



Position Description

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| Position Title | Interim Head of Teaching and Learning Innovation |
| Department | Teaching and Learning |
| Reports to | Deputy Head of College |
| Direct Reports | Curriculum Leaders (including Exceptional Learners department and IB Diploma Programme), Library Services, Careers Counselling, VET Coordination, eLearning, Personal Assistant to Head of Teaching and Learning Innovation |
| Purpose and Objectives | <p>The Head of Teaching and Learning Innovation provides College-wide leadership for teaching and learning across P-12. As a senior leader, this role is responsible for the College's approach to high-quality teaching, setting the strategic direction for curriculum, pedagogy and assessment, building staff capability, and ensuring the consistent delivery of high-quality learning experiences, and the effective integration of innovation and educational technology to improve student outcomes.</p> <p>This role leads a coherent, evidence-informed approach to teaching and learning, integrates innovation and educational technology effectively, and ensures the College maintains a strong reputation for educational excellence.</p> <p>Under the broad direction of the Deputy Head of College, the Interim Head of Teaching and Learning Innovation will:</p> <ul style="list-style-type: none"> • Ensure that the curriculum across P-12 is informed by research and best practice. • Ensure that pedagogical delivery across all year levels is based on relevant data, continues to evolve and improve, and results in teaching of the highest quality and rigour from all staff. • Guide, mentor and manage Curriculum Leaders who directly engage with the staff who deliver the educational program daily. • Work collaboratively with the Head of Academic Staff (Years 7–12) and Heads of Sub-School in matters of staff recruitment and performance, and provide input into the professional development program across the College as it pertains to Teaching and Learning. • Oversee the College's e-learning function, educational technology and wider specialist learning programs (including Exceptional Learners, VET, IB, eLearning and library services) the program quality assurance and evaluation, and partner with the Director Information Technology to ensure sound governance, safe and effective technology use, and reliable delivery aligned to teaching and learning priorities. • Drive innovation and Next Practice in pedagogical practice and curriculum development. <p>Success in this role requires a visible and values-driven leader who inspires others, champions a culture of continuous improvement, and contributes to the strategic direction of the College.</p> |



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| <p>Key Accountabilities</p> | <p>Specifically, the Head of Teaching and Learning Innovation will:</p> <p>Strategic Leadership of Teaching and Learning</p> <ul style="list-style-type: none">• Lead the development and delivery of a research-informed Teaching and Learning strategy aligned to the College's Strategic Intent.• Provide expert, evidence-based advice to the Head of College and Senior Leadership Team on teaching and learning performance, priorities, risks and opportunities.• As a member of the Senior Leadership Team, hold College-wide accountability for P–12 teaching and learning excellence and the embedding of the College's Vision, Mission and Strategic Intent.• Represent the College in relevant professional networks to strengthen partnerships, sector standing and innovation that improves learning outcomes. <p>Governance, Quality Assurance and Compliance</p> <ul style="list-style-type: none">• Maintain an effective governance and quality assurance framework for teaching and learning, including review cycles, documentation standards and evaluation of impact.• Ensure compliance with regulatory and accreditation requirements (including QCAA, IB and relevant government compliance) and provide assurance to the Head of College on quality, risk and compliance.• Lead the development, review and implementation of teaching and learning policies and procedures in partnership with the Deputy Head of College.• Oversee the College's QCAA Student Management System, ensuring data integrity, appropriate access controls, reliable reporting, audit readiness and continuous improvement of academic administration processes.• Maintain College-level accountability for NAPLAN governance and quality of delivery, including preparation programs in consultation with Curriculum Leaders.• In partnership with Heads of Sub-School, oversee Student Profiles and academic tracking to support timely, targeted responses and communication with families.• Provide academic advice to support enrolment processes, including interviews with students and families as a member of the Senior Leadership Team. <p>Teaching, Learning and Curriculum Leadership</p> <ul style="list-style-type: none">• Lead curriculum, pedagogy, assessment and reporting across P–12 to maximise student learning, growth and achievement.• Oversee all curriculum offerings and pathways (Australian Curriculum, QCE, IB programs, VET and LEA Christian Studies), ensuring coherence, sequencing, rigour and alignment to best practice.• Set and embed expectations for high-quality teaching practice, including lesson design, feedback, assessment design, moderation and inclusive practice.• Ensure the effective implementation and quality assurance of academic programs, assessment and reporting, student reporting, and library services.• Lead curriculum review and renewal to drive continuous improvement and maintain quality across pathways and specialist programs. |
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- Oversee the collection and use of learning data to inform priorities, strengthen teaching practice and improve outcomes.
- Provide executive oversight of key academic processes (e.g., subject selection, assessment schedules, parent–teacher interviews and SET planning) to ensure consistent quality and coordination.
- Apply expert knowledge of ATAR and Diploma systems to support informed decision-making by students, teachers and parents.
- Anticipate the impact of emerging technologies and recommend their effective use to enhance teaching and learning, contributing to a cohesive, student-focused culture of excellence.

