



St Francis
CATHOLIC COLLEGE

TITLE: **DOMAIN LEADER ENGLISH – MELTON CAMPUS**

Report to: Director - Learning and Teaching Melton Campus

REMUNERATION & TIME ALLOWANCE

Position of Leadership Allowance: POL 3
Time Allowance: 8 periods per cycle
Tenure: Three years

The Domain Leader English is expected to commit to the vision and values of St Francis Catholic College (the College) and carry out the role in a manner that reflects the vision and values articulated in the College Mission Statement in accordance with the School Implementation Framework (SIF) and the College Annual Action Plan (AAP).

It is vital that the Domain Leader English liaise closely with College Leadership members to promote in voice and action our philosophy of dual campus, one College.

STATEMENT OF DUTIES	
Commitment to Catholic Education	<ul style="list-style-type: none"> • Demonstrate an understanding of the ethos of a Catholic school, in particular, the Franciscan and House Charisms. • Demonstrate an understanding of Church teachings and the staff members role in the mission of the Church. • Demonstrate a capacity to integrate Church teachings into all aspects of curriculum. • Demonstrate ability to help students understand and appreciate Catholic teachings through personal example. • Compliance with the Accreditation Policy of the Victorian Catholic Education Authority (VCEA). • Demonstrate a commitment to Franciscan education informed by the Franciscan Schools Australia Framework.
Commitment to Child Safety and Wellbeing	<ul style="list-style-type: none"> • Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety. • Demonstrate duty of care to students in relation to their physical and mental wellbeing.

STATEMENT OF DUTIES

	<ul style="list-style-type: none">• Actively promote the development and maintenance of a rigorous and vigilant culture of child safety at the College.• Provide students with a child-safe environment.• Provide an exemplary standard of pastoral care to staff, students and parents/carers.
Teaching Duties and Responsibilities	<ul style="list-style-type: none">• Be aware of MACS schools Flourishing Learners position statement – <i>Vision for Instruction</i>.• Implementation of explicit instructional practice.• Actively lead teaching team processes for curriculum/lesson planning, assessment design, moderation, and data analysis.• Lead high-quality professional conversations that enhance professional knowledge, expectations, and practice.• Facilitate team-based leading that involves engaging with research evidence and data, intentionally practising strategies in classrooms and reflecting on the impact.• Model, mentor and coach teachers towards instructional excellence through evidence-informed lesson demonstrations, instructional coaching, observations, and feedback.• Support the effective use of data and assessment to track learner progress over time and to evaluate the effectiveness of programs and practices.• Actively build team psychological safety and collective efficacy.• Contribute to the enactment of the Vision for learning at the College through a solution focussed coaching model.• Build capacity in teaching staff through a solution focused coaching model.• Promote and foster the implementation of the College SIF and AAP.• Plan the development and implementation of a culture of best practise in learning and teaching.• Develop and monitor strategies to promote growth in student literacy and numeracy.• Promote the development of students and staff as lifelong learners.• Demonstrate a capacity to lead effective change management processes.• Model and promote 21st-century evidence-based pedagogy.• Contribute to College curriculum reviews.• Conduct an annual review of the teaching and learning programs including curriculum documentation across Years 7-11, assess relevance, suitability, and literary merit.• Coordinate the development and implementation of the curriculum.• Responsible for the delivery of high standards of teaching effectiveness in subject(s) and learning area and quality curriculum

STATEMENT OF DUTIES

development and evaluation.

- Encourage appropriate integration of ICT across the curriculum in the learning area.
- Attend Domain leader meetings.
- Maintain membership of associations and regularly convey relevant information to members of the subject and learning area.
- Represent the College as contact person for the learning area.
- Possess knowledge of educational research regarding Learning and Teaching for specific subject(s) and the learning area and encourage the adoption of evidence-based pedagogy.
- Coordinate writing of units and work programmes, ensuring the agreed format is used.
- Convene regular after-hours staff teaching sessions in the learning area.
- Participate in the appraisal process.
- Ensure teachers are following the course documents as required by the Victorian Curriculum and VCAA.
- Monitor VCAA published VCE English and Literature text lists, facilitate change to texts for study required (each text listed for a maximum of 4 years).
- Facilitate the development and monitor assessment within the learning area, ensuring there are regular common assessment tasks at all year levels.
- Monitor the preparation of student reports for each subject in the learning area, ensure conformity to the Assessment and Reporting Guidelines, and adhere to completion deadlines.
- Delivery of accurate booklist requirements.
- Preparation of required documentation for Year Level Course Information Booklets.
- Participate in the Domain and Learning Leaders Committee that oversees Curriculum developments within the College.
- Report to the Domain and Learning Leaders Committee and/or staff meetings on special events in the subject and learning area.
- Attend appropriate Year Level Information Evenings.
- Manage and distribute relevant learning matter, subject newsletters, magazines, and professional learning opportunities to staff within the learning area.
- Management of learning area budget(s) and oversight of resource and equipment orders appropriate to the subject or learning area through the College Librarian, and where appropriate, the Finance Manager. As part of this process, Domain Co-ordinators will monitor the balance of money allocated to the subject or learning area.

