



Position Information Document

Position Title	HaSS Curriculum Leader
Supervisor	Director of Teaching and Learning, and ultimately to the Principal
Employment Type	Fixed-Term
Classification	POR 2
Fractional Time	0.2 FTE release, 0.8 FTE teaching
Tenure	Teaching – Permanent POR – Fixed term for 3 years

Cardijn Context

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Cardijn College is a leading R-12 co-educational Catholic school established in 1984, deeply connected to the Marist tradition and inspired by the dual charisms of our patrons, Cardinal Joseph Cardijn and St. Marcellin Champagnat.

Located in the Southern Vales region of Adelaide, Cardijn has grown to three campuses, each offering a unique educational environment to over 2,100 students, supported by more than 300 dedicated staff members.

Cardijn College Marian in Noarlunga Downs enrolls students from Years 7 to 12, offering an extensive curriculum alongside a vibrant extra-curricular program to support a range of learning pathways and cater to the varied interests of our students.

Cardijn College Marcellin in Christie Downs has a focus on vocational education and training for students in Years 10 to 12 and beyond, with relationships that extend well into their careers. Marcellin facilitates seamless transitions into professional life through strong industry partnerships, equipping students with the skills and experiences necessary for career success.

Cardijn College Galilee in Aldinga enrolls students from Reception to Year 9, providing a nurturing environment with an emphasis on ecological awareness and a personalised sense of belonging.

Position Summary

The HaSS Curriculum Leader actively leads and promotes a student-centred, inclusive, evidence-based approach to pedagogy and practice which empowers students to reach their full potential. They lead and collaborate with teachers to promote excellence in teaching and student engagement, and a love of learning. They lead staff in the design, implementation, practice, methodology, assessment and evaluation of courses taught ensuring that they fulfill the requirements of the Australian Curriculum, Crossways and the South Australian Certificate of Education (where applicable).

The HaSS Curriculum Leader will demonstrate a commitment and capacity to actively contribute to and lead whole school improvement initiatives, manage major curriculum or student activities and a commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity.

Key Working Relationships

- Executive Leadership Team
- Campus Leadership Team
- Teaching & Learning Team
- Staff
- Students
- Parents/Caregivers
- CESA Personnel

KEY AREAS OF WORK

Leadership

The HaSS Curriculum Leader will:

- Lead, develop and nurture a culture of excellence and love of learning with teachers and students.
- Consistently demonstrate support for school-wide policy initiatives and strategic plans, both within and outside of the College.
- Actively lead and promote professional learning for teachers, ensuring they engage in ongoing development of knowledge, skill and understanding of curriculum and pedagogy.
- Build the capacity of staff and students to be creative and critical learners.
- Develop and implement an annual learning area action plan, consistent with the College's strategic and annual improvement plans.
- Develop staff capacity and succession planning through:
 - Professional learning opportunities including coaching, lesson demonstrations, reflective practice and sharing of contemporary pedagogical practice.
 - Supporting and monitoring teacher development.
 - Supporting and monitoring leadership development.
- Keeping staff up-to-date with contemporary educational practice and theory.

- Work with and challenge learning area staff to maintain appropriate professional performance and standards.
- Provide input on learning area staffing, rooming and student allocations to the Teaching & Learning Team.
- Lead the implementation of College Policies and Procedures within the learning area.
- Chair regular learning area meetings as scheduled and provide accurate minutes to relevant parties.

Professional Knowledge: Student Learning

The HaSS Curriculum Leader will:

- With a student focus, support teachers with differentiation, modification, task design and the scope and sequence of learning.
- Oversee the checking of courses to ensure they comply with SACE and/or Australian Curriculum requirements.
- Coordinate the use of SEQTA across subject and year levels, including common assessment conditions.
- Lead processes to evaluate the effectiveness of teaching programs in the learning area.
- Evaluate and revise the teaching and learning programs in the learning area using expert knowledge and experience, in order to meet needs of students with diverse backgrounds across a full range of abilities.
- Work with the Leader of Diverse Learning and the Diverse Learning Team to develop teaching programs that support the participation and learning of students with a disability.
- Support the process for work completion through the supervision of work completion reviews.

Professional Knowledge: Content

The HaSS Curriculum Leader will:

- Lead and support learning area teaching staff in using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs documented on SEQTA/Learning Management Systems (LMS).
- Ensure the consistency of curriculum documentation and communication on SEQTA/Learning Management Systems (LMS) for the Learning Area.
- Initiate curriculum innovation in subject content and methodological processes.
- Support learning area teaching staff to plan and implement learning and teaching programs using contemporary knowledge and understanding of the Australian Curriculum and SACE curriculum, along with relevant assessment and reporting requirements.
- Support learning area teaching staff to implement effective teaching strategies to improve students' literacy and numeracy achievement.
- Work with learning area teaching staff to use current ICT to improve their teaching practice to make content relevant and meaningful.
- Oversee the setting of Year 10/Stage 1 examinations for the faculty.

