

*"We are a Catholic community of welcome,
connecting faith, family & education."*



POSITION INFORMATION DOCUMENT

Spanning across multiple campuses and sites on Kaurana land in the western suburbs of Adelaide, Nazareth incorporates an Early Childhood Centre, Reception to Year 12 College, a Pathways & Partnership Centre, and a variety of community and engagement programs.

We provide learning that is holistic, inclusive, lifegiving, and lifelong. Our promise is that students will find their chosen pathway and graduate knowing they matter absolutely, have the power to make the world a better place and influence positive change.

A strong partnership between staff, children and families ensures we are all striving for the same outcomes.

Families are at the heart of our faith and learning environment and we are committed to building community through nourishing family life. It's not just students who get to experience what Nazareth has to offer, as we coordinate a range of programs and initiatives to support and celebrate all members of our community including early learners, graduates, parents, seniors and friends.

At Nazareth we invite our community to a deeper understanding of God through authentic, engaging, and life-giving experiences.

From the Early Childhood Centre to Year 12, we are continually examining the needs of young people as we prepare them for life as critical, informed and motivated contributors to the local community and beyond. In our community diverse cultures and religions are recognised and embraced. We embrace a contemporary approach to faith and learning, where innovation, technology and our environment enable both students and staff to be at the forefront of education.

Grounded by our Catholic beliefs, we aspire to be a living experience of Church, with every family and member of our community at the heart of what we do each and every day.

At the centre of Nazareth's vision is a community who, in partnership with Parish, gathers in prayer and celebration, with the Eucharist, from which it draws its inspiration, as the focus. The Christian message, together with the Catholic traditions and practices, is evident in contemporary, relevant, and diverse gatherings.

At Nazareth every single student and their family is known and celebrated for their unique gifts and talents, and it is our mission to help each young person in our care, seek their passions and follow them.

Name:

Position Title: Middle School Leader of Teaching and Learning – Languages

POR Level: POR 2

POR Tenure: 21 July 2025 to 31 January 2027

Release Time: 6 lessons

Campus Location: Flinders Park and St Gabriel Centre

POSITION OVERVIEW

The Middle School Leader of Teaching and Learning - Languages is a member of the Leaders of Teaching and Learning Team and supports the Principal, College Deputy Principal, and Deputy Principal – Kidman Park Head of Campus in leading teachers through best teaching practices across the College.

The Middle School Leader of Teaching and Learning – Languages has significant responsibility to facilitate the school improvement of teaching and learning. Guided by the National Curriculum, Early Years Framework, The Living Learning Leading Framework, the South Australian Certificate of Education and AITSL Professional Teaching Standards, the Middle School Leader of Teaching and Learning – Languages will oversee and implement new strategies and programs to enhance teaching practices which lead to improved learning outcomes for all students.

The Middle School Leader of Teaching and Learning – Languages will work with a group of teachers from specific learning areas, to initiate professional development, conversation, modelling and best practices and promote integrated curriculum pedagogies, methodologies, assessment and task design to improve student engagement and learning outcomes.

KEY WORKING RELATIONSHIPS (INTERNAL)

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| • Principal | • Year Level Coordinators and Mentor Group Teachers |
| • College Deputy Principal | • Leader of Pathways and Partnerships |
| • Deputy Principal – Flinders Park Head of Campus | • Student Counsellors |
| • 7-10 Head of Teaching and Learning | • Staff |
| • R-12 Head of Inclusion and Support | • Students |
| • 7-10 Learning Support Coordinators | • Families |
| • Flinders Park Campus Leadership Team | • Nazareth Community Members |
| • Leaders of Teaching and Learning | |

KEY WORKING RELATIONSHIPS (EXTERNAL)

- Catholic Education SA (CESA)

KEY RESPONSIBILITIES/DUTIES

As the Middle School Leader of Teaching and Learning – Languages at Nazareth, you will work in accordance with the Vision, Mission and Values and Aspirations of the Nazareth Strategic Plan.

The Senior Leader of Teaching and Learning – Languages' key objective is to lead staff in the continuous improvement of best teaching and learning practices. This includes the implementation of teaching and learning strategies, professional development for teachers and the AITSL professional standards that support ACARA requirements to achieve educational excellence for all students.

Catholic Identity:

- Encourage and support the ethos and mission of at Nazareth.
- Promote the spiritual life of the College through visible leadership of our Catholic identity.
- Give witness to Catholic values in carrying out duties, particularly in relation to the care and management of teaching staff and promote staff care and management practices in the College which reflect those values.
- Lead prayer and reflection during staff gatherings as required.
- Be aware of and support links between Nazareth, other schools, and the local church.

Learning:

- Maintain a teaching load consistent with the South Australian Catholic Schools Enterprise Agreement and in negotiation with the Principal, College Deputy Principal and Deputy Principal – Flinders Park Head of Campus.
- Work collaboratively with the 7-10 and 11-12 Heads of Teaching and Learning to lead curriculum and pedagogical change and improvement in the College.
- Work collaboratively with the 7-10 and 11-12 Heads of Teaching and Learning to plan strategies to implement the use of ICT to enhance teacher practice and transform student learning.
- Work collaboratively with the 7-10 and 11-12 Heads of Teaching and Learning to establish processes to monitor the success of curriculum programs.
- Ensure that all teaching staff are part of classroom observations, and self-reflections.
- Engage in professional conversations, ensuring that teaching staff meet AITSL professional standard requirements.
- Lead teaching staff in implementing a differentiated approach to instruction and assessment writing.
- Lead the development of integrated learning across teaching and learning areas.
- Mentor teaching staff in best classroom practices.
- Use SEQTA for all programming, unit planning, student assessments and pastoral care documentation.
- Support teaching staff in using SEQTA for unit planning, programming, and assessments, to ensure students and families have access to all learning materials.
- Liaise with the 7-10 and 11-12 Heads of Teaching and Learning, and the Deputy Principals - Heads of Campus regarding teacher performance matters.
- Work together with the 7-10 and 11-12 Heads of Teaching and Learning, and the Deputy Principals - Heads of Campus to prepare professional development programs each year focusing on best teaching practices.
- Work collaboratively with teaching staff to set examinations and key assessment tasks in all learning areas.
- Develop a structure for the sharing of professional knowledge among teaching staff, e.g. workshops, presentations, online podcasts etc.
- Work collaboratively with the ICT team to implement ICT strategies, and best teaching practices in all classrooms and teaching programs.
- Use non-teaching lessons frequently to observe senior teacher classroom practice, gathering data and using the data to guide the professional development of staff.
- Lead teaching staff in the use of the South Australian Certificate of Education in planning and programming units to achieve clear evidence-based outcomes for all students.
- Work collaboratively with the R-12 Head of Inclusion and Support and 11-12 Learning Support Coordinator to lead teaching staff in the implementation of PLPs and NEPs.
- Work collaboratively with the Leaders of Teaching and Learning Team to develop effective feedback processes to enhance student learning outcomes.
- Support and mentor teaching staff in developing personal learning plans, overseeing professional development requests such that face-to-face classroom time is not compromised by teacher absence.
- Continue to engage in professional development and the AITSL professional standards, strengthening teaching professionalism and practice, ultimately leading to improved student outcomes.
- Show a commitment to further study or professional development.
- Be open to review and appraisal of their leadership.
- Model sound classroom teaching practice.

- Perform other duties as directed by the Principal, College Deputy Principal, and Deputy Principal – Kidman Park Head of Campus.

Community and Culture:

- Promote positive relationships and standards of behaviour within the College, which reflect Gospel values and provide a safe environment for students, staff, and families.
- Work collaboratively with 7-10 and 11-12 Heads of Teaching and Learning to develop a culture of lifelong learning in staff, promoting and implementing peer mentoring, peer moderation, classroom observations, team programming, team teaching, collaborative unit and assessment design and a collaborative approach to data analysis and review.
- Work collaboratively with 7-10 and 11-12 Heads of Teaching and Learning to plan, coordinate and facilitate academic assemblies, ceremonies, examinations, NAPLAN and academic competitions.
- Work collaboratively with the Leader of Teaching and Learning Team and Year Level Coordinators to coordinate and facilitate parent information evenings about pedagogy, pathways, and new trends in education.
- Assist the 7-10 and 11-12 Heads of Teaching and Learning by supporting staff with the report writing processes.
- Attend all staff meetings and team meetings as scheduled.
- Attend College parent and education evenings.

Resources and Operations:

- Work collaboratively with the 7-10 and 11-12 Heads of Teaching and Learning and Deputy Principals - Heads of Campus to effectively maintain the teaching and learning budget, ensuring that desired resources for each learning area are ordered in a timely manner.
- Support teachers in the preparation of annual budgets.
- Lead teaching staff in discerning priority expenditure for learning areas to enable quality teaching and learning.
- Support teachers with the review and audit of teaching and classroom materials to ensure that safe learning areas are created and maintained, and that staff have what they require to deliver engaging programs effectively.
- Collaborate with Heads of Teaching and Learning to organise and facilitate:
 - Parent Information Evenings
 - Subject Counselling
 - Learning Conversations
 - Assemblies and Award Events
 - Opening Days/Evenings
 - Subject Handbooks
 - Examinations
 - Academic Competitions
 - Professional Development Opportunities for Staff
 - Other activities as directed by the Principal, College Deputy Principal and Deputy Principals - Heads of Campus
- Support teachers in creating inspiring learning spaces and maintaining these spaces.

