



POSITION DESCRIPTION

INSTRUCTIONAL LEADER

REPORTS TO	Head of Learning and Teaching
POSITION CLASSIFICATION	POL 4
POL ALLOWANCE	\$13,018
TIME RELEASE	750 minutes per fortnight
TENURE	2027
CONDITIONS	Employment is in accordance with the terms and conditions as outlined in the Catholic Education Multi-Enterprise Agreement (CEMEA) 2022 and any instrument which replaces it

OVERVIEW

St Columba's College Ltd is a Catholic secondary girls' school located in Essendon under the stewardship of Mary Aikenhead Ministries and conducted in the tradition of the Sisters of Charity.

Staff at St Columba's College are called to be co-workers in the ecclesial mission of witnessing and proclaiming God's reign.

All staff members of St Columba's College are expected to support Catholic education in the spirit of Mary Aikenhead as expressed in the College's Vision and Mission statements. Leaders are expected to reflect the values of Mary Aikenhead Ministries in the way that they perform their leadership role and in the relationships they form with all members of the College community. In particular, Leaders are called to model and practice the Dimensions described in the document *By This Everyone Will Know*.

- The love of Christ Impels us
- Preferential option for the poor
- Going to the margins
- Trust in divine providence
- Called to be extensively useful
- Contemplatives in action

Each staff member's role is designed to contribute to the best possible educational outcomes for all students, enhance the community's strengths and ensure careful stewardship of the College's resources.



COMMITMENT TO CHILD SAFETY

St Columba's College is a child safe environment. Our College actively promotes the safety and wellbeing of all students, and all College staff are committed to protecting students from abuse or harm, in accordance with their legal obligations including Child Safe Standards. The College's Child Safety Code of Conduct is available on the College website. Every staff member will have a demonstrated understanding of the College's Child Safety Code of Conduct. Applicants should have the following qualities and capabilities:

- experience working with children
- a demonstrated understanding of child safety
- a demonstrated understanding of appropriate behaviours when engaging with children
- familiarity with legal obligations relating to child safety (e.g. mandatory reporting)
- be a suitable person to engage in child-related work.

POSITION SUMMARY

Instructional Leaders work collaboratively as part of the Learning and Teaching Team. They play a key role in strengthening contemporary learning and teaching practices across the College through curriculum development, pedagogical leadership, coaching and professional formation.

At the heart of this role is the capacity to build authentic, life-giving relationships that foster trust, collaboration and growth. Instructional Leaders support staff to reflect on and enhance their practice, recognising that meaningful and sustainable improvement occurs through shared responsibility, professional dialogue and collective efficacy.

The Instructional Leader is responsible for supporting the ongoing development, implementation and evaluation of high-quality learning and teaching programs that engage students, promote growth and reflect contemporary educational practice. Through curriculum leadership and coaching, Instructional Leaders contribute to a positive culture of learning where both staff and students are encouraged to flourish.

The role has two key areas of focus:

Curriculum Leadership

Instructional Leaders support the design, development and review of curriculum programs that are relevant, innovative and responsive to the evolving needs of learners. They promote curriculum that is purposeful, inclusive and aligned with the College's Catholic identity, enabling students to develop their knowledge, skills and understanding while experiencing learning as a pathway to hope, purpose and connection with the world around them.

Pedagogical Leadership and Coaching

Instructional Leaders support the ongoing development of teacher practice through coaching, mentoring and professional conversations. They work alongside staff to strengthen pedagogical approaches, ensuring classroom practice reflects evidence-informed approaches to learning and supports every student to achieve their potential. Through sustained professional relationships, Instructional Leaders encourage reflection, experimentation and continuous improvement.

Instructional Leaders will work flexibly and collaboratively with the Head of Learning and Teaching and the broader Learning and Teaching Team to respond to the priorities and needs of the College community. Collectively, the team will take responsibility for strengthening curriculum and



pedagogy across St Columba's College and supporting the ongoing development of staff and student learning.

Instructional Leaders may be assigned to specific Learning Areas and/or Year Levels as determined by the Learning and Teaching Team. They will work in partnership with Learning Area Leaders and teaching staff, providing support, coaching and guidance to foster pedagogical growth and enhance learning outcomes across the College.

KEY ACCOUNTABILITIES

The Instructional Leader will:

- Using a coaching model, support teachers in the continuous development of their pedagogical practice including the delivery of the Performance and Development Program.
- Support the design, development and review of inclusive, innovative and engaging curriculum programs that cater for the needs of all learners, and which reflect best practice in girls' education
- Contribute to, monitor progress and action specific areas of the College AAP
- Contribute to the Professional Learning program (such as Teaching Meeting resources, agenda items and whole teaching staff Professional Learning) to support continuous improvement and innovation
- General responsibilities.

Using the coaching model, to support the holistic needs of teachers in continuous development of their pedagogical practice including the delivery of the Performance and Development Program

- Be attentive to the holistic needs of staff and live out the vision of the College Learning, Teaching and Wellbeing Model.
- Nurture a positive climate of growth, engaging in continuous professional dialogue that builds shared language, knowledge and expectations.
- Oversee the development, implementation and review of the College Performance and Development Program.
- Plan for and support the capacity building of all teachers as teaching and learning innovators.
- Provide evidence-based feedback to teaching staff formally through the Performance and Development Program and informally as part of mentoring and coaching.
- Provide coaching support for teaching staff in the areas of teacher development.
- Contribute to a wellbeing culture working collaboratively with House Leaders, Learning Area Leaders and Subject teachers to improve learning outcomes for all students.
- Take overall responsibility for wellbeing, workload and accountability matters that arise with allocated teaching staff, as per the Staff Responsibility and Accountability Policy.

