

POSITION INFORMATION DOCUMENT

Operating on Kaurna land in the western suburbs of Adelaide, Nazareth is a large Catholic, multicampus college comprising

- Early Childhood Centre
- Primary School (R-6) Findon Campus
- Middle School (7-9) Flinders Park Campus
- Senior School (10-12) St Gabriel Centre and Kidman Park Campus

At Nazareth we invite our community to a deeper appreciation of God's love at work in the world through our communal life together, learning, prayer and Eucharist. As our name suggests, we place Jesus at the centre as we seek to understand who God calls us to be. As an Archdiocesan college, Nazareth's mission and strategic direction flows from the Mission and Strategic Intent of the South Australian Commission for Catholic Schools.

Nazareth is an inclusive community. We welcome children and young people from approximately seventy different nationalities with diverse beliefs, cultural backgrounds, abilities and aspirations. In this environment each of us are called to appreciate that every human being is created unique, in the image of an infinitely loving God; that everyone matters absolutely.

We believe that parents are the primary educators of their children which is why we seek to build strong and deep partnerships with them in all that we do at the College. Teachers and leaders, therefore, are encouraged to build positive working relationships with families as a foundational aspect of their work.

As an Archdiocesan college, Nazareth is the local expression of a vibrant system of schools and learning centres. Therefore, our teachers and leaders work within and contribute to policies, procedures and initiatives of SACCS and CESA more broadly.

Name:

Position Title: Middle School Head of Teaching and Learning

POR Level: 4

POR Tenure: 4 years

Release Time: 12 hours per week

Campus Location: Flinders Park

KEY WORKING RELATIONSHIPS

- College Principal
- College Deputy Principal
- Deputy Principal – Head of Middle School
- Middle School Head of Student Wellbeing
- Head of Inclusion and Support
- Head of Teaching Performance and Development
- Leader of Early Career Teachers and Year 7 Transition
- Leaders of Teaching and Learning
- Heads of Year Level
- Neighbourhood Coordinators
- Mentor Group Teachers
- Catholic Identity Team
- Senior School Head of Teaching and Learning
- Middle School Leadership Team
- Learning Support Coordinators
- Timetable Coordinator
- Staff
- Students
- Families

BROAD PURPOSE

The Middle School Head of Teaching and Learning is responsible for leading teaching and learning across the Middle School. As such, the Middle School Head of Teaching and Learning:

- Contributes to the overall leadership of the Middle School as a member of the Middle School Leadership Team
- Provides quality assurance that all classes taught within the Middle School adhere to the provisions of ACARA and that the approaches taken by teachers are consistent with the Australian Standards for Teachers (AITSL).
- Supervises assessment and reporting across the Middle School to ensure quality and to identify opportunities for continuous improvement.
- Leads processes to ensure high levels of collaboration among Leaders of Teaching and Learning (LoTLs) in the planning and development of curriculum, assessment and reporting.
- Contributes to the development of Middle School Improvement Actions and leads the implementation of specific improvement actions for Teaching and Learning.

ROLE RESPONSIBILITIES – POSITION OF RESPONSIBILITY

Under the leadership of the Deputy Principal - Head of Middle School, the Middle School Head of Teaching and Learning will be responsible for:

Leadership in Catholic Identity and Mission

- Promote the spiritual life, ethos and mission of the College. Leaders who share Christian beliefs will take opportunities to lead prayer while those from different backgrounds support the spiritual life of the College by supporting others to lead prayer while demonstrating personal support for the practice through their presence and stillness during such moments.
- Give witness to the Mission of the College by conducting themselves and fulfilling their duties as a Middle School Head of Teaching and Learning in a manner that reflects Catholic values and the belief that all children are created unique in the image of an infinitely loving God.
- Collaborate with other leaders and those responsible for the religious dimensions of the College in relation to student programs and events.
- Be aware of and support links between Nazareth Catholic College, parents and caregivers, other schools, and the local church.
- Participate in Catholic formation programs designed to deepen leaders' understanding of the Church's teachings and their implication for Catholic schools.

Leadership in Teaching and Learning

- Foster collective responsibility for student learning outcomes through collaborative planning, reflection and review.
- Model high-quality teaching and a commitment to both excellence and equity.
- Lead, guide and work alongside Leaders of Teaching and Learning to build staff capabilities and ensure consistent, high-quality teaching practice across the Middle School.
- Promote contemporary, evidence-based pedagogical practices and lead the development of a culture of professional learning and continuous improvement.
- Engage in classroom observation, instructional coaching and feedback processes that support teacher growth and improve student outcomes.
- Collaborate with the Leader of Early Career Teachers and Year 7 Transition to support early career teachers and those working towards full registration.

Leadership in Quality Assurance of Curriculum, Assessment and Reporting

- Lead the development, implementation and review of a rigorous, coherent and sequenced curriculum aligned with the Australian Curriculum and system requirements.
- Supervise the work of Leaders of Teaching and Learning who ensure that faculties maintain appropriate curriculum documentation, including scope and sequence, unit plans and assessment plans.
- Oversee high-quality assessment design, moderation and reporting processes.
- Oversee reporting processes and ensure feedback to students and families is timely, accurate and meaningful.
- Coordinate curriculum review cycles.
- Lead innovation in curriculum design, interdisciplinary learning and authentic learning experiences.

Leadership in Improving School Performance

- Foster a culture of collaboration, inquiry and reflective practice across teaching teams.
- Oversee the collection, analysis and interpretation of student learning data to identify trends, priorities and targeted interventions.
- Lead whole-staff engagement with data analysis (e.g. NAPLAN, PAT and internal assessment data) to inform teaching practice and improve student outcomes.
- Monitor student progress to ensure equity, access and success for all learners, including targeted intervention and extension strategies.
- Monitor the impact of teaching and learning initiatives using student achievement data and evidence of practice.

Leadership of Middle School Leaders of Teaching and Learning (LoTLs)

- Lead a team of LoTLs in their work, including coaching, collaborating with and providing direct support and feedback.
- Care for the members of the team encouraging celebration of special events like birthdays and other family events.
- Celebrate the success and growth of the LoTLs and report such good news to the Middle School Leadership Team.
- Contribute to the POR Review process for LoTLs.
- Collaborate with other senior leaders in the development of professional learning opportunities for LoTLs.

Leadership in Community and College Operations

- Engage actively with parents and caregivers regarding student learning, fostering strong partnerships to support student achievement.
- Collaborate with key leaders and teams to ensure a coordinated and consistent approach to teaching and learning across the Middle School.
- Contribute to the broader leadership and life of the College through participation in events, planning processes and strategic initiatives.

ROLE RESPONSIBILITIES - TEACHER

1. Professional Responsibilities

- Uphold the practices outlined by the Australian Professional Standards for Teachers
- Operate in accordance with the Charter for Teachers in SA Catholic Schools
- Actively commit to uphold and contribute to the ethos of Catholic schools in general as well as that of Nazareth
- Comply with relevant legislation as well as South Australian Commission for Catholic Schools (SACCS) and the school's policies, guidelines and procedures
- Meet and teach students at designated locations and times
- Appropriately assist students who are hurt, sick or in distress
- Diligently undertake supervision duties, including regular yard duty
- Complete administrative tasks accurately and on time including record-keeping
- Attend staff and other required meetings, parent teacher interviews and other school-related activities as required

2. Content of Teaching and Learning

- Plan a comprehensive learning program in line with Australian Curriculum
- Address students' varying intellectual, emotional and physical abilities in teaching practice
- Identify individual learning needs and styles, and plan learning experiences that enable all students to achieve success.
- Know, understand and apply a range of learning methodologies and technologies in the classroom environment
- Demonstrate and apply best practice in teaching and learning and remain current in knowledge of developments in educational practice

3. Classroom Management and Behaviour Education

- Establish positive and effective relationships with students
- Establish and maintain a task-oriented learning environment
- Set and adhere to timelines for completion of work
- Work with students to create an attractive, welcoming classroom environment
- Maintain standards of tidiness and orderliness
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities to suit the learning activity
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant policies and procedures
- Consistently maintain behavioural expectations and respond appropriately to student behaviour by applying behaviour management skills as per school policy
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions
- Apply effective consequences and strategies to assist students who interfere with teaching and learning

4. Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement
- Use a variety of assessment and reporting methods to regularly monitor the learning process
- Use assessment that is purposeful and relevant to the teaching and learning program and the learning needs of students
- Provide students with constructive feedback on performance that reinforces student achievement and focuses on improvement
- Provide parents/caregivers and students with detailed, accurate and informative reports at appropriate times, as required by the school

5. Interaction with the school and broader community

- Demonstrate effective communication skills with students, colleagues, parents/caregivers and others at all times

- Work effectively as a member of the school team to actively and positively support school activities
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas
- Positively engage in and undertake professional development, training and professional reviews when required
- Perform other duties as required by the Principal (or delegate)

PERSON SPECIFICATION

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience
- Teacher Accreditation in Catholic Education SA
- Demonstrated skills, knowledge and experience relevant to the role requirements
- High level interpersonal skills to interact positively with the school community and be a positive role model and professional representative for the school at all times
- Excellent written and verbal communication skills and able to work collaboratively within a team environment and effectively teach students to achieve required learning outcomes
- Be self-directed and utilise initiative and judgement to fulfil role requirements
- Excellent organisational skills with ability to problem solve and ensure required timelines are met
- Willingness to actively and positively uphold and contribute to the culture and ethos of the School
- Proficient ICT skills and knowledge and ability to fully utilise required systems and programs, or ability to quickly learn and use

SPECIFIC REQUIREMENTS

- Applicable First Aid Certificate relevant to the role requirements
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.

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.