



Melbourne Archdiocese  
Catholic Schools



**St Francis**  
CATHOLIC COLLEGE

**TITLE:** SENIOR YEARS AND APPLIED LEARNING LEADER – COBBLEBANK CAMPUS

**Report to:** Director - Learning and Teaching  
Cobblebank Campus

**REMUNERATION & TIME ALLOWANCE**

**Position of Leadership Allowance:** POL 3  
**Tenure:** Three years, role reviewed annually  
**Time Allowance:** 8 periods per cycle

The Senior Years and Applied Learning Leader 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).

This role will lead the establishment and development of the VCE and VCE VM programs at our new Cobblebank Campus.

STATEMENT OF DUTIES	
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the ethos of a Catholic school, in particular, the Franciscan and House Charisms.</li> <li>• Demonstrate an understanding of Church teachings and the staff members role in the mission of the Church.</li> <li>• Demonstrate a capacity to integrate Church teachings into all aspects of curriculum.</li> <li>• Demonstrate ability to help students understand and appreciate Catholic teachings through personal example.</li> <li>• Compliance with the Accreditation Policy of the Victorian Catholic Education Authority (VCEA).</li> <li>• Demonstrate a commitment to Franciscan education informed by the Franciscan Schools Australia Framework.</li> </ul>
<b>Commitment to Child Safety and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Be familiar with and comply with the College Child-Safety Policy and Code of Conduct, and any other policies or procedures relating to child safety.</li> <li>• Assist in the provision of a child safe environment for students.</li> <li>• Actively promote development and maintenance of a rigorous and vigilant culture of child safety at the College.</li> </ul>

## STATEMENT OF DUTIES

	<ul style="list-style-type: none"><li>• Demonstrate ability to provide a duty of care for students in relation to their physical and mental wellbeing.</li><li>• Maintain currency with legal obligations in relation to child safety - mandatory reporting and reportable conduct.</li></ul>
<b>Teaching Duties and Responsibilities</b>	<ul style="list-style-type: none"><li>• Be aware of MACS schools Flourishing Learners position statement – <i>Vision for Instruction</i>.</li><li>• Implementation of explicit instructional practice.</li><li>• Collaborate across campus to ensure a One school Two Campus consistent approach to the delivery of the Program.</li><li>• Actively lead teaching team processes for curriculum/ lesson planning, assessment design, moderation, and data analysis.</li><li>• Lead high-quality professional conversations that enhance professional knowledge, expectations, and practice.</li><li>• Facilitate team-based leading that involves engaging with research evidence and data, intentionally practising strategies in classrooms and reflecting on the impact.</li><li>• Model, mentor and coach teachers towards instructional excellence through evidence-informed lesson demonstrations, instructional coaching, observations, and feedback.</li><li>• Support the effective use of data and assessment to track learner progress over time and to evaluate the effectiveness of programs and practices.</li><li>• Actively build team psychological safety and collective efficacy.</li><li>• Promote the College Vision for Learning.</li></ul> <p><b>Senior Years</b></p> <ul style="list-style-type: none"><li>• Chair meetings with VCE teaching staff in relation to College policies and procedures.</li><li>• Assist in the administration and implementation of the curriculum across Years 10-12.</li><li>• Lead by example employing a variety of effective teaching strategies to effectively implement the curriculum.</li><li>• Follow up on implementation and effectiveness of the established strategies.</li><li>• Ensure best practice of documentation across the College for State and National course requirements.</li><li>• Embrace the use of information and communications technologies to enhance learning.</li><li>• Actively coach subject teachers through the SFCC GROWTH Coaching Model.</li><li>• Organise and facilitate information evenings for GAT, Year 12, and Year 11 Aspire Day.</li><li>• Work collaboratively with the Curriculum Executive to organise and assist deliver regular professional learning for staff.</li><li>• Coordinate the review panel for students in VCE who have breached VCAA and/or College rules.</li></ul>

## STATEMENT OF DUTIES

- Assist with the successful delivery of subject selections for Years 11 and 12 students, including presenting information sessions for parents/carers.
  - Work closely with the Deputy Principals and other relevant staff during periods of subject selection, timetabling, and staffing allocation.
  - Assist classroom teachers by establishing the use of data, as per the College Data Plan, as a core strategy in the development of best teaching practice and implementation of programs that improve student performance and learning outcomes.
  - Coordinate and create the Unit  $\frac{3}{4}$  practice exams and liaise with external invigilators.
  - Coordinate and create the end of year Unit  $\frac{3}{4}$  VCAA exams as well as the General Achievement Test (GAT). Work with Unit  $\frac{3}{4}$  teachers to analyse and reflect on their VCAA Data.
  - Liaise with Learning Diversity Leader to ensure accurate and detailed applications of Special Provision to the VCAA.
  - Assist with providing staff with information around VCAA audits.
  - Liaise with the Deputy Principal Learning and Teaching to update and create all student/parent/carer communication for the upcoming Year 12 Exams.
  - Assume the lead role and work with the Chief Exam Supervisors for all Year 12 Exams and practice examinations.
  - Facilitate meetings with families to support students in their learning progress, particularly those students deemed to be at risk.
  - Be an active member of the Curriculum Executive team, including attendance at Domain Meetings, Curriculum briefings, and Learning Team meetings.
  - Regularly communicate with VCE-VM and VPC Applied Learning Leader and VET Coordinator.
  - Update all VCE Handbooks each year.
  - Liaise with Careers and Pathway Coordinator for Subject Expo.
  - In collaboration with the Deputy Principal – Learning and Teaching, ensure all new study designs are implemented for the study design period.
  - Liaise with the VASS Coordinator on all VCE related matters including ensuring VCE student enrolments are accurate.
  - Coordinate the Unit 1 and 2 Year 11 Semester Exams.
  - Assist with the enrolment interviews for incoming students.
  - Possess current knowledge of curriculum initiatives and recent research developments.
- Applied Learning**
- Attend and positively contribute to Learning Leader meetings.
  - Establish Learning Area goals each year for the Applied Learning Team.