Design, development and review of inclusive, innovative and engaging curriculum programs

- Build the capacity of others to seek, critically assess and incorporate new ideas into existing curriculum processes and programmes.



- Identify needs, initiate change and facilitate and encourage innovation in the area of curriculum planning and design with reference to student needs and current education policy and practice.
- Work collaboratively as a member of the Learning and Teaching team to develop personalised approaches to curriculum design and planning, including the development of authentic learning projects and problem-based approaches to learning, which incorporate the development of contemporary, future-focussed skills.
- Monitor and facilitate approaches to formative and summative assessment within the learning and teaching program.
- Work with staff members and teaching teams to incorporate into curriculum design teaching and assessment strategies that support differentiated approaches to learning, that challenge all students and support inclusive approaches to learning and teaching.
- Ensure that course documentation is prepared according to College guidelines, draws upon contemporary curriculum frameworks, e.g., Victorian curriculum, VCAA Study Designs, is up-to-date and accurately reflects the teaching and learning program.
- Support staff in the use of the learning management system to develop, document and deliver learning programs.
- Investigate areas within the curriculum most suitable for the inclusion of sustainable education.

Professional Learning to support innovation

- Lead the provision of professional learning and develop individual and team performance and development plans for teaching staff within the priorities of the school.
- Work cooperatively with key staff to plan for the provision of professional learning in the areas of curriculum design and planning and pedagogical practice.
- Model the approaches to performance and development for teachers and leaders through commitment to ongoing professional learning.
- Develop and promote school-wide professional learning structures, processes and protocols through Professional Learning Communities.
- With the Human Resources Manager support and monitor the work of teachers new to the College, especially beginning teachers.
- With the Human Resources Manager, support the recruitment and interview process.

General Responsibilities

- Respond and remain attentive to expressed and perceived needs of teaching staff
- Support the Learning Area Leader to respond to parent queries and complaints regarding the Learning and Teaching Program.
- Engage with the school community and beyond, to build diverse and inclusive partnerships to positively impact on students' growth and learning.
- Ensure that learning and teaching programs and practices reflect VCEA , MAEA and St Columba's College Policies and Processes; and that these are communicated to staff.
- Collaborate with the Learning Area Leader, to ensure that all courses are documented and updated annually.
- Take responsibility for ensuring that staff members and students within their teams implement sustainability best practices within the College community.



- The Instructional Leader will, at times, be required to undertake other duties related to the role as directed by the Principal.

SELECTION CRITERIA

- A commitment to the Catholic identity, mission and values of St Columba's College, including accreditation to teach in a Catholic school and/or accreditation to teach Religious Education, with the capacity to contribute to a learning culture that promotes faith, hope, inclusion and the flourishing of every student.
- Appropriate teaching qualifications and demonstrated success as an educator, with a commitment to excellence in teaching practice and the ability to model high-quality, contemporary approaches to learning and teaching.
- A demonstrated capacity to be an exemplary teacher and instructional leader, inspiring colleagues through effective classroom practice, reflective teaching and a commitment to ongoing professional growth.
- Highly developed knowledge of contemporary learning and teaching practices, including evidence-informed approaches to pedagogy, curriculum design, assessment, differentiation and student engagement.
- Demonstrated experience in curriculum leadership, including the ability to support the design, implementation and evaluation of innovative, relevant and responsive learning programs.
- Demonstrated capacity to lead pedagogical growth through coaching, mentoring and professional dialogue, building the capacity of colleagues and fostering a culture of collaboration, reflection and continuous improvement.
- Strong interpersonal and relational skills, with the ability to establish authentic, respectful and life-giving relationships that support trust, professional growth and collective teacher efficacy.
- The ability to use evidence, data and reflective practice to inform decision-making, and support improved learning outcomes for students.
- Proficiency in the use of educational technologies, with the capacity to support staff in the effective integration of technology to enhance teaching practice and student learning.
- A commitment to ongoing professional learning and leadership development, including a willingness to undertake or continue postgraduate study in learning and teaching. National Teacher Certification Accreditation (HALT) would be highly regarded.

RISK AND OCCUPATIONAL HEALTH AND SAFETY

All staff will:

- comply with legislated occupational health and safety practices and participate in consultative processes
- observe safe work practices in accordance with training and instruction given
- identify, report and where appropriate, action risks/hazards in order to eliminate or mitigate against the risk recurring (risks arising in the workplace may be financial, site, task or person specific or related to safety)
- promote and implement occupational health and safety and risk mitigation processes within and across this area of responsibility.



TEAM MEMBERSHIP

- Innovations Committee (representative)
- Instructional Leadership Team
- Learning and Teaching Team
- Professional Learning Committee (Representative)
- Other Committees as required

OTHER REQUIREMENTS

- Formal appraisal in the penultimate year of appointment
- Flexibility to vary working hours to fulfil the requirements of the position
- Professional Business attire

AUTHORISED BY PRINCIPAL
JULY 2026

