



Director of Junior Learning

Marist-Sion College Warragul

Position Description

| Position Information | |
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| POL Classification Level | POL 4 under the DOSCEL Schools and Secretariat Agreement 2022 |
| Strategic Pillar and Organisational Strand | Learning and Teaching |
| Team Membership | Pedagogical Practices Team Curriculum Implementation Team Literacy Collective |
| Reports to | Deputy Principal – Student Learning Culture and Growth |
| Time-release minutes per fortnight cycle | 960 minutes |
| Our College | |
| <p>Marist-Sion College, Warragul, is a Catholic co-educational secondary school, inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion.</p> <p>Our mission is to provide an innovative education which integrates faith, learning and life in a welcoming community.</p> <p>Our vision is that students experience an education where they are known and loved, grow as life-long learners, and live as active citizens inspired by the principles of Catholic Social Teaching.</p> | |
| Leadership Statement | |
| <p>At Marist-Sion College leaders develop a culture of effective learning and teaching which is future focused and based in a vibrant Catholic learning community. We are impactful leaders, building capacity and driving school improvement.</p> <p>Leaders at Marist-Sion College:</p> <ul style="list-style-type: none"> • Are visionary and inspire a learning culture of high expectations. • Build a team-based culture that is self-reflective and build positive relationships with others. • Adopt an evidence-based approach, supporting targeted professional learning and monitoring progress in school improvement. • Create a sustainable future by working with data to change, adapt and grow. <p>Leaders at Marist-Sion College are living witnesses to the Gospel who activate:</p> <ul style="list-style-type: none"> • Improvement: Leaders inspire team members to support the pursuit of school improvement. • Growth: Helping others to flourish, promoting a climate of challenge, support, and effective learning. • Learning: Engaging in continuous professional learning and development. • Reflection: Fostering staff wellbeing to enable/encourage others to shine through reflective practice. <p style="text-align: center;"><i>“Everyone’s talents and involvement are needed” (Pope Francis – Laudato Si’ 14)</i></p> | |

Position Summary

The Director of Junior Learning leads the design, delivery, and improvement of learning and teaching programs in the junior years at Marist-Sion College. The role works closely with the Deputy Principal – Student Learning Culture and Growth, Learning Leaders, and key teams to strengthen pedagogy, curriculum, and assessment in line with the College's Strategic Improvement Plan.

This position drives evidence-based practice, effective use of data, and targeted literacy and numeracy strategies to improve student outcomes. By fostering collaboration, mentoring staff, and engaging families, the Director of Junior Learning builds a culture of high expectations, growth, and inclusion, reflecting the College's Catholic identity and commitment to child safety.

Capabilities and Responsibilities

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| Leading Strategically and with Purpose | <ul style="list-style-type: none"> • In conjunction with the Deputy Principal – Student Learning Culture and Growth, develop plans for the College learning program which identify clear targets, timelines and success criteria for its development and/or maintenance in line with the College Strategic Improvement Plan. • Ensure the Curriculum, Assessment and Reporting, and Learning Adjustment and Inclusive Education Policies are realised. |
| Leading Systemic Curriculum Delivery, Assessment and Reporting | <ul style="list-style-type: none"> • Collaborate with the Curriculum Implementation Team to provide direction on the development of curriculum scope and sequence. • Build Learning Leader capacity to understand and develop targeted assessment and rubrics that include Universal, Targeted and Intensive strategies. • Research and remain current on educational trends to ensure learning programs reflect Victorian Curriculum and VCAA Study Designs. • Develop and promote literacy and learning adjustment opportunities within the curriculum, including promoting opportunities for high achieving students. • Build positive community relationships through Information Evenings to engage students, parents, guardians, and carers in partnerships within the College. |
| Leading Expert Teacher Practice in Differentiation | <ul style="list-style-type: none"> • Lead the implementation of the Instructional Model. • Lead the Curriculum Implementation Team to build Learning Leader capacity to enhance skills in evidence-based teaching strategies, literacy and numeracy strategies and curriculum learning progressions. • Lead the development of a learning culture, through establishing routines for learning to create a learning environment that is safe, predictable and known. • Share evidence-based strategies, such as the High Impact teaching Strategies with the Curriculum Implementation Team and support the Learning Leaders to build teacher expertise within their teams. • Develop a College approach to support the implementation of Teaching Sprints and contribute to the Pedagogical Practices Team. • Leverage the extensive skills and knowledge of Level 2 Teachers as outlined in the DOSCEL Schools and Secretariat Agreement. |
| Leading Data for Impact to Improve Junior Learning Outcomes | <ul style="list-style-type: none"> • Lead standardised testing for Years 7 to 9, including NAPLAN testing and ACER PAT testing. • Collaborate with the Director of Digital Learning and Data Insights and the eLearning and Data Leader to analyse testing data and report to teaching teams. • Lead and support the teaching staff to understand the impact of their pedagogical practice. |

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| | <ul style="list-style-type: none"> • Monitor formative, summative, and anecdotal qualitative and quantitative data to measure student learning growth, seeking ways to support Learning Leaders and teachers to work towards improving learning outcomes. • Lead the Learning Leaders to develop understanding of how to read, interpret and analyse data to inform Learning and Teaching decisions and to analyse data to improve student learning outcomes. • Research and remain current on educational trends to ensure learning programs reflect Victorian Curriculum, are data driven, reflective of student learning need, and provide opportunities for teachers to demonstrate evidence-based teaching strategies to improve literacy, numeracy and pathways outcomes for students. |
| Activating a Culture of Leadership | <ul style="list-style-type: none"> • Embrace an inquiry approach that activates collaboration among teaching teams. • Collaborate with the Directors of Student Wellbeing to promote a positive classroom culture, ensuring consistency of practice and fostering a sense of belonging and connection across all classrooms, students and staff. • Collaborate with the Director of Senior Learning to promote consistent practice. • Collaborate with the Director of Digital Learning and Data Insights to ensure the effectiveness of the Digital Learning Program. • Embrace the targeted strategies from the DOSCEL Teaching and Learning Network meetings to enhance leadership across all Learning Leaders. • Utilise data to inform and enhance professional practices, leading to evidence based decision-making and improved outcomes. • Any other duties as directed by the College Executive consistent with the skills and experience required for this position. |

| Selection Criteria | |
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| Catholic Identity | <ul style="list-style-type: none"> • Ability to promote and uphold the Catholic Identity of the College. • Accreditation to teach in a Catholic school, or a willingness to undertake accreditation to teach in a Catholic school. |
| Skills and Attributes | <ul style="list-style-type: none"> • Ability to lead the people and lead the work in alignment with the Marist-Sion College Strategic Improvement Plan and Leadership Statement. • Lead the activation of staff voice in student outcomes and school improvement. • Displays a professional mindset and character to effectively lead staff to cater for the diverse needs of learners. • Ability to lead collegial teams underpinned by a team-based culture. • Inspiring and motivating team members towards achieving shared goals and objectives. • Ability to build staff capacity through coaching and mentoring, promoting a culture of continuous improvement and learning. |
| Education and Experience | <ul style="list-style-type: none"> • Victorian Institute of Teaching (VIT) full registration. • An appropriate qualification in education. • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum. |
| Child Safety | <ul style="list-style-type: none"> • Experience working with children. • Commitment to and understanding of child protection and child safety issues in schools. • Demonstrated understanding of appropriate behaviours when engaging with children. • Be a suitable person to engage in child-connected work. • Demonstrated understanding of Mandatory Reporting. |
| Last Updated | September 2025 |