

Learning Area Leader

Emmaus College is a proudly co-educational Catholic secondary college, established in 1980 through the amalgamation of St Thomas More College, a Christian Brothers' school for boys (1969 – 1979) and Chavoin College, a Marist Sisters' school for girls (1966 – 1979). The next stage of the amalgamation, 2025, with Holy Saviour Primary School, Vermont South and St Timothy's Primary School, Vermont. The College operates over multiple campuses in Vermont South, Vermont and Burwood. One campus is dedicated to Years 7, 8, 10, 11 and 12, another campus is designated to the Year 9 program, Y9@E, and another is a dedicated Junior School K to Year 6. All staff at Emmaus may be required to work at any of our campuses.

Our school motto: To Know Christ

College Vision: To foster a community that nurtures the full flourishing of each learner, inspiring excellence as they come 'To Know Christ' on their own road to Emmaus

College Mission: Emmaus College, as a Christ centred Community, has fundamentally at the heart of its spirituality, the person of Jesus Christ. The story of the Walk to Emmaus in the Gospel of Luke and from which the College is named, nourishes our spirituality. Students are encouraged to live by the key core values of faith, community, respect, excellence, integrity and service and to empower them to achieve their best academically. Emmaus aims to ensure that learners acquire and utilise the knowledge and skills to be future-ready. Our mission as a Christ-centred community provides a caring and supportive environment that enables students to develop their full potential in all areas of life. Pastoral care is a key focus of the College and promotes and enhances student wellbeing of a personal, social, physical, emotional, cognitive and spiritual nature.

Expectations of Staff in a Child Safe School

Emmaus College is committed to the creation and maintenance of a child safe school environment. The care, safety and welfare of students are embedded in policies and procedures, which ensure a commitment to zero tolerance of child abuse. All actions and programs will maintain high ethical standards and work in accordance with child safety standards and child protection reporting guidelines. All employees have a shared legal responsibility to contribute to a safe working environment for staff and students in their area. Emmaus College is an equal opportunity employer.

Teachers at Emmaus College

Teachers at Emmaus College work together in a spirit of cooperation in the best interests of all students within the confines of College policies and procedures to achieve the curriculum and student wellbeing goals of the College.

The Position

Learning Area Leaders are first and foremost the leaders and managers of their Learning Area Team, providing inspiration, encouragement and assistance to colleagues. They are expected to model and embrace the best learning and teaching practices consistent with the College Instructional Playbook and be conversant with emerging research in pedagogy. In addition to a teaching load, a Learning Area Leader is responsible for advancing learning and teaching practices with the aim of maximising the learning growth of all students in all areas of the educational program. Working closely with the Directors of Learning, they ensure the development and implementation of a comprehensive curriculum in line with the requirements of the Victorian Curriculum and Assessment Authority (VCAA), and in the case of Religious Education, the requirements of the Archdiocese of Melbourne.

Learning Area Leaders are responsible for coordinating their team in a fair and equitable manner, including the delegation of tasks, to ensure that the curriculum is documented, up to date, prepared and finalised prior to the start of each semester.

Key Responsibilities and Duties:

- implementing and embedding the Emmaus College Instructional Playbook with their Learning Area Team and leading processes and programs that enhance the quality of learning and teaching across the College curriculum
- developing and coordinating courses of study offered within the Learning Area
- facilitating the ongoing evaluation of existing courses and teaching methods in the context of student needs, the Instructional Playbook, current educational research and the College School Improvement Plan
- maintaining detailed curriculum documentation in the required format on EmmLink and ensuring online curriculum documents are regularly updated and uploaded for student access
- preparing for and overseeing continuous assessment reporting processes, ensuring all teachers within the team meet the appropriate timelines for assessment and reporting
- ensuring all courses have common assessment tasks and that all teachers follow the curriculum and assessment requirements
- using student achievement and engagement data to inform curriculum planning, teaching strategies and targeted interventions that enhance student learning growth
- supporting staff to implement differentiated teaching strategies and inclusive practices that respond to the diverse learning needs of all students
- ensuring curriculum and assessment practices align with current VCAA Study Designs and other relevant external requirements and responding proactively to changes
- liaising with the Library Learning Centre to ensure staff and students have access to relevant resources, considering the Learning Area budget
- overseeing the formal examination process for subjects in their Learning Area (where relevant)
- ensuring appropriate risk assessments and duty-of-care considerations are integrated into the planning and delivery of practical activities, excursions and incursions where applicable
- organising displays for and attending Open Days, subject information sessions and parent information evenings as calendared
- encouraging and supporting student participation in co-curricular academic activities such as competitions, exhibitions, or showcases relevant to the Learning Area
- leading their department in achieving the goal of personal academic excellence for all students
- forming a cooperative and supportive team with the members of their Learning Area
- engaging in conversations and consultation with colleagues about curriculum matters and acting as a conduit for communication between the Learning and Teaching Team and their own Learning Area
- ensuring that staff are informed of developments relevant to their subject areas
- delegating equitably, tasks related to the development and documentation of curriculum
- providing formative feedback to members of their Learning Area through the appraisal process
- acting as the Principal's Nominee in Annual Review Meetings as requested
- providing advice, as requested, regarding teaching allocations and the appointment of new members of staff
- supporting, challenging and monitoring teachers in the performance of their teaching duties within the relevant subject areas
- facilitating the professional learning of members of their Learning Area, especially in areas related to the promotion of quality learning and in subject-specific areas
- undertaking professional reading and staying conversant with emerging research in pedagogy, innovation and curriculum design
- contributing to the strategic planning and innovation of learning and teaching within the College through participation in key projects, reviews and planning processes
- taking part in interviews for new staff as required
- assisting with the induction and mentoring of new staff
- providing advice and support to new staff, visiting their classrooms and assisting them to become familiar with the Learning Area curriculum, delivery of the curriculum and online support to students as required
- liaising with the IT Support Team to ensure that all new staff have access to and an introduction to school technologies, continuous reporting and other school supports
- supporting the Subject Selection Expo and assisting with student subject selection in the relevant Learning Area as required
- providing relevant information to the student body on subjects and courses