STATEMENT OF DUTIES

- Responsible for inventory and periodical stocktake of subject resource materials and equipment, and safe storage.
- Consult with the Learning Diversity Leaders over the appropriate use of the Learning Support staff in the subject and learning area.
- Make recommendations to the Principal and College senior management team on staff allotments in the subject and learning area.
- Provide leadership, guidance, and encouragement for staff in the learning area.
- Assist in general administrative matters.
- Collate and file advertising brochures, subject newsletters, magazines, and Professional Learning opportunities within the learning area and distribute any relevant information to other teachers.
- Monitor the opportunity for, and provision of, professional learning time for teachers in the learning area through liaison with the Deputy Principal – Learning and Teaching and the Deputy Principal – Professional Practice and Staff Wellbeing.
- Actively promote the learning area in the College community, through College newsletter and annual publications.
- Organise activities in the specific subject or learning area for Orientation Days.
- Coordinate any excursions particularly related to the learning area.
- Promote and facilitate opportunities to enhance the learning of high achieving students.
- Promote opportunities for students requiring additional support to develop academically and remain engaged in their learning.
- Ensure continuation of lesson content in the event of staff absence due to illness or leave.
- Commit to ongoing professional development in your area of work.
- Demonstrated experience in the use of ICT.
- Continue development of ICT skills as technologies evolve.
- Consideration to researching areas of interest relevant to directions provided in the AAP.
- Research, purchasing, reading and review of potential texts for Years 7-12 and VCE Literature. Facilitate staff review of potential texts.
- Monitor student achievement across VCE English subjects to assess capacity to meet minimum tertiary entrance requirements. Support senior English staff in intervention and effective communication with at risk students and families.
- Facilitate required VCE English moderation and ranking meetings to ensure consistency in assessment across 5+ classes.

STATEMENT OF DUTIES

- Development and quality assurance of whole Year level English TATs at Years 7 & 8.
- Liaise with Middle Years Curriculum Leader and Director of Learning and Teaching for coordination and facilitation of 7 & 8 TATs.
- Support EAL Coordinator in the development of EAL specific Curriculum resources and assessment materials to supplement English.
- Support English staff in meeting EAL reporting requirements.
- Support English staff with facilitation of PAT-R testing for all students in Years 7-10.
- Design and facilitation of wide reading program for English students in Years 7-9 (in place of whole College wide-reading program).
- Be an active member of a relevant professional association as duties permit.
- Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures.
- Attend College meetings and after-hours services/assemblies, sporting events, Mass, community, and faith days as required by the Principal.
- Demonstrate professional and collegiate relationships with colleagues.
- Other duties as directed by the Principal.

SELECTION CRITERIA

Commitment to Catholic Education

- Demonstrated capacity to model the ethos of a Catholic school and its mission, in particular, the Franciscan Charism and House members role in the mission of the Church.
- Demonstrated capacity to integrate Church teachings into all aspects of the curriculum.
- Ability to help students understand and appreciate Catholic teachings through personal example.
- Compliance with Accreditation Policy of the Victorian Catholic Education Authority (VCEA). Demonstrated commitment to Franciscan education formed by the Franciscan Schools Australia Framework.

Commitment to Child Safety and Wellbeing

- Demonstrated understanding of child safety.
- Experience working with children, demonstrating understanding of appropriate behaviours when engaging with children.
- Ability to actively promote development and maintenance of a rigorous and vigilant culture of child safety at the College.
- Familiarity with legal obligations relating to child safety including mandatory reporting and reportable conduct.

SELECTION CRITERIA

	<ul style="list-style-type: none">• Demonstrated capacity to provide a duty of care for students in relation to their physical and mental wellbeing.
Learning and Teaching Skills and Experience	<ul style="list-style-type: none">• Demonstrated strong interpersonal skills in the context of relating to staff, students, parents/carers and College support groups and members of the community.• Demonstrated highly developed communication, planning, decision-making and negotiation skills.• Demonstrated expertise and experience in the areas of Teaching and Learning and Wellbeing in a Catholic College context.• Demonstrated experience in leading best practice in the management of people and resources.• Demonstrated ability to build capacity in others.• Demonstrated capacity to contribute to the strategic thinking, planning, delivery of the SIF.• Demonstrated passion for learning and ability to share this with others.• Demonstrated ability to utilise data to improve student outcomes.• Demonstrated ability to successfully lead change.• Demonstrated ability to work as part of a team – highly relational.• Demonstrated ability to think strategically and plan for innovation.• Demonstrated outstanding oral and written communication skills, including the ability to communicate with students, parents /carers, and the wider College community.• Exhibit self-motivation and confidence with an ability to build capacity in others.• Demonstrated ability and willingness to accept policy directives.• Demonstrated highly effective time management skills.
Education and Experience	<ul style="list-style-type: none">• Teaching qualifications.• Current Victorian Institute of Teaching (VIT) registration.• Accreditation to teach in a Catholic school (or be working towards such accreditation).• CPR qualifications (training provided).