



St Paul's Lutheran Primary School, Caboolture

Position Description

POSITION TITLE:	Head of Teaching and Learning
RESPONSIBLE TO:	Principal
WORKS IN COLLABORATION WITH:	Deputy Principal, Business Manager, Learning Support and Enrichment Teachers, Teaching Staff

The Lord Gives Wisdom

Tenure and Conditions

As per the Queensland Lutheran Schools Single Enterprise Agreement 2016, inclusive of PAR allowances.

The PAR will be for an initial period of 3 years, with an initial 6 months probationary period.

Application Information

Applications must include:

- Completed Application Form.
- A cover letter outlining the reasons for applying.
- A current resume.
- The name, position and telephone number of three (3) referees, including a statement of consent to contact all referees. It is preferred that one referee be associated with the applicant's current professional position and one from their church leadership.
- A response to the Selection Criteria – in separate, concise statements.
- Completed Application Form.
- Copy of current Teacher Registration.
- Copy of current First Aid Certificate/s.

Applications are to be marked "confidential", addressed to the Principal and forwarded via email to the Executive Assistant, Donna Graham, dgraham@stpaulslps.qld.edu.au. Receipt of applications will be acknowledged via email.

Closing Date

Friday 30 August 2019

Further Information

Information about the school is available on the website, www.stpaulslps.qld.edu.au.

Position Summary

1. Aims

The Head of Teaching and Learning acts as an advisor to the Principal and is a key point of contact for staff and parents. The Head of Teaching and Learning assists in the day-to-day running of the school with a primary focus on teaching, learning, innovation and professional learning, in an environment of distributed leadership. The role is chiefly relational, community-oriented and administrative, and requires close collaboration with the Executive Team and staff.

2. Qualifications

The Head of Teaching and Learning:

- Is registered or has the capacity to be registered with the Queensland College of Teachers.
- Is an accredited Lutheran school teacher, or has the capacity to attain accreditation through Lutheran Education Australia.
- Has tertiary qualifications and/or a broad professional learning history conducive to the key tasks and responsibilities of the role.
- Has a strong personal Christian faith as evidenced by local Christian community involvement.
- Has up-to-date First Aid qualifications.

3. Professional Relationships

The Head of Teaching and Learning:

- Works in close collaboration with the Executive Team and Learning Support Team.
- Works in collaboration with teaching staff.
- Is a member of the Executive Team.
- Is a consultant to School Council as requested.
- Joins and/or convenes staff and community working parties and task forces from time-to-time.

4. Key Tasks and Responsibilities

4.1 General

- 4.1.1 Support and promote the mission, vision and values of the school.
- 4.1.2 Together with the Executive Team, work to optimise and implement strategy.
- 4.1.3 Take a lead role in the development of programs, procedures and policies for the ongoing and effective management of the school.
- 4.1.4 Assist in the day-to-day running of the school.
- 4.1.5 Work collaboratively with all staff to ensure the optimal performance of the school at a financial, branding and resourcing level.
- 4.1.6 Work alongside staff, students and parents to foster quality relationships.
- 4.1.7 Speak the truth in love, communicate effectively and be actively invested in appropriate conflict resolution strategies.
- 4.1.8 Serve as an advocate for change.
- 4.1.9 Have a clear understanding of legislation and regulations that impact on schooling.
- 4.1.10 Be familiar with and comply with school policies, procedures and associated documents, which change from time to time.
- 4.1.11 Communicate with the Principal regularly both formally and informally.

4.2 Teaching and Learning

- 4.2.1 Commit to best and next practice.
- 4.2.2 Keep abreast of educational trends, research and developments.
- 4.2.3 Contribute to methods of communication for various stakeholders that align with current social practices (e.g. social media).
- 4.2.4 Maintain a sound understanding of the developmental needs of children.
- 4.2.5 Lead the ongoing implementation of federal and state curriculum initiatives and develop local documentation accordingly.
- 4.2.6 Guide teachers in the implementation of federal and state curriculum initiatives.
- 4.2.7 Support teaching staff in ensuring planning documents and curriculum delivery align with assessment and reporting procedures and schedules.
- 4.2.8 Critique year, term and weekly planning documents to ensure planning meets all requirements.
- 4.2.9 Lead teaching staff in ensuring consistency of teacher judgement within and across year levels.
- 4.2.10 Contribute to decisions and actions relating to student report cards and other reporting and communication mechanisms.
- 4.2.11 Coordinate curriculum events, e.g. Learning Expo.
- 4.2.12 Critically reflect on existing programs and practices pertaining to teaching and learning, and seek constantly to improve such programs and practices, at a pace conducive with effective change management.
- 4.2.13 Assess the need for and coordinate teaching and learning resources.
- 4.2.14 Serve as proxy in the absence of key curriculum roles (e.g. ICT Facilitator, Christian Studies Key Teacher).
- 4.2.15 Ensure ICT hardware and software are consistent with the requirements to effectively implement curriculum initiatives.

