

Subject Coordinator – Secondary

POSITION DESCRIPTION



Reporting to:	Head of Teaching and Learning - Secondary
Teaching:	Ongoing
Employment Fraction:	Full Time
Teaching Fraction:	0.85 FTE
Leadership time release:	0.15 FTE
Leadership Tenure:	Three years
Leadership Salary:	Level 2
Prepared:	June 2026

Position Context

Hume Anglican Grammar is an independent, multi-campus, co-educational and Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. The School aims to provide its students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible. It is Hume's fundamental belief that young people who are genuinely happy will engage, aspire and thrive within our learning community. By establishing high standards in all that it does, every student is encouraged and supported to discover and fulfil their unique potential.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus. Hume is a progressive school, not just in the development of buildings and grounds, but also in innovative thinking and advancements in its approach to teaching and learning. This is led by a group of dedicated and expert teachers who practise their craft with skill, and by building the strongest of relationships with students. It is not by chance that Hume has young people who readily display warmth, humour and respect for one another and their teachers.

After 3 years located elsewhere, in 2011 the School commenced in Mickleham the Prep to Year 12 Freier campus on 10 hectares. In 2019, it opened another Prep to Year 12 campus in Donnybrook on an 8-hectare site. Starting with junior Primary year-levels, this campus will ultimately have an enrolment of 1,596. At Donnybrook, the Primary school has reached capacity with 588 students (as with Freier Primary) and with Secondary commencing in 2023 next year will have 784 Year 7 to 11 students. Each year as additional classes and year levels are added, it will progress to offer Year 12 in 2028.

In 2023, the School opened its third campus in Kalkallo, as a Primary and a feeder to the Freier and Donnybrook Secondary schools, it has followed a similar growth pattern to Donnybrook reaching capacity this year with 588 students.

In 2027, the School will enrol 3,408 students and expected to employ near 400 staff. The student enrolment at each campus will be at Freier 1,448, Donnybrook 1,372 and Kalkallo 588. Ultimately, by 2029, will have some 3,640 students (Freier 1,456, Donnybrook 1,596 and Kalkallo 588) with a corresponding cohort of teaching and general staff over 400 across its three campuses. It is expected to be one of the largest non-government schools in the State.

Recently, the School announced its acquisition of a 10-hectare parcel of land in Wollert for its fourth campus planned to open in 2033. This will comprise two Primary schools and a Secondary school and when it reaches its capacity, will enrol over 2,500 students. In all, Hume Anglican Grammar will

ultimately educate over 6,000 students, with plans for further expansion.

Variation to the Role

Due to circumstances surrounding a particular appointment, there may be variations to the role as described at the top of this page. If so, it will be detailed below.

There are no variations to the role.

Purpose of the Position

Hume Anglican Grammar acknowledges the critical role of school leaders in developing a positive culture across the school community which draws links between teaching and learning and improved learning outcomes.

A Subject Coordinator leads the scope and sequence of the academic program and provides expert advice to the teachers within their area of responsibility. With knowledge of contemporary teaching and learning practices, and extensive experience within their area, the Subject Coordinator guides the delivery of a relevant, stimulating, and effective teaching program. They will encourage a safe, challenging, and inspirational environment, whilst promoting the School's philosophy, policies, and procedures.

A Subject Coordinator is recognised and respected by colleagues, parents, and community members as a model teacher. They have demonstrated consistent and innovative teaching practice and initiate and lead activities that focus on improving educational outcomes and opportunities for all students. They continue to seek ways to improve their own practice and to share their experience with colleagues. They are confident in mentoring teachers, using activities that develop knowledge, practice, and professional engagement in others. They encourage creative and innovative thinking among colleagues.

A Subject Coordinator encourages a learning ethos and maintains the growth of a high-performance culture of continuous improvement. They will promote teaching and learning as the core business of the School, facilitating and fostering a positive and productive learning climate for staff and students.

A Subject Coordinator reports to the Head of Teaching and Learning and is directed by the Director of Teaching and Learning in respect to the strategic development and enactment of the Vision for Teaching and Learning across the School. They work in close collaboration with their corresponding Heads of Faculty, fellow Subject Coordinators and their section's Academic Officer, they also have a close collaborative relationship with the equivalent Subject Coordinator at the other Secondary campus. They are a permanent member of their Section's Curriculum Committee.

