

POSITION DESCRIPTION



Position Title: Learning Area Leader		Location: Caulfield, Wheelers Hill											
Level / Range: Based on CGS salary scale	Department: Learning Area												
Manager: Relevant Head of Senior School OR Head of Middle School	Date Completed: June 2017												
Financial Budget: TBA	Key relationships: Students, Parents, Teachers, Peer Learning Area Leaders, Head of House, Head of Teaching and Learning, Head of Senior School, Head of Middle School, Head of Campus, Human Resources, Support employees		Employees: Direct: Teachers, Support employees (if applicable) Indirect: NA										
<p>Our Safety Commitment:</p> <p>Child Youth Safety Strategy (CYSS): Caulfield Grammar School is a Child Safe organization with a commitment to the Safety and wellbeing of children with a zero-tolerance to the abuse of children in our care. The successful candidate will be required to support the School's Child Safety policies and procedures and commit to their implementation upon commencement.</p> <p>Workplace Health & Safety: Caulfield Grammar School is committed to providing a safe and healthy work environment for all students, employees, contractors and visitors. Caulfield Grammar School aims to minimize, as far as reasonably practicable, the risk of injury, illness or harm to any persons through the Schools activities, operations and functions on all campuses and off site.</p>													
REPORTING RELATIONSHIPS		SELECTION CRITERIA											
<i>*See HR intranet page for campus specific organisation chart</i>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="padding: 5px;">ESSENTIAL/DESIRABLE:</th> </tr> <tr> <td style="padding: 5px; width: 20%;">Skills:</td> <td style="padding: 5px;">Coaching; time management; planning and organisation; conflict resolution and problem solving; leadership; decision-making; outstanding communicator; presenter</td> </tr> <tr> <td style="padding: 5px;">Experience</td> <td style="padding: 5px;">Curriculum and pedagogical design Demonstrated capacity to lead OR experience in leading teams Exemplary teaching practice</td> </tr> <tr> <td style="padding: 5px;">Qualifications & Licences</td> <td style="padding: 5px;">Teaching qualification; VIT Registration</td> </tr> <tr> <td style="padding: 5px;">Personal Attributes</td> <td style="padding: 5px;">High standards of professional conduct; initiative; strength in relationship building; able to give and receive feedback; confident in modelling best practice</td> </tr> </table>		ESSENTIAL/DESIRABLE:		Skills:	Coaching; time management; planning and organisation; conflict resolution and problem solving; leadership; decision-making; outstanding communicator; presenter	Experience	Curriculum and pedagogical design Demonstrated capacity to lead OR experience in leading teams Exemplary teaching practice	Qualifications & Licences	Teaching qualification; VIT Registration	Personal Attributes	High standards of professional conduct; initiative; strength in relationship building; able to give and receive feedback; confident in modelling best practice
ESSENTIAL/DESIRABLE:													
Skills:	Coaching; time management; planning and organisation; conflict resolution and problem solving; leadership; decision-making; outstanding communicator; presenter												
Experience	Curriculum and pedagogical design Demonstrated capacity to lead OR experience in leading teams Exemplary teaching practice												
Qualifications & Licences	Teaching qualification; VIT Registration												
Personal Attributes	High standards of professional conduct; initiative; strength in relationship building; able to give and receive feedback; confident in modelling best practice												

PURPOSE OF THE ROLE
Caulfield Grammar School (CGS) Learning Area Leaders lead and coach their team towards the School's Vision, Mission and Values. To drive the application of contemporary knowledge and understanding of teaching and learning in the learning area in order to continuously maximise student outcomes.
MISSION
To enable quality learning every day in every experience for every learner for life.

