



FLINDERS

CHRISTIAN COMMUNITY COLLEGE

Hope & Purpose through Christian Education

Deputy Head of Secondary - Teaching and Learning

1. POSITION IDENTIFICATION

Title	Deputy Head of Secondary - Teaching and Learning	Level	HS
Campus	Tyabb / Carrum Downs	Agreement/Award	Non-EBA
Reporting To	Head of Secondary School	Date effective	TBC
Last updated	June 2026	Position No.	PC.70.1

2. INHERENT REQUIREMENTS

Purpose

We bring hope and purpose to our community through Christian education.

Vision

To be a Transformative Christian Learning Community.

Values

We value:

- Love, Faith, Integrity, Humility, Grace, Excellence, Perseverance.

All staff at Flinders Christian Community College model and demonstrate the reality of the Gospel by the way they undertake their employment responsibilities and by the way they live. Every activity undertaken by the College must be characterised by love, mercy, forgiveness, reconciliation, humility and justice, all elements demonstrated by Christ's life, death and resurrection, which is the core of the Gospel.

Employees must agree with the College's:

- Vision, Mission, Values, Philosophy of Christian Education;
- Statement of Identity;
- Statement of Faith;
- Nicene Creed and Apostles Creed.

The employee will have an in-depth knowledge of the ethos of the College (below) and the principles by which it operates and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

All employees are expected to:

- Uphold the practical demonstration of Faith in Christ and the College's underlying Christian beliefs and ethos in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others within and beyond the College
- Act responsibly to protect the safety and security of our students and other staff at all times
- Encourage positive behaviours and attitudes in students and others that demonstrate respect for all

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- Perform duties in a responsible and professional manner, with due regard for the College's policies and other legal requirements and obligations
- Exert responsible stewardship of College resources
- Promote and protect the College's reputation in the wider community
- Act appropriately when a conflict arises between the individual's personal interest and their duty to the College.

Employees must support the College values and policies, and conduct themselves in a way which is consistent with the ethos of Flinders Christian Community College. Specific expectations of employees are detailed in the College Policy Handbook which located on the Colleges' intranet.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a safe work environment for themselves, their co-workers, students and the college. This position description is subject to the Risk Management Strategy/Policy and OHS Policy. The employee must ensure that prescribed tasks are performed subject to established risk assessments and safe work practices. To that end, the following are also requirements of this role:

- a. Report all hazards observed including any potentially unsafe work practices;
- b. Report all incidents of injury or near miss;
- c. Actively Participate in all professional development and training regarding Risk management and OHS;
- d. Cooperate with any reasonable request for action to ensure the safety of self and others and the mitigation of risk to the College.

5. CHILD SAFETY

Our College is committed to child safety. We have zero tolerance of child abuse. Our robust HR practices are strictly adhered to ensure that all employees understand their obligations with respect to Child Protection and the College's commitment to keeping our children safe.

6. PURPOSE OF POSITION

The role is concerned with raising achievement for staff and students through a pedagogical transformation to improve curriculum implementation, teaching and professional learning as a member of the School leadership team. The role will have, (or will develop) a thorough understanding of the Flinders Learning and Teaching framework, ensuring this is the sounding board for all decisions. They will have a willingness to experiment and apply the best ideas for education and learning. The DHoS-TL must have an in depth knowledge of the ethos of the College and the principles by which it operates and must be willing to support these unreservedly.

From time to time, the DHoS-TL may be required to act in place of the Head of School when they are absent. It is recognised that the DHoS-TL is generally the second most senior educator role in the Sub School.

7. WORKING RELATIONSHIPS

- Reports to Head of School.
- Works in partnership and consultation with the Director of Kindergarten and the Head of Sections.
- Consults with the Head of Campus and Head of Primary School.
- Consults with Heads of House on certain issues.
- Member of the Campus Curriculum Committee.

8. ACCOUNTABILITIES AND RESPONSIBILITIES

Vision and Strategy

Support the realisation of the College vision and goals as articulated by the Head of Campus and Executive Principal.

- Planning, initiatives and outcomes are aligned with campus and organisational vision and strategy

Curriculum

- Develop within the educational context of the sub-school a strong understanding of Christian world view and its implications for curriculum development
- Contribute to the whole school's curriculum vision, development, planning and review in conjunction with other curriculum leaders
- Collaborate with counterparts at other campuses with respect to whole College curriculum matters
- Provide direction and support to Kinder and Primary School teachers in reviewing and enhancing curriculum application within the School. Assisting the Head of Primary School in enhancing and streamlining transition between Kinder and Primary.
- Liaise with the Head of School, and other relevant staff re: development, provision, assessment and review of Learning Technologies in the curriculum.
- Provide regular feedback to the Head of Campus and Head of School on the effectiveness of curriculum programs and pedagogy.
- Convene staff discussions and, where necessary, take initiative or draft a response to curriculum issues
- Ongoing review of the sub School in collaboration with the Head of School.
- Attend regional, state, and national conferences that relate to, and impact on, the development of curriculum at Flinders.
- Disseminate incoming curriculum materials relevant to all Teachers by summarising or adding background information where necessary
- Ensure educational philosophy is informed by current research and best practice. Manage the online reporting system – Moodle (LMS)
- Manage and coordinate Moodle courses for sub School.