Professional Practice: Teaching and Learning

The HaSS Curriculum Leader will:

- Work with learning area teaching staff to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.
- Assist learning area teaching staff to create, select and use a wide range of resources, including textbooks, class sets and ICT, to engage students in their learning.
- Lead and support learning area teachers in the implementation of new and ongoing best practice pedagogies.
- Work with learning area teaching staff to provide appropriate and contextually relevant opportunities for parents/caregivers to be involved in their child's learning.
- Lead the selection and organisation of excursions, events and activities for the learning area.
- Support teachers as needed with matters relating to scope and sequencing, assessment and reporting and resourcing.

Professional Practice: Assessment, Feedback and Reporting

The HaSS Curriculum Leader will:

- Develop and apply a comprehensive range of assessment strategies to comply with curriculum requirements.
- Organise assessment benchmarking and moderation activities that support consistent and comparable judgements of student learning.
- Work with learning area teaching staff to construct accurate, informative and timely reports to students and parents/caregivers about student learning and achievement.
- With the support of learning area teachers, design and implement assessment that measures progress towards academic standards and incorporates formative and summative feedback mechanisms.
- Ensure that assessment is consistent across all classes involved in a common program of teaching.
- Ensure the effective use of the College Learning Management System and provide students and parents/caregivers with feedback on student learning.

Professional Engagement: Professional Learning

The HaSS Curriculum Leader will:

- Analyse the Australian Professional Standards for teachers to plan personal professional development goals, in line with the College's performance and development cycle.
- Support learning area teaching staff to identify and achieve personal development goals.
- Support learning area teaching staff to select and engage in professional learning that is aligned and integrated with broader College, system and national improvement strategies.
- Offer quality placements and support pre-service teachers to improve classroom practice where applicable.
- Engage in high quality targeted professional learning opportunities to improve practice.
- Engage in the College's annual performance and development cycle and engage in professional discussions directed at improving professional knowledge and practice, and the educational outcomes of students.

Professional Engagement: Colleagues, Parents/Caregivers and Community

The HaSS Curriculum Leader will:

- Support the induction of new staff and Early Career teachers.
- Maintain high ethical standards and support colleagues to exercise sound judgement in all school and community contexts.
- Support learning area teaching staff to review and interpret legislative, WHS, administrative and organisational requirements, policies and processes, including those related to the Australian Curriculum and the SACE.
- Oversee the use, care and maintenance of learning area facilities.
- Develop, manage and review the learning area annual budget and maintain responsibility for the appropriate and effective use of funds, facilities, equipment and materials in line with contemporary educational best practice.
- Demonstrate responsiveness in all communications with parents/caregivers about their child's wellbeing and learning in the subject area and be the first point of contact where a student or parent/caregiver raises a grievance about a staff member, or the teaching and learning strategies implemented in the classroom.
- Contribute to learning area professional networks and associations and build productive links with the wider community to improve teaching and learning.
- Support staff with student and parent concerns.
- Be a member of the Teaching & Learning Team.

Other duties

The HaSS Curriculum Leader will:

- Oversee the Learning Area budget in consultation with the Finance Manager and Business Manager.
- If relevant, lead and manage ESO staff in the Learning Area.
- Contribute and shape policy, learning area information and the subject selection process (e.g., reviewing subject selection booklets, leading subject selection booths, etc).
- Attend Curriculum Extension Activities
- Promote a safe working environment for all staff, students and volunteers.
- Perform other duties as required by the Principal (or delegate).

TEACHER DUTY STATEMENT

Professional Responsibilities

- Operate in accordance with the Charter for Teachers in SA Catholic Schools.
- Have a commitment to uphold and contribute to the ethos of Catholic schools.
- Have a commitment to uphold and contribute to the ethos of Cardijn College.
- Understand the employer's requirements and act in accordance with South Australian Commission for Catholic Schools (SACCS) and the College's policies, guidelines, and procedures.
- Ensure that confidential information is handled appropriately.
- Complete administrative tasks accurately and on time including record keeping.
- 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.
- Undertake supervision of all Teachers, Education Support Officers, and students in the designated area(s) of responsibility.
- Attend staff meetings, parent teacher interviews and other co-curricular activities.
- Accept delegated responsibilities.
- Perform any other duties as required from time to time by the Principal and/or College Leaders.

