



CURRICULUM LEADER (TIER 2)

Responsible to: Assistant Principal Curriculum/Leader of Learning

JOB DESCRIPTION

The role of the Curriculum Leader is to support the mission of the school through leadership of the learning and teaching program.

This involves:

- developing appropriate curriculum in line with national, state and local requirements;
- ensuring that appropriate pedagogies are developed and implemented at all levels;
- ensuring the quality of student learning and the effectiveness of teacher practice through appropriate supervision;
- utilising thorough analysis of current data to inform decisions;
- developing appropriate partnerships within and outside of the school;
- and prudently administering available resources.

CURRICULUM LEADER RESPONSIBILITIES

The Curriculum Leader Tier 2 is responsible for:

- (a) the leadership of designated curriculum area(s) taught in the school
- (b) commitment to and enrichment of the Marist charism of the College by engaging with it, fostering it and promoting it
- (c) the application of contemporary learning and teaching research to classroom practice through professional development of teachers engaged in the area(s) of curriculum responsibility
- (d) supervision of teachers engaged in the area(s) of curriculum responsibility
- (e) induction of new teachers within the area(s) of curriculum responsibility (or supervision of induction where it is undertaken by another experienced teacher), and/or
- (f) pastoral care of staff engaged in the designated area(s) of curriculum responsibility, and/or
- (g) other appropriate duties as required by the Principal and consistent with the level of expertise indicated above.



Mt Maria College Petrie

Inspired by Marcellin Champagnat and Maximilian Kolbe

CURRICULUM LEADER ATTRIBUTES

The Curriculum Leader Tier 2 will demonstrate the following:

- (a) a clear vision of and support for the school's mission and its underlying values and ethos
- (b) leadership capacity - a broad vision that extends beyond subject boundaries, initiative, perseverance, acceptance of responsibility, effective organisational skill, ability to communicate appropriately and ability to foster cooperation and collegiality
- (c) success as a classroom teacher
- (d) an appropriate level of professional qualification both formal and informal and/or relevant experience
- (e) professional activity through membership of professional associations and on-going professional development.

TYPICAL DUTIES

- (1) Coordinating the development of work programs according to national, state and local requirements.
- (2) Coordination of assessment, moderation and reporting programs, and the keeping of appropriate records.
- (3) Keeping abreast of developments within the area of responsibility through on-going professional reading and research, and providing for the professional learning of staff in line with these developments.
- (4) Engaging in professional discourse with staff on an individual and departmental basis through regular meetings.
- (5) Supervising the quality of teaching practice through activities such as collegial planning, moderation, classroom observation, and facilitation of reflective teaching practice.
- (6) Supervising the quality of student learning through analysis of student performance data and addressing areas of concern through appropriate interventions.
- (7) Contributing to the leadership of the school through active participation in staff and middle leadership meetings.
- (8) Managing financial and material resources within the area of responsibility including the formulation of budgets and the expenditure of allocated funds.
- (9) Regularly communicating with stakeholders about issues of legitimate interest and/or concern.