## STATEMENT OF DUTIES

- Promote and model quality teaching, learning, and curriculum design with emphasis on applied learning.
- Develop the College's VCE-VM and VPC Program detailing the curriculum to be used, delivery and support partnerships.
- Oversee the assessment requirements for the Learning Outcomes in PDS, WRS, Literacy and Numeracy.
- Coordinate all aspects of Applied Learning Student Administration together with the VASS Coordinator.
- Participate in the selection process for Applied Learning teachers.
- Ensure VASS enrolments are accurate.
- Together with the relevant House Leader, Learning Diversity Leader or EAL Leader case manage individual VCE-VM and VPC students as required.
- Participate in Applied Learning Professional Development including attendance at VCE-VM and VPC VCAA Meetings.
- Support the integration of VCE-VM and VPC into the overall policy framework and practice of the College and other local/regional post compulsory initiatives.
- Liaise with the House Leaders and Learning Diversity Leader regarding the progress and wellbeing of Applied Learning students who have been identified as needing support.
- Attend regular meetings with VET Coordinator and Pathways Coordinators.
- Observe the learning occurring across each of the areas: Literacy, Numeracy, PDS, WRS providing feedback on pedagogy.
- Induct and review the progress of teachers new to the Learning Area.
- Make recommendations to the Deputy Principal Learning and Teaching on teaching allocations for the following year and throughout the year as requested.
- Assist and drive the development of new Applied Learning programs at the College where relevant.
- Institute quality assurance (QA) measures for the College to ensure that VCE-VM and VPC subjects are taught and assessed in accordance with VCAA requirements.
- In liaison with the VET Coordinator maintain accurate records and documentation of students on Work Placement. This may include visits and phone calls to employers.
- Delegate employer visits where necessary.
- Liaise with parents regarding placement details and requirements.
- Together with the Pathways Coordinator and VET Coordinator, assist students to find relevant work placements when students experience difficulties in this area.
- Provide statistical information to MACS.
- Assist classroom teachers by establishing the use of data, as per the

## STATEMENT OF DUTIES

College Data Plan, as a core strategy in the development of best teaching practice and implementation of programs that improve student performance and learning outcomes.

- Actively build team psychological safety and collective efficacy.
- Promote the College Vision for Learning.
- Lead by example employing a variety of effective teaching strategies to effectively implement the curriculum.
- Follow up on implementation and effectiveness of the established strategies.
- Ensure best practice of documentation across the College for State and National course requirements.
- Work collaboratively with the Curriculum Executive to organise and assist deliver regular professional learning for staff.
- Facilitate meetings with families to support students in their learning progress, particularly those students deemed to be at risk.
- Commit to ongoing professional learning.
- Be open to researching areas of interest relevant to directions provided in the SIF and AAP.
- Continue development of ICT skills as technologies evolve.
- Participate in the staff appraisal process.
- Be an active member of a relevant professional association as duties permit.
- Support collegial learning by acting as a mentor or supervising and supporting a student teacher.
- Support and be involved in the co-curricular program where appropriate.
- Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures.
- Contribute to the College publications, including regular newsletter articles, Instagram, and Facebook posts.
- Maintain currency of first aid, mandatory reporting and anaphylaxis and CPR training.
- Attend all relevant College meetings including Domain meetings and after-hours services/assemblies, sporting events, Mass, community, and faith days and professional learning opportunities.
- Participate in duty supervision as rostered and other supervision duties when required.
- Demonstrate professional and collegiate relationships with colleagues.
- Uphold the professional standards expected of a teacher.
- 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.
- Demonstrated capacity to provide a duty of care for students in relation to their physical and mental wellbeing.

### **Skills and Experience**

- Demonstrated ability to work as part of a team – highly relational.
- Demonstrated ability to work with the ICT Manager to ensure the needs of the community in 21<sup>st</sup> century learning ensuring a fit for purpose technology environment.
- 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.
- Ability and willingness to accept policy directives.
- Demonstrated highly effective time management skills.
- Demonstrated ability to successfully lead change.
- Demonstrated ability to think strategically and plan for innovation.
- Demonstrated understanding of Restorative Practice.
- Demonstrated experience in the use of ICT.
- Demonstrated capacity to contribute to the strategic thinking, planning, delivery of the School Implementation Framework.
- Demonstrated ability to provide support for all teaching staff to become expert teachers.
- Demonstrated experience and proven record in effective learning and teaching skills, including management of mixed ability classes.
- Ability to demonstrate an understanding of appropriate behaviours when engaging with students.

## SELECTION CRITERIA

- Demonstrated capacity to participate in a range of College activities, e.g. sports, sacramental programs, liturgies, camps/excursions.
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  - Demonstrated passion for learning and ability to share this with others.
  - Demonstrated experience in leading best practice in Student Wellbeing and behaviour management.
  - Ability to utilise data to improve student wellbeing outcomes.
- Essential:**
- 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).
- Desirable:**
- Accreditation to Teach Religious Education (or working towards).
  - Relevant post-graduate studies (or working towards such qualifications).
  - Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian and Australian Curriculum.
  - Demonstrated experience in using ICT to teach in subject areas.
  - Demonstrated understanding of VCAA requirements for VCE.