Secondary Leader of Learning – Curriculum – Role Description

Catholic schools establish quality learning environments where students participate in the Church’s mission of discipleship within the Catholic tradition. In the Diocese of Lismore they are established by the Bishop in the context of local faith communities, to educate and form young people in the faith tradition, offering them experiences of following Jesus in the Catholic community.

General Description:

Position Title: Leader of Curriculum - Secondary
Accountable To: Principal

Overall Purpose of the Position:

The Leader of Curriculum supports the Principal with the educational leadership of the school community. The person is responsible for maintaining and developing the school as a centre of quality teaching and learning. The Leader of Curriculum has immediate responsibility for the Leaders of Learning. This involves coordinating and supervising the academic progress, compliance and effectiveness of the secondary subjects.

The Leader of Curriculum works as a member of the Leadership Team reporting directly to the Principal.

Key Tasks and Responsibilities:

Integrates Catholic beliefs and practices into all aspects of teaching and learning by:

- Upholding Catholic identity and Mission
- Witnessing to the *Diocese of Lismore, Foundational Beliefs and Practices - The Essential Framework*
- Modelling commitment to the Church and its teaching
- Exercising pastoral care and wellbeing to all students and staff
- Fostering parish, school and parent partnership
- Supporting opportunities for regular prayer, evangelisation, reflection and celebration as a school community
- Complying with the Diocese of Lismore *Accreditation Framework to Work, Teach & Lead*
- Assisting the integration of Catholic Worldview across the curriculum.

Leading and implementing the School and Diocesan Strategic Plans by:

- Supporting the integrated strategic planning at system and school level in day-to-day professional accountabilities, tasks and responsibilities
- Ensuring the vision of the school is clearly understood, shared and enacted in all aspects of school life
- Leading staff in the processes of ongoing curriculum change and development, implementation and evaluation
- Contributing to and leading colleagues in the implementation of School Strategic Management Plans, Annual School Plans and the Cycles of Improvement leading to improved student outcomes
- Monitoring and evaluating the teaching and learning practices in the school to ensure students’ experiences, including their homelife and culture, are valued and respected.
- Ensuring the Contemporary Learning Framework is integrated into the schools philosophy, policies and curriculum structures.
- Working with the school community to promote and sustain school improvement informed by school effectiveness research.
Engage in the professional learning community by:

- Using the Australian Professional Standards for Teachers and the professional learning needs of colleagues to plan and lead the development of professional learning policies and programs
- Engaging with appropriate colleagues in professional dialogue that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students
- Initiating collaborative relationships to expand professional learning opportunities, engage in research, and provide quality professional learning
- Taking a leadership role in professional and community networks and encouraging the involvement of colleagues in these networks
- Working closely with the Leader of Pedagogy to ensure consistent and timely action through team planning
- Supporting the Leaders of Learning and their learning teams through the cyclic registration and accreditation process.
- Working with key staff to implement the school goal setting processes.

Contributes to efficient management of the curriculum by:

- Communicating curriculum updates through appropriate channels to the parent body
- Ensuring the implementation of BOSTES and Diocesan curriculum requirements to meet registration and accreditation requirements
- Leading the curriculum team, ensuring quality learning and teaching programs reflect a comprehensive knowledge of curriculum, assessment and reporting, which cater for the diverse learning needs of all students.
- Leading with the Additional Needs Teacher to ensure the full participation of students with a disability and compliance with legislative and Diocesan policies
- Implementing processes that engage parents/carers in the progress of their children’s learning
- Implementing, monitoring and evaluating appropriate data bases to track the academic progress of students including the analysis of NAPLAN, ESSA and HSC data.
- Coordinating the ongoing development of common policies and procedures for all KLAs.
- Compiling and analysing the school’s statistical data as required on student performance – NAPLAN, ESSA, HSC
- Overseeing and updating all school curriculum, assessment and reporting documentation to meet internal and external accountabilities
- Ensuring ongoing evaluation and registration of programs and KLA policies and procedures
- Overseeing and liaising with other key staff to ensure consistent teacher judgement and moderation processes are in place for the awarding of the Common Grade Scale.
- Liaising with the Literacy/Numeracy coordinator in regards the administration of NAPLAN, analysis of the SMART2 data and the implementation of Action Plans based on this data
- Liaising with the Additional Needs teacher to ensure Life Skills programs, appropriate adjustments and disability provisions are in place for students with additional needs.
- Initiating processes to involve parents/carers in the education of their children and in the broader school co-curricular programs

Contributes to the development of leadership by:

- Leading the school’s culture of high expectations, collaborative planning, and monitoring of student learning
- Placing learning at the centre of strategic planning and ensuring there is a diverse and flexible curriculum taught well in an effective learning environment
- Working collaboratively with schools’ curriculum team to ensure key issues in relation to curriculum initiatives, assessment, reporting and student learning are regularly being evaluated and improved upon
- Developing and implementing relevant policies and processes to support colleagues’ compliance with existing and new legislative, administrative, organisational and professional responsibilities.
- Making significant contributions to educational policy and practice at the school and in wider professional contexts by taking a leadership role in professional networks
- Ensuring the school community is aware of key developments in relation to curriculum, assessment, reporting and student learning
● Ensuring that educational initiatives are supported by current research and conveyed to all staff in a timely manner

**Contributes to building the capacity of teachers by:**

- Contributing to school wide strategies for promoting school improvement
- Promoting ongoing professional development that stimulates collaborative and cooperative relationships between staff and students
- Providing effective planning, allocation, support and evaluation of teamwork
- Ensuring clear delegation of and accountability for tasks and responsibilities
- Modelling practices that support staff in engaging professionally with colleagues, parents/carers and the community
- Ensuring new Leaders of Learning are inducted into the school and provided with appropriate professional learning and ongoing mentoring
- Promoting harmonious and co-operative relationships between KLAs, individual staff members and students to promote a positive climate within the school

**Contributes to the effective promotion of a rich curriculum across the diocese through:**

- Sharing initiatives and learning with other schools.
- Supporting and liaising with other Leaders of Curriculum across the diocese
- Collaborating with the Education Consultants and other members of the Education Services team in the development, implementation and presentation of curriculum policies/issues.
- Liaising with feeder schools in developing deeper K-12 links

**School specific role and responsibilities**

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**Qualifications and Skills Required**

- Ability to challenge status quo and work flexibly with Principal and other Executive Team Members

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<td><strong>Employment Type:</strong></td>
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| **Tenure:**                              | CO 2 - Three years fixed term  
  CO 1 – Three /One year fixed term |
| **EA:**                                  | Teachers (Country and Regional Dioceses) Enterprise Agreement 2013 |
| **Remuneration:**                        | Teacher Classification plus CO 2 Allowance  
  Teacher Classification plus CO 1 Allowance |