



St Leonard's College

An education for life.

Teaching Staff Position Description

Position Title:	Years 5 and 6 Curriculum Coordinator
Dated:	June 2022
Reports To:	Head of Years 5 and 6 / Director of Academic Development
Prepared by:	Head of Human Resources

Position Purpose

Students across Years 5 and 6 follow a secondary model of learning with specialists teaching each subject.

The role of the Years 5 and 6 Curriculum Coordinator is to lead the planning and implementation of the College's key curriculum strategies in Years 5 and 6.

Reporting to the Head of Years 5 and 6 and the Director of Academic Development, this role will work with the Head of Years 5 and 6, Academic Directorate, and classroom teachers to ensure the implementation of an innovative, creative and engaging curriculum in Years 5 and 6.

Position Status

This role is a fixed term position, initially for a period of 09 months, covering a staff member on leave. The role commences term 4 2022, Monday 3 October, until the end of term 2 2023, Friday 23 June. The role has potential for extended and ongoing employment.

Currently the teacher in this role teaches Years 5 and 6 Science, so due to the secondary nature of this role, this position would suit an educator with a passion for teaching and curriculum implementation in upper primary and lower secondary.

The Year 5 and 6 Curriculum Coordinator will teach in years 5 and 6, will be a Mentor in either Year 5 or Year 6 and will be a member of the Years 5 and 6 Leadership Team, which includes the Head of Years 5 and 6 and the Deputy Head of Years 5 and 6. They will also be an active member of the College Academic Directorate.

The position attracts an extra remuneration of four (4) financial responsibility points and the teaching allocation for this role is approximately 15 x 80-minute periods per fortnightly cycle.

Duties and Essential Job Functions specific to the role

- Provide leadership, guidance and innovation in the development and implementation of the curriculum (including assessment and reporting) across years 5 and 6.
- Utilise and share student data with appropriate staff members.
- Facilitate regular meetings of academic staff in years 5 and 6 for the purpose of planning the implementing of curriculum.

- Lead professional development sessions, as needed, to facilitate a broader understanding of interdisciplinary curricula.
- Knowledge of curriculum in year levels pre and post years 5 and 6.
- Assist in the development of Scope and Sequence and curriculum mapping documentation to reflect changes and development in years 5 and 6 curriculum.
- Continue to promote and lead the involvement with the OECD, developing student capabilities, as outlined in the OECD 2030 Learning Model, and upskilling staff.
- Support the implementation of new technologies in years 5 and 6 to the academic program.
- Ensure that NAPLAN skills and preparation are embedded in the Years 5 and 6 curricula.
- In conjunction with the Head of Years 5 and 6, oversee the annual implementation of the Year 5 NAPLAN testing.
- Attend weekly Years 5 and 6 Leadership Team meetings.
- Present at Information Evenings as determined by the Head of School.
- Guide College Tours when available and make regular contributions to the College newsletter.
- Any other duties as deemed appropriate for the role.

Skills and Attributes specific to the role

- This person will have a proven track record of developing curriculum and be able to demonstrate best practice in relation to Assessment & Reporting.
- They will have experience of developing interdisciplinary units of work that provide learning experiences that inspire and motivate student agency.
- They will be able to articulate the place of knowledge, skills, attitudes and values in defining 21st Century Learning and the competencies required to succeed in all areas of their studies and future career aspirations.
- Discretion and confidentiality are essential attributes to this position
- Initiative and confidence to make contributions/suggestions
- Highly effective verbal and communication skills, using tact and diplomacy
- Critical thinking when problem solving
- Time management skills - able to work to deadlines and capable of directing others when necessary
- Ability to work under pressure and handle conflicting priorities

Overview of Teaching at The College

All faculties consist of dedicated teams of professionals who promote individual growth in the academic understanding of their students. They work closely in teams to develop differentiated programs that provide support and extension where needed. A typical lesson will provide inspiration, rigour, and stimulate curiosity and critical thinking. St Leonard's College has a culture of academic excellence which is driven by its motivated staff and supported by students' involvement in other opportunities to supplement and extend their learning beyond the classroom.

The successful applicant will be passionate about teaching and learning and be able to inspire their students. They will know the current research on best pedagogical practices and be able to work in a team, share resources and ideas, and be able to communicate clearly with students and their parents. They will promote a growth mindset and focus on each student's learning pathway, having strategies to determine their entry level

and assess what each student needs to do in order to display growth in the student's learning. They will be competent users of technology to support their organisational and pedagogical practices.

Teachers are expected to undertake supervisory duties which are allocated in a roster either before school, at recess, lunchtime or after school. They are also expected to be involved in cocurricular activities, which may reflect particular skills and interests or as designated by the College. Teachers also undertake pastoral care responsibility. With each of these tasks it is the practice of the College to share the responsibilities as evenly as possible amongst the teaching staff so that there is no unreasonable load on any member of staff.

