



## Position Information Document Leader of Learning

<b>POSITION TITLE</b>	<b>Leader of Learning R-2</b>
<b>EMPLOYMENT TYPE</b>	<b>Permanent (teaching) Fixed Term POR 2 (2 years)</b>
<b>FTE</b>	<b>1.0</b>
<b>RESPONSIBLE TO</b>	<b>Principal / Deputy Principal - Benedict Campus</b>

### Role Description

The Leader of Learning will have leadership of the learning team in Reception to Year 2. The Leaders of Learning (R-2 and 3-6) will work in collaboration with each other to lead and support teachers in improvement strategies to enhance learning, and achieve consistency in approach to pedagogy, the use of data to inform learning and assessment, and reporting. The Leaders of Learning will support the Leader of Wellbeing R-6 and teachers, understanding that wellbeing underpins effective learning and engagement. This position will attract appropriate release time in accordance with the Enterprise Agreement for Catholic schools, and leadership responsibilities will be combined with class teacher responsibilities in the relevant team.

### Key Working Relationships

The Leaders of Learning will report to the Principal through the Deputy Principal. Key working relationships include:

- Deputy Principal
- PBIS Leader and Daily Organiser
- Leader of Wellbeing R-6
- Teachers
- Students
- Parents and families
- CESA personnel as required

## Key Areas of Work

Broadly, the Leader of Learning will be responsible for:

- Leading teachers in the learning team to develop, document and implement curriculum that is aligned with the Early Years Framework and Australian Curriculum v9
- Ensuring that teaching, learning and assessment are derived from clear learning intentions aligned to the Australian Curriculum Achievement Standards
- Leading teachers to a consistent approach across R-2 which reflects the belief that every child can learn and make progress in an inclusive learning environment
- Leading teachers in the explicit implementation of the Key Capabilities
- Ensuring that staff and students uphold policies and restorative practices which are designed to value and protect the rights and responsibilities of each member of the school community
- Supporting the Leader of Wellbeing to ensure that Pastoral Care time is purposeful, well-planned and supportive of curriculum and wellbeing intentions
- Ensuring that a 'working with' approach underpins all work with students and staff on the development and implementation of learning and wellbeing strategies aligned with the Strategic Plan
- Celebrating the work of students and teachers in the learning team through various means including assemblies, newsletters etc
- Keeping up to date through professional learning with contemporary evidence-informed approaches to teaching and learning.

## Specific Responsibilities

- Meet regularly with teachers in the learning team and maintain a focus on curriculum implementation, pedagogical practice, assessment, moderation, and reporting
- Support teachers in differentiating curriculum programs and assessment to meet students' needs
- Support teachers in the use of SEQTA to develop and maintain programs, and achievement data
- Ensure that all teachers have teaching and learning plans that align with the Early Years Framework and Australian Curriculum with assessment drawn from Achievement Standards
- Coordinate and support teachers in Early Years testing as determined by CESA
- Facilitate parent information sessions e.g. Reception transition
- In conjunction with the Deputy Principal, visit pre-schools and support the transition of students into Reception, including meeting students in the College's Little Lions Program
- Support the professional growth of teachers through Learning Walks and Talks, classroom observation and feedback
- Collaboratively work with the Leadership Team and students to develop a Learner Profile/Learner Portfolio that encourages reflection and evaluation of the Key Capabilities

- Contribute to the College's Quality Performance Team by collating and analysing data related to student learning and wellbeing, including NAPLAN, PAT tests, Early Years literacy and numeracy assessment, PULSE data, annual surveys, attendance data, etc
- Support teachers in strengthening data literacy to inform teaching and learning, adopting a case management approach where necessary in conjunction with the Inclusion and Diversity Leader
- In conjunction with the Deputy Principal, and the primary Leadership Team, support the development, implementation and review of procedures and strategies for the effective administration of behaviour management in the College
- Encourage and support the induction of Early Career Teachers, new staff, and teachers new to the year level, into the learning team, providing learning and wellbeing support
- Support staff wellbeing and engagement with parents as required
- Support key staff in the transition of students into the relevant year levels
- In conjunction with the Leader of Learning 3-6, lead professional learning that supports the strategic directions of the College
- Under the guidance of the Deputy Principal, share responsibility for managing the budget for teaching and learning, curriculum resources and activities.

## Work Health and Safety

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act, 2012.

### As a Worker, while at work you must –

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

*(Reference: Division 4, Section 28 – SA WHS Act 2012)*

**This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.**

## Performance Review

- The employee must undertake performance review on an annual basis
- On the first anniversary of appointment and annually thereafter, consultation will occur between the employer and the employee to ensure that the Position Information Document is accurate.

Office Use Only			
This Position Information Document accurately reflects the duties, skills and requirements of the position.			
Signed (Principal)		Date:	
Signed (Employee)		Date:	
First Performance Review		Date:	
Annual Performance Review		Date:	
Annual Performance Review		Date:	
Annual Performance Review		Date:	
Annual Performance Review		Date:	
Graduate Certificate in Catholic Education Completion		Date:	