ROLE		
KEY RESULT AREAS	KEY TASKS	KEY PERFORMANCE INDICATORS
Team Leadership		
<p>Work with and through your teams to build a professional learning team that is focused on the continuous improvement of teaching and learning in the specific learning area.</p>	<p>Developing Teams</p> <ul style="list-style-type: none"> Ensure a “CGS FOCUS ON LEARNING”: <ul style="list-style-type: none"> Feedback Ownership Collaboration Ubiquitous Technology / Understanding Learners Specific learning intentions Involves people, encourages them and recognises their contribution Consults and shares information and ensures others are kept informed of issues Works collaboratively and operates as an effective team member <p>Guides, coaches and develops people</p> <ul style="list-style-type: none"> Identifies learning opportunities for others and empowers them by delegating tasks Ensure clear accountability for roles, tasks and responsibilities Set clear expectation of role performance Makes time for people and offers full support when required Delivers constructive, objective feedback in a manner that gains acceptance and achieves resolution Builds capacity and capability in team Address performance issues when expectations of role performance are not met Consult appropriate stakeholders when required i.e. Human Resources Provide an engaging and effective orientation process <p>Attract, recruitment and select team</p> <ul style="list-style-type: none"> Set a standard of excellence in the learning area that attracts quality staff and assist CGS be an employer of choice Consult with Head of Campus and Head of School regarding recruitment as required, participate in recruitment including but not limited to shortlisting, interviewing and reference checking 	<p>Developing Teams</p> <ul style="list-style-type: none"> Collaborative weekly / fortnightly improvement planning sessions. FOCUS is central to the meeting agenda. Provide minutes to Head of School within 5 working days Provide clearly developed and articulated SMART Goals aligned to School vision, mission and values to the Head of School each semester. Goals are monitored and achieved according to the scheduled timelines Provide evidence of ongoing collaboration and consultation with the other Learning Area Leaders including cross campus Learning Area Leaders Provide evidence of processes where individual and team commitment and innovation is recognised and valued Provide evidence of self reflection and feedback from members of the team on the leadership style and effectiveness <p>Guides, coaches and develops people</p> <ul style="list-style-type: none"> Meet with individual members of the team to monitor progress on goals each term / semester Delivers Professional Performance and Development Review to School guidelines and standards Provide written evidence that employee performance issues are dealt with in a timely manner Timely written communication is provided to the Head of School and Head of Campus regarding performance issues within the Learning Area <p>Attract, recruitment and select team</p> <ul style="list-style-type: none"> Learning Area is appropriately staffed with quality teachers who are enabled and developed in their roles

Professional Knowledge		
Know students and how they learn	Differentiation of learning <ul style="list-style-type: none"> Lead colleagues to select, evaluate and develop teaching strategies and programs to improve student learning using student specific learning data Lead colleagues to develop teaching programs differentiated for the specific learning needs of students across the full range of abilities 	Differentiation of learning <ul style="list-style-type: none"> Learning area goals are based on student learning data; quantitative and qualitative Present learning area goals to the Heads of School and Heads of Teaching and Learning by the scheduled timelines Differentiation and Formative Practice is clearly embedded in curriculum documentation and pedagogy. Evidence is presented to the Heads of School and Heads of Teaching and Learning by the scheduled timelines
Know the content and how to teach it	The written curriculum and pedagogy <ul style="list-style-type: none"> Lead colleagues to develop teaching and learning programs using comprehensive knowledge of curriculum, assessment and reporting requirement that is compliant with the Australian Curriculum (or other state/national curriculum requirement) Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy, numeracy and the use of ICT using research based knowledge and student data 	The written curriculum and pedagogy <ul style="list-style-type: none"> Deliver teaching and learning programs to the Heads of School and Heads of Teaching and Learning at the start of each academic year Teaching and learning programs are reviewed annually Teaching and learning programs are aligned with current research as well as internal and external requirements General capabilities, Essential Skills and ICT skills are embedded in teaching and learning programs and practices Ensure the learning area completes any school required compilation of curriculum

Professional Practice		
Plan for and implement effective teaching and learning	Planning and implementation <ul style="list-style-type: none"> • Use the curriculum as a basis for ongoing discussion about the best way/s to maximise student learning and wellbeing • Demonstrate high expectations and lead colleagues to encourage students to pursue challenging goals • Comply with administrative and organisational requirements • Manage the school's human, physical and financial resources effectively and efficiently to achieve the School's educational goals and priorities • Use opportunities within the Formative Practice Principles to model best teaching practice • Demonstrate exemplary practice and lead colleagues to plan effective teaching and learning programs to develop students' knowledge, understanding and skills • Conduct reviews of teaching and learning programs using multiple sources of evidence and resources, including student assessment data, curriculum documents, teaching practices and ICT, feedback from parents/carers, students and colleagues and reviewing current subject offerings and investigation of appropriate changes 	Planning and implementation <ul style="list-style-type: none"> • Provide evidence of reflective discussions and actions from the Learning Area based on the analysis of student learning • Administrative tasks for the Learning Area are completed within scheduled timelines • Provide evidence of managing budgets and expenditure in line with School procedures • Provide evidence of managing resources, property and equipment in line with School procedures • Teachers are recommended in classes according to their strengths and to maximise benefits of student learning • Evidence is provided of peer supported learning in team meetings. Feedback moves individual and team learning forward • Provide evidence of curriculum reviewed through reflective practices. Including a strong focus on the development of cross-curricular skills and general capabilities including attributes such as literacy, numeracy, information and technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding • Parents/carers and students are provided opportunities to give feed back to the area
Create and maintain supportive and safe learning environment	The learning environment <ul style="list-style-type: none"> • Promote productive and inclusive learning environments across all year levels of the Learning Area • Promote student responsibility for learning • Support behaviour management initiatives to assist colleagues to broaden their range of strategies • Lead the team to create a stimulating physical environment that supports and encourages learning 	The learning environment <ul style="list-style-type: none"> • Provide evidence of a culture of collaboration and observation across the team using the Formative Practice Principles with a focus on improvement • Provide evidence of clearly defined team expectations and support that align with the Teacher Position Description • The curriculum is relevant and recognises, values and builds on students' existing knowledge and skills • Activities are provided facilitating the development of students to become collaborative and self-regulated learners. • Clear direction on student expectations is provided and this is consistent across all classrooms in the Learning Area • Provide evidence of an engaging physical learning environment in classrooms across learning area