ESSENTIAL PROFESSIONAL AND PERSONAL SKILLS

As the Middle School Leader of Teaching and Learning – Languages and Teacher at Nazareth, you will:

- Work in accordance with the Vision, Mission, Values and Aspirations of the Nazareth Strategic Plan.
- Promote the Catholic ethos and identity of the College in all aspects of the role.
- Carry out other duties as determined by the Principal, College Deputy Principal and Deputy Principal – Flinders Park Head of Campus

TEACHING AND LEARNING

- Contribute to a culture of academic excellence in the quality and delivery of the programs, assessment tasks, and feedback.
- Demonstrate sound knowledge and skills in contemporary and inclusive pedagogies that promote engagement and learning for all students.
- Ensure that programs meet the needs, interests, and abilities of all students.
- Support students with additional needs, working closely with the Learning Diversity staff.
- Plan, teach, and assess authentic and differentiated learning experiences in alignment with ACARA.
- Maintain a positive learning environment, ensuring the development of appropriate learning experiences.
- Be committed to and undertake personal and professional development to implement contemporary and innovative practice to enhance student learning.
- Keep abreast of significant teaching and learning developments and make necessary changes to programs and/or pedagogy considering these developments.
- Ensure that all programs, necessary resources, and assessments are on SEQTA, that SEQTA is up to date and results are visible to students and families via the SEQTA portals.
- Meet assessment and reporting timelines.
- Prepare subject learning plans and outlines which meet the requirements of the College and ACARA.
- Work as part of a team to ensure units of work are developed in line with changes to curriculum.

ASSESSMENT AND REPORTING OF STUDENT LEARNING

- Provide reviews of the varying learning programs and their effectiveness in promoting successful outcomes for students.
- Maintain accurate and comprehensive records of student progress and achievement.
- Use a variety of assessment and reporting methods to monitor learning processes regularly.
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students.
- Provide students with regular positive feedback on performance that reinforces student achievement and focuses on improvement.
- Provide families and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the College.

CODE OF CONDUCT AND PROFESSIONAL RESPONSIBILITIES

- Always adhere to Catholic Education Code of Conduct. The code applies standards for appropriate ethical and professional behaviour.
- Always adhere to the Safeguarding Catholic Professional Standards.
- Always adhere to the Protective Practices for staff in their interactions with children and young people.
- Operate in accordance with the Charter for Teachers in SA Catholic Schools.
- Understand the employer's requirements and act in accordance with SACCS (South Australian Commission for Catholic Schools) and the College's policies, guidelines, and procedures.
- Enhance the College's relationship and reputation with external individuals and organisations, through positive interactions and communication.
- Participate in professional development activities which lead to improved student outcomes and strengthen the professionalism of the teacher.
- Appropriately assist students who are hurt, sick or in distress.
- Meet and teach students at designated locations and times.
- Develop and maintain effective professional partnerships with other staff.
- Undertake supervision duties, including yard duty, diligently.
- Complete administrative tasks accurately and on time.
- Maintain high standards of professionalism and high expectations.
- Be willing to participate in all aspects of College life and to develop positive relationships with students, families, colleagues, and the wider Nazareth community.

OTHER PROFESSIONAL ACTIVITIES (OPA):

- Teachers are required to attend meetings, learning conversations and other agreed professional activities in accordance with the current South Australian Catholic Schools Enterprise Agreement.

CURRICULUM EXTENSION ACTIVITIES (CEA):

- Staff are required to contribute time to CEA activities in accordance with the current South Australian Catholic Schools Enterprise Agreement.

STUDENT WELLBEING AND PERSONAL RESPONSIBILITY

- Demonstrate a sound understanding of student wellbeing and pastoral care.
- Develop positive relationships with students and families, ensuring frequent and timely communication, and keep families informed regarding any matters of concern or celebration.
- Support an environment in which every student is known, valued, feels safe, and has someone with whom they can talk.
- Apply student personal responsibility strategies, in line with College policy, to re-establish positive expectations, behaviours, and relationships.
- Engage and participate with the Nazareth Wellbeing Program.
- Consistently maintain behavioural expectations.
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of CESA's Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy.
- Negotiate and implement consequences (in line with College processes and policies) if expectations are not adhered to.
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions.

Additional requirements

- Current clearance to work in Catholic Education SA - Teachers Registration.
- Electronic screening clearance to work in Catholic Education SA.
- Relevant first aid training.
- Approved 'Responding to Abuse and Neglect' qualifications.
- Annual sign off is required for:
 - CESA Code of Conduct
 - Protective Practices
 - Nazareth ICT Agreement

WORK HEALTH AND SAFETY

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 27 and 28 WHS Act 2012