4.3 Data

- 4.3.1 Oversee data collection that tracks the performance of students.
- 4.3.2 Assist teachers in the analysis and use of data relevant to their students' learning needs.
- 4.3.3 Analyse data to inform future teaching and learning goals.
- 4.3.4 Critically assess sources of data and their relevance to current teaching methodologies, and recommend and implement changes as appropriate.

4.4 Teacher Performance and Development

- 4.4.1 Model being a lifelong learner.
- 4.4.2 Foster a collaborative and team-oriented culture.
- 4.4.3 In collaboration with the Executive Team, facilitate the execution of the staff development and appraisal process.
- 4.4.4 Assist, as requested, in teacher performance management.
- 4.4.5 Guide and assist teachers in developing motivating, relevant and educationally challenging classroom practice that aligns with government and local requirements, while maintaining teachers' individuality and building on their personal gifts and strengths.
- 4.4.6 Support teachers in complying with the Australian Professional Standards for Teachers and create avenues to assist them in striving to further develop skills in each domain.
- 4.4.7 Guide teachers in shifting from provisional to full registration.

- 4.4.8 Facilitate all aspects of teacher observation.
- 4.4.9 Affirm, empower and support teaching staff in change management.
- 4.4.10 Oversee and execute an effective professional learning program in relation to curriculum.
- 4.4.11 Actively pursue and oversee opportunities for teachers to be involved in projects pertaining to teaching and learning, e.g. LEQ, ISQ.
- 4.4.12 Support teachers in enhancing leadership skills through various curriculum-related initiatives.
- 4.4.13 Nurture aspiring curriculum leaders and create leadership opportunities for teachers, e.g. coaching.
- 4.4.14 Serve as a direct line manager for all specialist teaching staff.
- 4.4.15 Actively contribute to enhancing staff morale.

4.5 Curriculum

- 4.5.1 Seek to understand and contribute to the school's internal and external marketing needs.
- 4.5.2 Be the point of contact for parents with regard to teaching, learning, curriculum delivery, data and innovation.
 - 4.5.2.1 Keep parents abreast of curriculum developments.
 - 4.5.2.2 Together with the Executive Team, develop a program of targeted learning for parents.
 - 4.5.2.3 Proactively organise, lead and where appropriate, delegate the dissemination of teaching and learning strategies for parents.
 - 4.5.2.4 Seek parent input and feedback as required, and act on such data as appropriate.
 - 4.5.2.5 Promote and coordinate opportunities for parents to assist with curriculum-based classroom activities.
- 4.5.3 Lead programs and tours associated with education-based visitors to the school.

4.6 Administration

- 4.6.1 Manage curriculum-based classroom resources.
- 4.6.2 Oversee budgets associated with the purchase of teaching and learning resources, and professional learning.
- 4.6.3 In consultation with the Principal, manage grants pertaining to teaching and learning, including application, execution and accountability.
- 4.6.4 Together with the Executive Team, plan learning meetings.
- 4.6.5 Oversee the reporting process.
- 4.6.6 In collaboration with the Learning Support Teachers, support all teaching staff in collecting, collating and maintaining records pertaining to funding for students with disability and learning needs (NCCD).
- 4.6.7 Facilitate the administration and execution of all external testing and competitions, and related government initiatives.

4.7 Other

- 4.7.1 Ensure that the school's programs are delivered in an efficient and safe environment as per relevant policies and procedures, and in consultation with relevant personnel.

- 4.7.2 Liaise with key staff in regard to community service, and multicultural, environmental and academic issues to ensure all activities are well-planned and communicated.
- 4.7.3 Assist the Principal with daily management issues and strategic planning for future developments.
- 4.7.4 Assist with the recruitment of new staff.
- 4.7.5 Undertake minimal and sporadic teaching duties.
- 4.7.6 Undertake yard duties.
- 4.7.7 Together with the Principal, consider and arrange own professional learning needs.
- 4.7.8 Deputise for the Principal as requested and required.
- 4.7.9 Other duties as deemed appropriate by the Principal.

Selection Criteria

Candidates are asked to submit a document, not exceeding five (5) pages in length, addressing the points below:

1. A strong commitment to the Christian faith and a desire to serve.
2. Able to articulate a vision of your educational expectations, goals and standards for a school.
3. Your beliefs surrounding the key elements of working in a team environment, and at least one example of you supporting colleagues to be authentic collaborators.
4. A vision for leading and supporting teachers to deliver a rigorous and relevant learning program.
5. Able to develop positive relationships with staff, students, parents and the wider community.
6. Experience in collecting, analysing and responding to data.
7. Able to demonstrate sound organisation and administration skills.