Innovation, eLearning and Educational Technology

- Lead strategic innovation and educational technology to improve teaching effectiveness, student outcomes and staff capability.
- Evaluate and implement emerging practices and technologies aligned to educational outcomes, including pedagogy and curriculum innovation (“next practice”).
- Oversee specialist learning programs (including Exceptional Learners, VET, IB, eLearning and other specialist programs) to ensure evaluation, quality assurance and alignment to teaching and learning priorities.
- Partner with the Director, Information Technology to ensure sound governance, safe and effective technology use and reliable delivery aligned to teaching and learning priorities (including platforms, data protection, service models and staff readiness).

People and Culture Leadership

- Provide direct line management and leadership for key teaching and learning portfolios.
- Build leadership capability through clear expectations, coaching, feedback, performance development and accountability for delivery.
- Foster a cohesive, collaborative and high-performing culture focused on continuous improvement in teaching practice.
- Work with the Head of Academic Staff (Years 7–12) and Heads of Sub-School to support workforce planning, recruitment and performance development aligned to teaching and learning priorities.

Resource Leadership

- Lead stewardship of teaching and learning resources, including development and management of the annual Teaching and Learning budget aligned to strategic priorities.
- Contribute to the design and improvement of physical and digital learning environments that enable contemporary pedagogy and effective student learning.
- Promote thoughtful innovation through evaluation, responsible implementation and effective change leadership.



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| | <p>Student Learning, Development and Wellbeing Leadership</p> <ul style="list-style-type: none"> • Ensure teaching and learning approaches support inclusion, engagement and student wellbeing, with early identification of learning needs and timely, effective responses. • With Heads of Sub-School, oversee student learning profiles and academic tracking to support targeted interventions and clear communication with families. • Work with students, parents and staff to support learning needs and academic progress. <p>Community and Stakeholder Engagement</p> <ul style="list-style-type: none"> • Build strong partnerships with students, staff and families to support learning outcomes, engagement, inclusion and wellbeing. • Ensure clear, professional and timely communication on teaching and learning priorities, academic programs and student progress. • Strengthen pathways and opportunities by supporting connections with tertiary and external partners in collaboration with the Careers Advisor and relevant leaders. <p>Whole of College Leadership</p> <ul style="list-style-type: none"> • Serve as an active member of the Senior Leadership Team and relevant College committees/working parties, contributing to effective governance and decision-making. • Model leadership consistent with the College's values, policies and expectations. • Maintain contemporary knowledge of educational trends and research; advise on implications and opportunities; and contribute to P–12 strategic development and organisational management. • Teach as negotiated with the Head of College (up to one class), ensuring leadership responsibilities remain the priority. • Undertake other reasonable duties as directed by the Head of College or Deputy Head of College, consistent with the seniority and purpose of the position. |
| <p>Key Relationships</p> | <p>Internal: Head of College, Deputy Head of College, Senior Leadership Team, Corporate Leadership Team, Heads of Department and Curriculum Leaders, IT Department and eLearning team, staff, students.</p> <p>External: Relevant Professional Associations, Universities and Higher Education Institutions, Educational Associations and Networks (E.g. Independent Schools Queensland, Australian Council for Education Leaders), Community and Industry Partners, Regulatory and Accreditation Bodies, parents.</p> |
| <p>Committee Membership</p> | <p>Senior Leadership Team</p> |