Content of Teaching and Learning

- Understand and implement the requirements for curriculum development and create curricula in accordance with the Australian Curriculum and school's directives.
- Design, develop and implement teaching programs and lesson plans.
- Address students' varying intellectual, emotional, and physical abilities in teaching practice.
- Identify individual learning needs and styles and plan authentic learning experiences that enable all students to achieve success.
- Know and understand a range of learning methodologies and technologies and their application to the classroom.
- Research and utilise teaching resources to build upon concepts and apply them in classroom environments.
- Observe students to determine how well they are performing and assist individual students who may not be performing well.
- Evaluate each student according to assessment standards, keeping in mind individual limitations.
- Develop curriculum and assessment procedures in designated curriculum areas/year levels according to college policies.
- Demonstrate best practice in teaching and learning.
- Apply prior learning to changes that happen from time to time in teaching and learning practice.
- Provide students with information and support in improving performance.

Classroom Management and Behaviour Education

- Supervise students during classroom and extra-curricular activities that ensures their physical and emotional wellbeing.
- Manage behavioural problems in accordance with the Cardijn Behaviour Management Procedure to ensure that each student understands the need for following acceptable behaviour standards.
- Establish positive and effective relationships with students.
- Establish and maintain a task-oriented learning environment.
- Set and adhere to timelines for completion of work.
- Negotiate and implement consequences if expectations are not adhered to.
- Arrange student furniture to suit the learning activity.
- 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.
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant SACCS and School 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.
- Consistently maintain behavioural expectations.
- Apply effective consequences and strategies to assist students who interfere with teaching and learning.

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 student learning and achievement.
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students.
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement.
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the College.

Professional Learning

- Willingly update learning and teaching pedagogy to implement appropriate strategies that support student learning including the use of ICT.
- Maintain up to date knowledge and understanding of the SACE and the Australian Curriculum.
- Make a commitment to professional learning associated with all school matters including Work, Health & Safety, wellbeing, school organisation and other professional themes.
- Be a reflective practitioner that engages in ongoing planning, evaluation and implementing improved strategies for the learning program.

- Reflect upon NAPLAN and other data as applicable to develop improved learning strategies that lead to enhanced student learning outcomes.
- Share outcomes of professional learning with colleagues.

Policy & Administration

- Adhere to the Code of Conduct for staff employed in CESA schools.
- Support and adhere to the CESA Teacher Accreditation Policy.
- Support and implement College policies and the contents of the Staff Handbook.
- Keep up to date with the College Calendar.
- Fulfil professional obligations in terms of supervision of students in class and on yard duty.
- Attend meetings and briefings to ensure effective communication is achieved.
- Support special College events such as Feast Days, Awards Assembly and other evening events as required.
- Act as an ambassador for the College.

Interaction with the College and broader community

- Demonstrate effective leadership skills in designated areas of responsibility.
- Demonstrate effective communication skills with students, colleagues, parents or guardians and others.
- Work effectively as a member of a college team in a range of college activities.
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice.

PERSON SPECIFICATIONS

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience.
- Teacher Accreditation in Catholic Education SA.
- Active support for the Catholic ethos and the College Mission and Values.
- Significant and relevant experience of and commitment to development and formation of staff.
- Significant experience in the strategic staff development and frameworks to achieve high quality teaching that supports learning environments and learning outcomes.
- Exceptional teaching and learning practices relevant to secondary schooling in a co-educational setting.
- Proven ability to build relationships between students, parents/caregivers and staff.
- Ability to translate vision into action and inspire, engage and lead others in an innovative manner.
- High-level organisational skills with demonstrated ability to plan strategically, problem solve, prioritise, work to deadlines to achieve quality outcomes, give attention to detail and relate tasks/actions to a wider strategic improvement context.
- High-level written and oral communication, interpersonal and negotiating skills with demonstrated capacity to cooperate and communicate effectively with people at all levels.

SPECIFIC REQUIREMENTS

Acquire and maintain:

- 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.
- Working With Children Check and Catholic Police Clearance to work in Catholic Education SA.
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate.
- Approved Mandatory Notification training.
- Applicable First Aid Certificate relevant to the role requirements.

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)

PERFORMANCE REVIEW

- All employees are required to proactively participate in the College's Performance Appraisal and Development Program including periodic review.
- On the first anniversary of appointment and biennially thereafter, or at another mutually agreed time, consultation will occur between the employer and the employee to ensure that the duty statement is accurate.

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.