Assess, provide feedback and report on student learning	<p>Student outcome data</p> <ul style="list-style-type: none"> • Develop and implements a plan for the collection of a range of student outcome data • Ensure all teachers in the team use data to identify starting points for improvement and to monitor progress over time • Support colleagues in using assessment data to diagnose learning needs, comply with curriculum and school assessment requirements • Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate formative practice feedback strategies <p>Moderation Practices</p> <ul style="list-style-type: none"> • Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or external requirements <p>Reporting Practices</p> <ul style="list-style-type: none"> • Ensure reporting processes are aligned with the curriculum and designed to provide parents, families and students with information about the achievement of curriculum intentions and progress over time 	<p>Student outcome data</p> <ul style="list-style-type: none"> • Teachers have access to a broad range of students data and use it to analyse and track individual and cohort progress • A summary of formative feedback is provided to inform future learning • Professional learning is provided to build staff skills in analysing and interpreting data • Uses data to inform school-level decisions, interventions and initiatives <p>Moderation Practices</p> <ul style="list-style-type: none"> • Provide evidence of ongoing team moderation meetings <p>Reporting Practices</p> <ul style="list-style-type: none"> • All reports from Learning Area are completed within designation timeframes and to School expectations
Professional learning		
Engage in professional learning	<p>Professional learning</p> <ul style="list-style-type: none"> • Advocate, participate in and lead strategies to support high quality professional learning opportunities for colleagues that focus on improved student learning • Monitor the needs of members of the Learning Area in terms of the professional needs and ensure they are supported in all aspects of development • Use the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs • Foster professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students 	<p>Professional learning</p> <ul style="list-style-type: none"> • Processes are in place to provide both academic and non-academic support to address individual and team professional learning needs • There is a record of monitoring of appropriate professional learning opportunities for all individuals and the team • The Australian Professional Standards for Teachers is discussed and used in reflection on teacher development and in planning for ongoing needs • There is evidence of actively fostering targeted, improvement focused professional learning both within and beyond the school for all individuals and the team

Engage professionally with colleagues, parents/carers and the community	<p>Community engagement</p> <ul style="list-style-type: none"> • Act and lead in accordance with the School Vision, Mission and Values • Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues, parents/carers and the community • Support implementation of relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities • Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school • Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities • Encourage members of the team to be involved in external networks. Involvement is recognised and reflected in the SMART goals of individual teachers <p><i>**Also refer to Caulfield Grammar School Teacher's Position Description</i></p>	<p>Community engagement</p> <ul style="list-style-type: none"> • Attendance at school functions, events and meetings (when required) and conduct in a manner aligned with Caulfield Grammar School values • Evidence is provided of individual and team compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities • All members of the Learning Area engage with parents/carers of the School as required
Professional behaviour		
Child Safety	<ul style="list-style-type: none"> • Be aware of, understand and comply with the principles of the Child Safe Standards • Ensure adherence to the School's Child Safety Code of Conduct, including the Child Safe Standards, and demonstrate behaviours in accordance with these • Complete Child Protection training upon commencement at the School, and as required from there on in • Take all reasonable steps to protect students from abuse • Report any reasonable belief that a child's safety is at risk as per school policies and procedures • Be committed to providing a safe physical and emotional environment where students are respected and treated with dignity in an appropriate professional and caring manner 	

Work Safely	<ul style="list-style-type: none"> • Ensure you behave in a way that is safe and appropriate in all situations • Undertake any training as required for the effective performance of your duties • Follow the CGS Occupational Health and Safety policy and procedures • Report any hazards, accident and incidents 	<ul style="list-style-type: none"> • Student and staff safety is maximised • Students and staff are not exposed to unnecessary risk of harm • All CGS policy compliance is met
-------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

This job description reflects the schools' assignment of essential functions; and nothing in this herein restricts management's right to assign or reassign duties and responsibilities to this job at any time.

CERTIFICATION	
MANAGER	HEAD OF CAMPUS
Signature:	Signature
Date:	Date: