



Penola
CATHOLIC COLLEGE
EST. 1995

Position Description

Position Title	Literacy Leader
Classification	Teacher, Position of Leadership (POL) – Level 3
Employment Status	Fixed Term Full Time (2020 – 2022)
Time Allowance	400 minutes (8 periods) per week
Reports to	Principal, Deputy Principal Learning and Teaching, Head of Instructional Practice
Updated	October 2019

About Penola Catholic College

Penola Catholic College is a co-educational college for students from years 7-12 with two campuses in the Northern suburbs of Melbourne. College campuses are situated in Glenroy, which caters for years 7 and 8, and the senior campus in Broadmeadows that features years 9 to 12 and a total college enrolment of approximately 1,500 students.

Penola Catholic College is a community of students, parents and staff guided by the teachings of Jesus Christ and inspired by the example of Saint Mary of the Cross MacKillop. Enlightened by the Gospel values of Faith, Love, Hope and Compassion, we strive to provide a holistic education which meets the needs and develops the gifts of each student. As a community we recognise that this is best achieved in a welcoming environment with a commitment to justice, service and collaboration.

Position Objective

Since its beginnings in 2010, the Literacy Improvement Program has positioned literacy as a major focus across all learning areas at Penola Catholic College. Over this time, the program and its influence has grown at a consistent rate placing Penola Catholic College at the forefront of school wide literacy improvement in secondary education in Melbourne.

The Literacy Leader is responsible for the continued implementation of the Literacy Program and mentoring of the Literacy Coaches in conjunction with the Head of Instructional Practice. The Literacy Leader ensures that literacy initiatives and strategies are to be incorporated into all courses of study. The Literacy Leader will work closely with the Head of Instructional Practice to ensure consistency amongst the Literacy and Instructional Coaches.

Responsibilities and Accountabilities

1. Coaching and mentoring

- Work with staff in class to provide coaching/feedback to enhance teacher effectiveness. A particular emphasis will be placed on developing a consistent approach to Text Types across and within KLA.

- In conjunction with Heads of Learning and Heads of Learning (Glenroy), review units of work within each KLA and where necessary re-write curriculum with an emphasis on literacy. This will involve:
 - Ensuring ALL units of work contain literacy rich learning activities
 - Ensuring ALL assessment tasks reflect literacy
 - Ensuring ALL criteria sheets reflect literacy
 - Ensuring ALL units of work contain scaffolds and models to promote higher quality student work

2. Leadership

- In conjunction with the Deputy Principal Teaching and Learning and Head of Teaching and Learning, coordinate a whole school approach to Literacy (including 3-year strategic plan).
- Develop, lead and coordinate the Literacy Program as it operates within the formal curriculum across all KLA's. Play an active part in teaching/learning projects across the College.
- In conjunction with the Deputy Principal Teaching and Learning and Head of Teaching, develop and manage the Literacy budget.
- In conjunction with the Deputy Principal Teaching and Learning and Head of Teaching, write submissions for Literacy funding.

3. Coordinate Research, Testing and Support

- In conjunction with the Deputy Principal Teaching and Learning and Head of Teaching and Learning assist with the implementation, analysis, presentation of AIM/NAPLAN testing, PAT testing and other diagnostic tests regarding Literacy.
- In conjunction with Head of Student Inclusion be involved in testing to determine the Bridging EAL class, and EAL cohort.
- Maintain the literacy folder located on the G Drive.

4. Professional learning

- In conjunction with the Professional Development Committee, devise and implement Professional Development that increases teacher knowledge of theoretical approaches to Literacy and learning and which supports them in their classroom
- Lead and manage the Literacy PLT
 - Share ideas and teaching approaches within the PLT and throughout the entire school.

5. Links

- Represent the College at Literacy networks, conferences and other external activities. Liaise with external support staff, such as the Catholic Education Office, in regard to developments in the areas of policy, materials development, staff professional development, curriculum development and planning.
- Attend Heads of Learning and Heads of Learning (Glenroy) meetings as a full member of that group.
- Establish Literacy links with Catholic feeder Primary schools.
- Make recommendations to the Executive, as appropriate
- Undertake appropriate teaching duties where the responsibilities specified for Homeroom/Subject Teachers apply.
- Perform such other duties as may be required by the Principal

Experience and Qualifications	
Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission • A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church • A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ • A capacity to integrate the Church's teachings into all aspects of curriculum
Commitment to Child Safety	<ul style="list-style-type: none"> • Experience working with children • A demonstrated understanding of child safety • A demonstrated understanding of appropriate behaviours when engaging with children • Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) • Be a suitable person to engage in child-connected work
Education and Experience	<p><i>Essential</i></p> <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) <p><i>Desirable</i></p> <ul style="list-style-type: none"> • Accreditation to Teach Religious Education (or be working towards such accreditation) • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum • Demonstrated experience in using ICT to teach subject area • Preference for experience in inquiry based learning and use of student data to maximise learning outcomes
Skills/Attributes	<ul style="list-style-type: none"> • Ability to work as part of a team • Good oral and written communication skills, including ability to communicate with children, parents and the school community • Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes • Ability to demonstrate an understanding of appropriate behaviours when engaging with children • Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions • Leadership qualities • Self-motivation • Ability and willingness to accept policy directives • Maturity

Technical Expertise

- Demonstrated capacity to provide leadership that is characterised by a desire for continuous improvement, lateral thinking and innovation, holding team members to account where necessary
- Skilled instructional coach who models and champions effective strategies used by teachers
- Skilled at influencing others to reflect and adopt new practices.
- Demonstrates awareness of own knowledge, skills and experience and performs confidently in all tasks, quickly establishing trust and respect with others
- Demonstrated knowledge and understanding of contemporary educational research, issues, trends, practices and policies
- Strong organisational and time management skills with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of people and competing tasks
- Demonstrated highly developed interpersonal and communication skills and the ability to liaise and communicate with people at all levels and from varying backgrounds
- Ability to work closely and demonstrate empathy with students and parent/guardians while maintaining the professional role of a guide and administrator
- Ability to work independently and effectively in the face of changing priorities, deadlines and pressures
- Highly developed understanding of ICTs appropriate use in schools
- Demonstrated commitment to ongoing professional learning

Additional Information

Annual Review Meetings

Actively participate in the Annual Review Meeting (ARM) process with the Principal or Principal's nominee (Assessor). The ARM is a positive process for the Teacher and Assessor to:

- Identify and establish professional development goals and avenues for professional development;
- Assist the Teacher in relation to the Australian Professional Standards for Teachers (the Standards); and
- Affirm achievements and identify areas for improvement and development.

Meetings

Attend staff meetings and other meetings as required.

Professional Development

Relevant professional development can be accessed by the Literacy Leader.

Management of Staff

As a POL holder the incumbent will be required to effectively manage staff including setting directions, providing feedback and raising any performance concerns in accordance with the College's policies and procedures. As a POL it is expected that the incumbent will conduct Annual Review Meetings with staff, if they are nominated as an Assessor.

Employee Obligations

Policies

All staff are employed under and abide by the *Victorian Catholic Education Multi Enterprise Agreement 2018* (and any instrument that replaces it) and Penola Catholic College policies, guidelines and procedures.

Occupational Health Safety

Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. It is the responsibility of all staff to ensure OHS guidelines are met, safe work practices are maintained and all hazards reported to the OHS representative or OHS committee.

Each staff member does make a positive contribution to the College environment. Suggestions that can improve the overall efficiency of a work area are valued and each staff member is encouraged to put forward ideas and suggestions to their Head of Department.

Employee Acknowledgement

I have read and understand the content of this position description and undertake to meet the Responsibilities and Accountabilities in an appropriate manner.

Name: _____

Signature: _____ Date: _____