Responsibilities and Duties

Subject to the discretion of the Principal, a Subject Coordinator is responsible for managing the academic program within their area of responsibility.

General responsibilities include:

- Developing, implementing, evaluating, and revising the selection and sequencing of curriculum within their subject area
- Monitoring and directing teachers to ensure the key principles of teaching and learning in the subject are in place
- Supporting teachers with resourcing and advising as appropriate
- Collaborating with colleagues, in particular Heads of Faculty other Subject Coordinators, and VCE Coordinator (for secondary), to develop consistent pedagogy and documentation
- Leading curriculum mapping processes and activities as relevant to their subject area
- Creating, reviewing, and amending as necessary, relevant sections of curriculum guides
- Ensuring systems are in place for tracking student progress over time in relevant learning
- Evaluating and updating annually the relevant component of assessment schedules in conjunction with their Head of Teaching and Learning

- Leading regular scheduled subject area meetings that inform subject teachers and provide a collaborative setting for essential administrative tasks and professional learning
- Providing subject area input into the analysis of student results and other diagnostic data and ensure recommendations are understood and acted upon by subject teachers
- Facilitating communication between teachers in all year levels of the subject area
- Working with the subject teachers to review planners and providing feedback
- Coordinating the reporting process within their subject area
- Facilitating community awareness of best practice e.g. organise, as appropriate, parent information evenings, curriculum nights, newsletter articles, etc
- Being an active member and contributor of their Curriculum Committee
- Providing advice to their Head of Teaching and Learning and Head of Secondary in the construction of the timetable as it pertains to the subject area, in particular the allocation of staff
- Overseeing the allocation of subject prizes and subject area awards
- Managing booklists and resources within their subject area
- Overseeing Shine initiatives within the subject area to ensure stretch and challenge for students with high ability in the subject
- Developing staff through facilitation of the school's Annual Reflection and Development process
- Proactively building a close collaborative relationship with equivalent curriculum leader at the other Secondary Section, maximising the advantages of a multi-campus school and mitigating its risks, to ensure an equitable and high-quality curriculum
- Overseeing the professional development of staff in their subject area including closely supporting those teachers new to the profession
- Formulating and managing the budget for their subject area
- Assisting their Head of Teaching and Learning and Head of Secondary in the selection, appointment, and management of staff
- Undertaking the duties of a teacher as defined by the Position Description for a Teacher
- Carrying out other duties as directed by the Principal

Qualifications, Skills and Experience

Essential

- Relevant tertiary qualifications
- Sound understanding of curriculum design and teaching & learning practices
- Expert knowledge of the scope and sequence of learning in the subject area
- Demonstrated organisational and time management skills
- Interpersonal skills of a high order, particularly in supporting and motivating young people and staff
- Personal sense of initiative, energy, and enthusiasm
- A resourceful leader and team member willing to operate in a collaborative environment
- Outstanding communication and interpersonal skills to build relationships with key stakeholders
- Commitment to professional learning and continuous improvement
- Current registration, or immediate eligibility for registration with the Victorian Institute of Teaching

Desirable

- The ability to lead effective teams
- Post graduate qualifications in the subject area or in educational management and leadership
- Involvement in external professional communities and subject associations

Personal Qualities

- Very good communication and interpersonal skills to build relationships with key stakeholders

- Ability to motivate staff and influence the development of student learning
 - Sound organisational skills, planning, analytical and strategic thinking capabilities
 - A resourceful team leader who can operate in a mentoring, collaborative, and inclusive manner
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Key Selection Criteria

1. An in-depth knowledge of their subject's curriculum and understanding of the best pedagogical approach to its teaching
2. The ability to effectively lead and provide direction to teachers at all stages of the teaching and learning cycle, which includes planning, developing, teaching, assessing, and reporting.
3. The ability to engage with all key stakeholders across the School community and demonstrate a high degree of professionalism in interactions with colleagues, students, and parents

This Position Description may be altered from time to time to meet the operational needs of the School.