

Learning Designer – POL 2

Classification:	POL 2
Tenure:	January 2026 – January 2029
Time allowance:	8 periods per week
Reports to:	Maguire Years Learning Leader <i>and</i> McAuley Years Learning Leader
Direct Reports:	N/A

Context

Sacred Heart College is a proud, dynamic, high performing school community with strong traditions, a rich history and a deep sense of community and welcome. Our Catholic identity is best exemplified through a program of education that encourages students and staff to pursue the Mercy values of compassion, justice, respect, hospitality, service and courage. The Sacred Heart Way is identified through actions that uphold and advance Catherine McAuley's vision of the lived Gospel, which is at the heart of our community.



Strategy 2021 and Beyond articulates our vision of educating girls in the Mercy tradition to make a difference in our changing world. Key elements of the strategy focus on opportunities to reimagine learning that enables members of our school community to be creative, self-directed and critical thinkers, who are inspired to learn, whose natural inquisitiveness is nurtured and who strive for excellence.

The Learning Designer plays a key role in leading, shaping and managing the College's strategic direction by developing practices in the following areas:

- Learning and Teaching
- Development of self and others
- Leading improvement, innovation and change
- Administration and operational management
- Engaging and working with the community



Position Purpose

The primary purpose of the position is to shape the College's Learning and Teaching practices to ensure that learning is purposeful, engaging, accessible to all students, and reflects:

- 21st century skills
- student choice and agency
- global perspectives
- blended delivery
- external partnerships
- deep learning

Key Responsibilities

Key responsibilities include but are not limited to:

- Lead colleagues to design, construct and deliver learning programs to improve student learning outcomes using key discipline-based pedagogical and content knowledge.
- Support teachers and self-directed discipline teams to embed the principles of the Universal Design for Learning framework, translating this framework to individual classrooms based on a deep knowledge of how students learn.
- Collaborate with the leaders of Maguire Years Learning and McAuley Years Learning to develop processes to evaluate the effectiveness of teaching programs and use these evaluations to make informed decisions about the development of discipline-based skills and knowledge.
- Support the implementation of whole-school learning initiatives
- Support the design of creative and innovative learning programs, including targeted programs with external partners.

Other accountabilities and duties

In addition to the primary purpose and key priorities, the Learning Designer will:

- Undertake other reasonable duties as directed.
- Document and maintain procedures relevant to the position.
- Comply with the standards of a Child Safe organisation.
- Maintain and contribute to individual and collective responsibility for Health and Safety at the College • Undertake relevant professional and technical development.

The Learning Designer will have responsibility for ensuring administrative tasks, protocols and procedures relevant to the position are undertaken.

Key relationships

The Learning Designer works collaboratively and dynamically to establish and drive effective partnerships both within the College and the community.

- Teachers and discipline teaching teams
- Leaders of Maguire Years Learning and McAuley Years Learning
- Learning POL Network



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Skills, Experience and Qualifications

Essential:

- Tertiary qualifications in Education with evidence of continuous formal learning in a relevant field.
- Experience in the delivery of the International Baccalaureate Middle Years Program (IB MYP) in the context of at least one, preferably two or more, discipline areas.
- Accreditation to Teach RE or Lead in a Catholic School, working towards attainment or preparedness to commence working towards attainment.
- Experience in, or sound understanding of, an observation and coaching approach to pedagogical development.
- Ability to lead others.
- Forward thinking and innovative
- Highly developed written and verbal communication skills

Desirable:

- Experience managing projects and resources.
- Experience in a faith-based setting, and capacity to positively advance the College's mission and Mercy values.

All employees are subject to appropriate employment and compliance checks prior to and during employment.

This position requires:

- current VIT registration, or
- current Police Check and Employee Working with Children Check

Child Safety

The Learning Designer will promote a child safe culture. They will promote and be committed to the College's childsafe policy, comply with the Safeguarding Children and Young People Code of Conduct, Mercy Education Limited Code of Conduct, VIT Code of Conduct and all other policies and procedures relating to child safety. They will demonstrate a duty of care to students in relation to their wellness for learning and will proactively support a child safe environment.

Acknowledgment

A holder of this position does so acknowledging:

- they have read and understood the general requirements of the position;
- they are suitably qualified and capable to undertake the responsibilities within;
- this position description serves to describe the position as accurately as possible but does not constitute a full statement of duties; and
- that other reasonable duties may also be allocated.



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POL 2 Levels of Competence

Results Orientation	<ul style="list-style-type: none"> · Works to make things better, and/or · Sets and works to achieving goals, and/or · Exceeds goals, and/or · Improves performance
Strategic Orientation	<ul style="list-style-type: none"> · Defines plan within larger strategy, and/or · Sets multiyear priorities, and/or · Defines multi-year strategy, and/or · Further develops College strategy across multiple areas
Collaboration and Influence	<ul style="list-style-type: none"> · Supports colleagues, and/or · Actively engages with colleagues, and/or · Motivates others, and/or · Facilitates cross-group collaboration
Team Leadership	<ul style="list-style-type: none"> · Explains what to do and why, and/or · Gets input from team, and/or · Inspires team commitment, and/or · Empowers teams to work independently
Organisational Capability Development	<ul style="list-style-type: none"> · Encourages others to develop, and/or · Actively supports team members' growth, and/or · Systematically builds team capability, and/or · Assists development outside of immediate team
Change Leadership	<ul style="list-style-type: none"> · Supports change, and/or · Points out need for change, and/or · Presents a compelling case for change, and/or · Mobilises others to initiate change
Educational Understanding	<ul style="list-style-type: none"> · Knows general educational basics and engages in professional learning, and/or · Investigates and researches education broadly and engages in use of data and professional learning, and/or · Demonstrates a deep understanding of education and empowers staff and students, and/or · Generates insights regarding the future of education
Inclusion	<ul style="list-style-type: none"> · Understands diverse views, and/or · Integrates other points of view, and/or · Functions well across diverse groups, and/or · Facilitates engagement between factions
Community Engagement	<ul style="list-style-type: none"> · Analyses and communicates feedback between stakeholders, and/or · Clearly outlines how input from stakeholders has been utilised to bring about change, and/or · Seeks input beyond the immediate community, and/or · Shares findings and new learnings with other professionals



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Financial and Physical Resource Management

- Implements resource saving measures, and/or
 - Actively pursues alternative to improve efficiency, and/or
 - Develops and implements long term resource-maximising strategies, and/or
 - Facilitates the sharing of resources across groups
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