- Christian world view consistently evidenced in curriculum
- Effective collaboration and collegial development of curriculum aligned with College vision and mission
- Curriculum is implemented and documented in accordance with VCAA, Australian Curriculum and policy requirements
- Effective timely review and continuous improvement of curriculum application in liaison with other stakeholders
- Professional Development and networks are attended and inform FCCC curriculum development. Information is disseminated and communicates to staff effectively.
- Educational philosophy is current and in accordance with best practice
- Assessment and reporting is managed in accordance with College Mission, Vision, Values and Strategic Plan, regulatory compliance and College policy
- Online reporting system is actively managed and monitored, gaps identified, and improvements demonstrated
- Reporting data provided and uploaded by due dates
- Sub School courses current and up to date at all times.

Reporting and Assessment

- Support the Head of School and relevant parties in coordinating discussion, implementation and

- Head of School is provided with the necessary support for assessment and reporting review

review of student assessment and reporting within the sub School. • Oversee assessment and reporting arrangements in conjunction with the Head of School. • Provide regular feedback to the Head of Campus and Head of School on the effectiveness of reporting • Ensure that all policies and practices related to assessment and reporting are in line with government requirements and in line with College Vision and Values. • Analyse and evaluate data as well as implement curriculum, curriculum design and effective instructional methods. • Manage the online reporting system – Moodle (LMS) • Administer and undertake data analysis of Moodle integrity reports. • Review PowerBi Gradebook data and report to Head of School. • Manage and coordinate Moodle courses for sub School.	according to Flinders systems and cross-campus processes ▪ Head of Campus receives regular feedback and as requested re: effectiveness of reporting ▪ Assessment and reporting is managed in accordance with College Mission, Vision, Values and Strategic Plan, regulatory compliance and College policy ▪ Student testing is co-ordinated in accordance with associated requirements ▪ Online reporting system is actively managed and monitored, gaps identified, and improvements demonstrated ▪ Accurate Reporting data provided and uploaded by due date ▪ Sub School courses current and up to date at all times.
Leadership • Primary: Oversee with the Head of School and Director of Kinder (for K3-4) the mentoring process for all new staff within the Early Years, including Provisionally registered teachers. • Facilitate meetings with relevant departments • Effective communication with staff including but not limited to: Head of Campus, Head of School, Director of Kinder, Director of Wellbeing, Educational Support Co-ordinator, other DHoS-TL's.	▪ Provisionally Registered Teachers are mentored and meet all VIT and College requirements ▪ Strong and robust collegial relationships
People • Under the direction of the Head of Campus and Head of School, develop and refine a streamlined staff performance management system. • Assist in staff interviews where required.	▪ Performance Management system is administered in accordance with College policy and due dates ▪ Participation in recruitment contributes to selection of talent that fits with College culture, values and pedagogy.
Staff professional development • Disseminate information on professional learning opportunities • Manage the documentation of staff attendance at all professional learning activities • Draw staff attention to current research findings and promote staff research • Co-ordinate the sub School Professional Learning Program (PLP) with the Head of School.	▪ Staff are provided with valuable and timely professional development information ▪ Staff Professional Development records are accurate and up to date ▪ Staff research is actively communicated and encouraged

	PLP is planned, administered and delivered in accordance with College objectives and identified requirements.
Stakeholder Management - Communicate with parents, students and staff about issues related to teaching and learning - Attend evening functions and meetings connected with the College where required - Attend relevant network and meetings out of College hours.	- Communication with parents, students and staff is effective and consistent with College values, culture and educational best practice - Evening functions and meetings are consistently attended where required - Networks and out of College hours meetings are consistently attended where required.
Operational Duties as Deputy Head of School From time to time, the HoTL may be required to act in place of the Head of School when they are absent. It is recognised that the HoTL is generally the second most senior educator role in the Sub School.	- Assist Primary Section Heads / Heads of House / Head of School with behaviour management. - Co-ordinate and run Primary events such as chapel or morning devotions. - Run Sub School meetings and, in some cases, assemblies. - Assist Primary Section Heads / Heads of House to contact parents. - Prepare weekly staff briefing notes if necessary - Manage immediate staff issues - Prepare weekly staff briefing notes - Meet 1:1 with key SubSchool leaders - Manage immediate student issues - Meet with Student leaders
9. WORK RELATED REQUIREMENTS / SELECTION CRITERIA	
Essential knowledge: The role requires the skills and attributes of an outstanding educational leader. The successful applicant will have a passion for teaching and learning.	
Essential skills: - Mature Christian demonstrating Godly wisdom and Christ-like qualities - A well-developed understanding of and commitment to the principles of Christian education - Demonstrated successful teaching experience - Experience in and awareness of current teaching and learning issues, research and practice - Interest and experience in the integration of technology into teaching and learning in the classroom and also in relation to data analysis - Demonstrated ability to organise, lead and deliver professional learning programs - Demonstrated ability to initiate, organise and lead projects through a collaborative approach with other team members - Highly developed skills in leading and managing change in an educational setting, including the leadership of others in the process of change - A highly developed capacity to motivate staff, develop their talents and build an effective team - Well-developed interpersonal skills - Administrative ability - Effective problem-solving skills - Flexibility, workload prioritisation, manage multiple tasks effectively and proactivity. - Lead the development of a team of educators to establish best teaching practice for this age group.	

Living the vision and values:

Keeping the vision and values of Flinders Christian Community College at the forefront of decision-making and action.

10. POSITION DIMENSIONS

NUMBER OF STAFF DIRECTLY REPORTING TO POSITION	0
LOCATIONS	Tyabb / Carrum Downs
ALLOWANCES/SPECIAL CONDITIONS	
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	N/A
OTHER IMPORTANT DIMENSIONS	