness to obtain).
22. Anaphylaxis Awareness training (or willingness to obtain).
23. Non Government Schools Protecting Children Mandatory reporting and other Obligations Certificate.
24. 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	<u>EXTERNAL</u>	<u>MEETINGS</u>
<ul style="list-style-type: none"> • Principal • Deputy Principal (Teaching and Learning) • Leadership Team • Instructional Leaders • Director of Wellbeing • Director of Operations • Counsellor • Staff • Students 	<ul style="list-style-type: none"> • AITSL • Parents • VCAA • ACARA • CEM • CECV • Professional Associations 	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 ACKNOWLEDGEMENT

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

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 (eg 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