All teachers are expected to attend staff meetings and other ad hoc meetings as arranged. It is also an expectation that all members of teaching staff attend the College's major functions throughout the year.

Other Functions & Responsibilities

The responsibilities of a St Leonard's College teacher include, but are not limited to:

- Preparing and executing well-planned, academically rich and innovative lessons
- Developing a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs
- Employing a variety of effective teaching strategies to effectively implement the curriculum
- Ensuring that classrooms are places where technology is seamlessly, yet actively, employed to assist in effective learning
- Reporting on academic achievement to parents via the Continuous Reporting system and make appropriate levels of contact with parents as necessary
- Developing learning relationships with students that assist in developing the confidence and learning of St Leonard's College students
- Giving appropriate time to the planning of lessons and collaboration with other teachers as part of teaching teams
- Actively contributing to a culture of teaching and learning where teachers learn with, and from, each other and actively inquire into effective pedagogical practice
- Engaging in active and continuous professional learning that is relevant to their area/ subject discipline as well as concerns and debates in the education sphere more generally
- Being thoroughly versed in the policies of the College and abide by the policy directives
- Supporting Pastoral staff in ensuring that the expectations of student behaviour and dress are met
- Engaging with students in a variety of activities outside the classroom, including House and co-curricular activities.

Teachers at St Leonard's College are dynamic, enthusiastic professionals who are committed to:

- the development of learning and teaching programs with clearly defined outcomes
- the maintenance of effective assessment recording and reporting strategies
- the integration of ICT into teaching and learning in the classroom
- meeting all curriculum and assessment requirements
- engaging in cocurricular and pastoral programs of the College.

Qualifications & Experience

It is a condition of employment that all staff provide a current Employee Working with Children Check or VIT before their position will be confirmed. A Criminal Record check may also be requested in certain circumstances.

For Teachers at the College, VIT registration and a tertiary qualification in Education is required as a minimum. For General Staff at the College, appropriate qualifications or experience for the specific role is a requirement.

Child Safe Responsibilities and Requirements

St Leonard's College has zero tolerance for child abuse.

St Leonard's College is committed to the safety and wellbeing of our students.

All employees are required to have a positive history of working with children, and be able to demonstrate their suitability, experience and attributes in relation to child safety.

Prior to commencing employment information will be collected in order to establish suitability for child-connected work as defined in Ministerial Order 870.

Everyone working at St Leonard's College is responsible for the care and protection of the children and young people within our care and reporting of information about suspected child abuse. This includes not only a strong belief but also a legal requirement to comply with the child safety and protection obligations under Ministerial Order No. 870, and a strong commitment to be actively engaged in the College's child safe culture.

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Be responsible for understanding and applying the College's Child Safe Policy including being compliant with the Child Safe Code of Conduct and being proactive in reporting any concerns or identified risk, and will be required to read and formally acknowledge their acceptance of the school's Code of Conduct for staff
- Take all reasonable steps to protect children from abuse
- Report any reasonable belief that a child's safety is at risk to the Principal or delegate
- Teachers, nurses and psychologists fulfil their obligations as mandatory reporters
- Report any suspicion that a child's safety may be at risk to their supervisor (or, if their supervisor is involved in the suspicion, to the Principal or delegate)
- Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children
- Promote the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds
- Promote the safety, participation and empowerment of children with a disability
- Provide an environment that is supportive of all children's emotional and physical safety

General Responsibilities

All staff are to be supportive of the St Leonard's College Mission Statement and to enhance the school's reputation as one which is a warm and caring environment, characterised by efficiency, professionalism and a willingness to meet the individual needs of those within its community.

This position is covered by the conditions stipulated in the *St Leonard's College Agreement 2020*, and any subsequent Agreement.

It is a condition of employment that all employees are compliant with COVID-19 Mandatory Vaccination (Specified Facilities) Directions and any subsequent vaccination directions.

- The College:
 - is an equal opportunity employer
 - complies with the requirements of the Privacy Act
 - has a strong commitment to Health, Safety and Wellbeing
 - will not tolerate harassment of any kind.
- College Standards - all staff are expected to actively support the following standards:
 - Communication – effective, helpful and positive
 - Confidentiality – Protect the privacy and confidentiality of all personal information (staff/families/students)
 - Teamwork – work together as a team to achieve the best results. Share information and collaborate across all sections of the College; trust, respect and support
 - Accountability – we do our work with honesty, integrity and enthusiasm
 - Performance – we perform to the best of our ability
 - Initiative – looking for opportunities to improve the way we work; flexible, adaptable and efficient