- assisting in the subject selection process by vetting applications for accelerated learning and managing cases where reservations are expressed by subject teachers
- in conjunction with Careers Staff and as requested, providing advice and guidance for students regarding their subject selection, keeping foremost in mind the students' future goals and aspirations
- responding in a timely manner to parent or student enquiries in relation to complaints, workload, programs, methods, or details in relation to assessment or other issues
- managing the Learning Area budget
- providing, purchasing and managing resources within the Learning Area

Learning Area Specific Responsibilities

In addition to the general responsibilities outlined above, some Learning Area Leaders will have area-specific duties related to the coordination of support staff and resources. These include:

- The Arts Learning Area Leader is responsible for overseeing the work of the Administrative Officer – Music and the Arts and coordinating support for Visual and Performing Arts activities and spaces.
- The Science Learning Area Leader oversees the Laboratory Technicians, ensuring safe, compliant and well-resourced practical programs in line with regulatory requirements.
- The Languages Learning Area Leader is responsible for supervising the Language Assistant, including timetabling, integration into classes and monitoring of student support. In collaboration with the Deputy Principal Teaching and Operations, the Languages Learning Area Leader is also responsible for the student exchanges to our Sister Schools in Italy and Germany, and for any Language Program International Tours

These responsibilities form a formal part of the Learning Area Leader role and are reviewed annually.

Additional Duties:

- attending evening functions and meetings of a general nature concerning the College is expected
- actively role modelling effective teaching and differentiation
- involvement in co-curricular programs of the College is expected
- contributing appropriate articles to the College newsletter, other school publications and the wider community as required, paying particular attention to regular communication via the College's Instagram and Facebook feeds
- developing and maintaining, at all times, collegial and professional relationships with colleagues
- contributing to a healthy and safe work environment
- ensuring the safety of our community by attending to OH&S issues in an appropriate and timely manner
- supporting a performance and development culture
- modelling a professional approach for all staff, this includes conduct, professional dress, and in dealing with all members of the school community
- attending meetings as required, this may mean more meetings per week than for non-POL holders
- being available as needed for consultation with other staff and parents in addition to class and scheduled meeting times
- following the College's financial requirements in relation to budgeting, record keeping, ordering and deliveries
- contributing to the life of the College by participating in College functions, events, camps, excursions, etc.
- undertake other duties as required by the Principal from time to time

Committees, Teams and Meetings

Learning Area Leaders are members of the following committees and/or teams and, as such, is required to attend all associated meetings and action items arising from the minutes accordingly:

- Learning and Teaching Team (LTT)
- Learning Area (prepare agenda, chair and minute or record)
- Such other committees may be required from time to time

Learning Area Leader Team Structure

At Emmaus College, there are nine Learning Area Leader (LAL) positions

- English (7-12)
- Health and Physical Education (P-12)
- Humanities (7-12)
- Languages (P-12)

- Mathematics (7-12)
- Religious Education (7-12)
- Science (7-12)
- Technology (P-12)
- The Arts (P-12)

Accountability

- the Learning Area Leader is accountable to the Principal via the Directors of Learning

Skills and Qualities required:

- a positive and proactive approach to leadership and management of people
- the ability to communicate a shared vision and to generate ideas and strategies to support its implementation
- an understanding of the school's culture and context, with the ability to develop strategies that will support and enhance its development
- demonstrated instructional leadership, with the ability to model evidence-informed pedagogical practice aligned with the College Instructional Playbook
- skills in planning, organising, implementing and reviewing programs and activities
- the ability to use a variety of decision-making skills, seeking consensus through collaboration and consultation
- the ability to encourage and empower others to contribute to a high-performing, cohesive team
- strong interpersonal and communication skills, with the ability to build effective, respectful relationships with students, staff and parents
- the ability to interpret and use student learning data to inform decision-making and drive improvement
- a positive approach to reflective practice and continuing professional growth
- a commitment to equity and inclusion, ensuring all learners are supported to achieve personal academic excellence
- personal qualities including integrity, resilience, emotional intelligence and good humour

Essential Qualifications and Accreditations

- full Registration with the Victorian Institute of Teaching, including a current National Criminal Record Check
- relevant tertiary qualifications

All teaching staff are required to hold an *Accreditation to Teach or Lead in a Catholic School* or, upon employment, to be working towards such accreditation within a five-year period. Professional learning opportunities will be provided to support this requirement.

Please note that in accordance with *Ministerial Order No. 1359*, both VIT Registration and relevant tertiary qualifications must be sighted by the school.

Terms and Conditions

This is a POL 3 position (350 mins time release per week). Positions of Leadership are reviewed and re-advertised regularly (usually every three years).

Professional Review

This Position Description is intended as a framework for review.

This position statement is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. It is subject to review and modification by the Principal in response to the changing needs of the College and the development of skills and knowledge.