



Head of Teaching and Learning

Position reports to	Deputy Principal
Classification	Teacher, Southern Cross Grammar Enterprise Agreement 2023
FTE	1.0 FTE (Teaching 0.6/Time release 0.4)
Duration and Allowance	3 years, Level 4 Allowance

Purpose of the Role

The Head of Teaching & Learning (HoTL) 7-12 is a leader of learning who provides an effective educational program by mobilising and coordinating the abilities and efforts of staff members for the purpose of creating a culture of practice that encourages young people to achieve their personal best.

The HoTL is an integral member of the School's Senior Leadership Team, supporting the strategic direction of SCG by leading the delivery of effective teaching and learning programs that are evidence-based and data-informed, fostering an inclusive and challenging learning environment.

The HoTL will drive innovative and inspiring pedagogical methods through the development of a culture of high standards and expectations from students and staff. The position is responsible for leading the curriculum in Years 7-12, in accordance with the requirements of the ACARA and aligned to the learning philosophies, policies and practices of the School.

As an academic leader and mentor, the HoTL must have a strong understanding of evidence-based teaching practices, including those encompassed by the 'science of learning'. The HoTL motivates, encourages and inspires the work of colleagues who deliver curriculum, ensuring they operate with a clear focus on delivering outcomes for students and the School as a whole.

Key Aspects of the Role

- Coordinate the delivery of the Curriculum in accordance with ACARA requirements, including the development of the scope and sequence of curriculum across 7-12
- Oversee the administration of the School's NAPLAN, and VCE responsibilities
- Lead the Heads Learning Area, Heads of Literacy and Numeracy, teachers and other education specialists across the School to inform the development and implementation of evidence-based teaching strategies that cater for all students in Years 7-12
- The position oversees and reviews the development and implementation of each Learning Area's teaching programs, confirming that the curriculum, teaching, assessment and reporting strategies:
- Align to the learning philosophies, policies and practices of the School
- Collaborate with the Head of Inclusive Education to support the learning needs of all students in Years 7-12.
- Ensure optimum maintenance of updated and complete curriculum and assessment documentation, and that curriculum requirements are met or exceeded.
- Comply with external requirements.
- Monitor, identify and advise the teaching staff of relevant curriculum trends, research and theory from leading educational institutions and make recommendations to ensure best practice
- Assist with cyclical Registration and Accreditation reviews, with other members of SCG as relevant to the position
- Build staff capacity through the leadership and modelling of staff coaching; and through the delivery of professional learning



- Manage semesterly student reports, including quality assurance and other reporting requirements, for Years 7-12 in accordance with established timeframes
- Act as facilitator and senior professional colleague and stimulate, encourage and work beside staff in developing outstanding teaching and learning outcomes
- Lead the development and implementation of an instructional 'playbook' in the School and work with Learning Area leaders and staff to embed these evidence-based practice across 7-12
- Provide responsive, effective, accurate and timely advice and updates regarding Teaching and Learning to the Deputy Principal
- Work with the Heads of Secondary to provide parents with relevant information to support the learning outcomes of students
- Deliver excellent service to parents by responding promptly and courteously to enquiries and requests for information, and in the preparation and execution of accurate and engaging group presentations. In this context, the HOTL utilises effective communication and liaison strategies to ensure the provision of excellent customer service and the appropriate management of parent expectations
- Lead the Heads of Learning Area to prepare curriculum and assessment publications and annually update as required
- Assist the Executive Director of People and Culture in managing the teaching staff Professional Development & Growth Program, in line with annual School priorities
- Oversee the Teacher Mentoring Program to assist provisionally registered teachers in the VIT inquiry process
- Coordinate with the Head of Primary and Primary curriculum leaders to ensure appropriate scope and sequencing from the primary to secondary educational programs
- Promoting a culture that supports continuous improvement and responds positively to organisational change, aligned to the School's strategic direction
- Attending school events and activities that occur outside ordinary school hours as required.

Key Working Relationships

- Principal, Deputy Principal, and Heads of Primary, Middle and Senior School
- Heads of Year and members of the Senior Leadership team
- Executive Director of People & Culture
- Teachers
- Student Support team, including Learning Assistants and Allied Health professionals
- Students and parents

Work Health and Safety

Staff are required to:

- take reasonable care for their own health and safety and that of other staff who may be affected by their conduct
- demonstrate an awareness of Work Health and Safety issues, and have a working knowledge of the School's health and safety policies and procedures
- participate in Work Health and Safety related training
- promote a safe working environment by raising work health and safety concerns in a timely manner and reporting any notifiable incident or health and safety matters to the Principal, or member of the OHS committee.

Child Safety

Southern Cross Grammar is committed to creating and maintaining a child safe environment in which students feel safe, and are safe



All staff are required to:

- Provide students with a child safe environment
- Proactively monitor and support student wellbeing
- Have a working knowledge and understanding of the school's Child Safe Policies, Code of Conduct and any other policies and procedures relating to child safety
- Undertake annual training to maintain compliance with all child safety legislation, standards and regulations.

Key Capabilities

- A firm commitment to upholding Southern Cross Grammar's Shared Ambition, Purpose and Values
- Strong interpersonal skills and the capacity to develop and sustain productive relationships within and beyond the school community
- Confident in working autonomously and in a team setting to produce quality outcomes for students
- Clear sense of personal accountability
- High level of positive initiative
- Highly effective communication skills with the ability to maintain confidentiality
- Effective time management strategies and the ability to prioritise workload
- Genuine interest in the School, students and the broader community.

Conditions of Employment

- Appropriate tertiary teaching qualifications, experience and demonstrated excellence in education.
- Post-graduate qualification in relevant field
- Current VIT registration
- Current level 2 First Aid and CPR Certificate, Asthma and Anaphylaxis training or willingness to undertake
- A salary will be paid according to qualifications and experience as per Southern Cross Enterprise Agreement 2023
- Employer superannuation contributions as prescribed under the Superannuation Guarantee legislation
- Southern Cross Grammar is an equal opportunity employer
- Southern Cross Grammar is committed to creating and maintaining a child safe environment in which students feel safe and are safe. All staff are subject to and expected to comply with the Child Safe Code of Conduct and the School Child Safe Policy as amended or varied from time to time.

Final Statement

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other work tasks, not specifically stated, and the Executive may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the School.