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| <p>Selection Criteria</p> | <p>The selection criteria, along with the applicant's CV and educational philosophy, will form the basis to assess applicants for short-listing and interview. Applicants in their applications are asked to address each of the selection criteria in no more than half a page for each criteria.</p> <p>Experience and qualifications</p> <ul style="list-style-type: none">• Relevant tertiary qualifications in Education (postgraduate qualifications in educational leadership, curriculum, or a related field desirable), with substantial senior experience leading teaching and learning improvement within a complex P–12 school environment.• Current teacher registration (or eligibility) and a demonstrated commitment to contemporary professional practice. <p>Knowledge, Skills and Capabilities</p> <p><i>SC1: Strategic Educational and Instructional Leadership</i></p> <ul style="list-style-type: none">• Demonstrated success leading whole-of-College or cross-school teaching and learning improvement, including setting direction, translating strategy into action, and ensuring consistency and quality of teaching practice to improve student learning outcomes across P–12. <p><i>SC2: Curriculum, Assessment and Pedagogical Expertise</i></p> <ul style="list-style-type: none">• Extensive knowledge of contemporary curriculum, assessment, moderation and evidence-informed pedagogical practice across P–12, with demonstrated ability to assure quality and rigour in curriculum design, assessment practices, and reporting to maximise student growth and achievement. <p><i>SC3: Evidence-Informed Improvement and Impact Evaluation</i></p> <ul style="list-style-type: none">• Strong capability in using student achievement data, research, classroom evidence and stakeholder feedback to inform priorities, guide decision-making, evaluate the impact of initiatives, and drive continuous improvement in teaching and learning at scale. <p><i>SC4: People Leadership and Team Effectiveness</i></p> <ul style="list-style-type: none">• Proven ability to lead and manage leaders and teams through direct line management, including setting clear expectations, coaching and feedback, performance development, and building a high-performance culture that is supportive, consistent and focused on teaching excellence. <p><i>SC5: Innovation, eLearning and Educational Technology</i></p> <ul style="list-style-type: none">• Demonstrated capability leading purposeful innovation and effective educational technology integration, including developing staff confidence and capability, and partnering effectively with stakeholders to ensure safe, reliable and education-led implementation. <p><i>SC6: Operational and Organisational Effectiveness</i></p> <ul style="list-style-type: none">• Demonstrated ability to manage competing priorities and oversee key teaching and learning functions, including program implementation, academic administration, compliance obligations (e.g., QCAA / IB where applicable), |
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| | <p>reporting cycles, and the effective coordination of people, processes and resources.</p> <p>SC7: Collaborative, Collegial and Executive Presence</p> <ul style="list-style-type: none"> Highly developed interpersonal and communication skills, with the ability to build trust and influence across diverse stakeholders (SLT, Curriculum Leaders, staff, students and families). A visible, values-driven leader who demonstrates integrity, sound judgement, resilience, and calm, professional leadership through change <p>SC8: Commitment to Christian Ethos</p> <ul style="list-style-type: none"> Demonstrated alignment with and commitment to the Christian ethos, values, and mission of the College, including the capacity to lead with integrity, foster a positive and inclusive culture, and contribute meaningfully to the holistic development and wellbeing of students and staff. |
| Registration and Professional Qualifications | <p>The successful applicant will be a qualified educator who holds, or is eligible to hold, registration with the Queensland College of Teachers. They will possess relevant tertiary qualifications in education and educational leadership, reflecting a strong foundation in both pedagogy and strategic school leadership. This registration and qualification framework ensures alignment with professional standards and the College's commitment to excellence in teaching and learning.</p> |

| Job Details | |
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| Position Status | <p>Maximum Term – 1 year</p> <p>Full Time</p> |
| Hours of Duty | 38 hours per week – Monday to Friday |
| Annual Salary | Commensurate to the senior nature of the role |
| Superannuation | 12.75% employer contribution from 1 July 2025 |
| Location | <p>St Peters Lutheran College – Indooroopilly 66 Harts Road, INDOOROOPILLY QLD 4068</p> <p>Occasional travel to St Peters Lutheran College Springfield and Ironbark Outdoor Education Centre is required as part of this role.</p> |
| Professional Behaviours | <p>Applicants are expected to respect and uphold the College's Mission of "Excellence in Christian Co-Education", support the Christian ethos of St Peters Lutheran College, and uphold the Code of Conduct and Valuing Safe Communities standards.</p> <p>All employees are expected to demonstrate courtesy, co-operation and teamwork with fellow members of staff, and actively and effectively participate in reasonable directions provided.</p> |
| Child Protection | All employees of St Peters are required to complete annual Child Safety Training. New employees must complete this training upon commencement, and/or provide certificate |



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| | <p>of completion from previous workplace.</p> <p>Employees must understand and adhere to the College's Child Protection Policy and Procedures.</p> |
| Health & Safety | <p>All employees are required to take reasonable measures to protect their own health, safety and wellbeing, and that of others, and to follow all reasonable Health and Safety policies, guidelines, and directions.</p> <p>Managers hold additional accountability for operational management of safe work practices in their area, including making appropriate resources, information, and training available to their team members.</p> |
| Policies & Procedures | <p>Employees are expected to understand and act in accordance with St Peters policy and procedure documents that are available on the College's intranet, relevant legislation and directions within the employment contract and/or <i>Queensland Lutheran Schools Single Enterprise Agreement</i> and take the responsibility to maintain currency with these.</p> |
| Compliance Requirements | <p>Right to work in Australia</p> <p>Current Blue Card and/or Queensland College of Teachers Registration.</p> <p>Identified positions will require additional security clearances. All successful candidates will be required to obtain and maintain currency and levels of security clearance.</p> <p>Timely completion of mandatory training requirements and training relevant to their role.</p> |
| Other Relevant Information | <p>The College will conduct relevant and required applicant checks which includes and is not limited to, contacting current and previous employer(s) to substantiate employment history, past conduct and performance.</p> <p>St Peters Lutheran College aims to be a preferred employer by fostering and valuing diversity, ensuring equitable and fair treatment for all, and respecting and upholding human rights.</p> <p>The College is committed to increasing the participation rate of Aboriginal and Torres Strait Islander people through best-practice recruitment methods and producing positive training and employment outcomes for Aboriginal and Torres Strait Islander people within the wider communities.</p> <p>The collection and handling of information will be consistent with the requirements of the <i>Privacy Act 1988</i>.</p> |
| Further Information | <p>Further information about St Peters can be found at www.stpeters.qld.edu.au</p> |

Reviewed: 6 May 2026

Approved by People & Culture: 14 May 2026