

Position Title: Head of Learning - Mathematics

Dated: August 2026

Reports to: Director of Curriculum

Prepared by: Director of People and Culture

Position Purpose

This position of responsibility is a rewarding position that ensures teaching and learning of the faculty is consistent across all years within the College. Excellent subject and pedagogical knowledge are essential, as well as strong organisational and interpersonal skills.

The Head of Learning is expected to liaise with the Academic Leadership Team and other relevant staff.

The Head of Learning is expected to respond to queries from parents and students, oversee all faculty reports and exams and order additions to the faculty professional library. Most importantly, a love of teaching their subject and a desire to support all learners will be paramount. This includes planning a scope and sequence of learning activities across Years 5 to 12, including appropriate assessment strategies.

Position Status

While the teaching component of this role is permanent, the Head of Learning position is a tenured position for up to three years.

The position attracts monetary responsibility points and an appropriate teaching load. These are set out in the individual contract.

The Head of Learning – Mathematics has responsibility for Years 5-12 and works closely with the Junior School to ensure continuity of Mathematics across the College.

The Head of Learning – Mathematics is supported by a Deputy Head of Learning – Mathematics and Mathematics Year Level Coordinators.

The Role of Head of Learning

Heads of Learning are part of the curriculum leadership team at St Leonard's College, which is responsible to the Principal, through the Director of Curriculum for leadership in:

- supporting the Mission, Vision and Values of the College
- continuing to develop exemplary teaching and learning strategies within the faculty
- promoting the specific Learning subject area(s) through information nights and other sessions with parents and students
- actively support the College Teaching and Learning Policy
- monitoring and developing curriculum initiatives
- enhancing the use of ICT within the faculty
- the synergy, morale and effective functioning of the various elements that make up the faculty

- excellent communication at both the intra and inter faculty level
- the cohesion within the faculty between the different sections of the College
- promoting the College and the profession by contributing to the educational debate outside of the College.

Heads of Learning are required to manage their faculty by:

- taking responsibility, in collaboration with their staff for the preparation of course documentation for the faculty using the Understanding by Design Framework
- planning a scope and sequence of learning activities across years 5 – 12, including appropriate assessment strategies
- continue to lead and support curriculum initiatives including Concept-Based Curriculum development and Cultures of Thinking
- coordinating the continuous report writing process by monitoring the feedback of their staff
- overseeing the faculty site on the College's content management system (STL Link), including resources, course documentation for IBDP and VCE, assessment timelines and faculty news
- holding regular minuted meetings of the faculty and ensuring that sub-faculty meetings are also held
- assisting in planning the organisational structure of the faculty and in the selection, interview and induction of new staff
- monitoring classroom practices within the faculty by regularly participating in classroom observation with all members of the faculty
- taking part in the College leadership appraisal process
- contributing to the appropriate appraisal processes and implementation of any measures to support staff within their faculty
- taking responsibility for faculty allotments
- encouraging members of the faculty in their professional growth by disseminating information on courses, discussing reports of professional learning activities attended by faculty colleagues, etc.
- ensuring faculty resources for student learning i.e. textbooks or apps, are appropriate
- preparing and administering the faculty budget
- encouraging participation by students in competitions that enhance learning
- any other tasks deemed appropriate in the role

Key Performance Indicators

Academic Leadership

Heads of Learning are expected to provide academic leadership to their teams as they continue to develop the world's best practices in curriculum delivery. This will include but is not limited to:

- Provision of academic material to develop the professional learning and subject expertise of faculty members
- Leading the implementation of Cultures of Thinking and facilitating a cultural shift in the way curriculum is delivered
- Heads of Learning will be asked to include Faculty Meeting Agendas and supplementary reading material in their tri-annual review document.

Professional Learning

Heads of Learning will be active members of various professional learning programs including various Leadership Forums, Learning Forums and seminars. In addition, Heads of Learning are expected to support the Innovative Learning Community (ILC) work of their faculty members and keep abreast of the impact that the work of ILCs is having on the practice of their staff.

Use of Data

Heads of Learning are expected to actively engage in the analysis of student data to inform best teaching practice and classroom differentiation. This will include an annual review of IB and VCE results, NAPLAN results and other internal testing data. Heads of Learning will be asked to report on how each team is using data to inform their curriculum delivery and ensure staff are actively using data analytics tools including TrackOne. Specific strategies to improve results based on data analysis should be reported as part of the tri annual review.

Staff Observations

For each semester, Heads of Learning are expected to observe each member of their teaching staff at least twice. Particular attention should be given to early career teachers, teachers new to the College and teachers where concern about performance has been expressed. These observations should be reported as part of the tri-annual review report. Based on these observations Heads of Learning should identify 2-3 staff each semester who will be asked to administer a Raising Student Voice survey with their classes. The results of these surveys will be collated by the Academic Executive Administrator and forwarded to the staff member and Head of Learning to form part of their reflection on practice.

St Leonard's Curriculum Scope and Sequence

St Leonard's College is working towards the development of a Curriculum Scope and Sequence from years 5-10. Heads of Learning will continue to ensure that the curriculum at each year level builds on a set of core subject skills and concepts and allows for appropriate differentiation. Heads of Learning are expected to be informed but not limited by the Australian Curriculum and draw on World's Best Practice Curriculum to inform their curriculum design.

Overview of Teaching at the College

All faculties consist of dedicated teams of professionals who promote individual growth in the academic understanding of their students. They work closely in teams to develop differentiated programs that provide support and extension where needed. A typical lesson will provide inspiration, rigour, and stimulate curiosity and critical thinking. St Leonard's College has a culture of academic excellence which is driven by its motivated staff and supported by students' involvement in other opportunities to supplement and extend their learning beyond the classroom.

The successful applicant will be passionate about teaching and learning and be able to inspire their students. They will know the current research on best pedagogical practices and be able to work in a team, share resources and ideas, and be able to communicate clearly with students and their parents. They will promote a growth mindset and focus on each student's learning pathway, having strategies to determine their entry level and assess what each student needs to do in order to display growth in the student's learning. They will be competent users of technology to support their organisational and pedagogical practices.

Teachers are expected to undertake supervisory duties which are allocated in a roster either before school, at recess, at lunchtime or after school. They are also expected to be involved in cocurricular activities, which may

reflect particular skills and interests or as designated by the College. Teachers also undertake pastoral care responsibility. With each of these tasks, it is the practice of the College to share the responsibilities as evenly as possible amongst the teaching staff so that there is no unreasonable load on any member of staff.

All teachers are expected to attend staff meetings and other ad hoc meetings as arranged. It is also an expectation that all members of the teaching staff attend the College's major functions throughout the year.

Other Functions & Responsibilities

The responsibilities of a St Leonard's College teacher include, but are not limited to:

- Preparing and executing well-planned, academically rich and innovative lessons
- Developing a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs
- Employing a variety of effective teaching strategies to effectively implement the curriculum
- Ensuring that classrooms are places where technology is seamlessly, yet actively, employed to assist in effective learning
- Reporting on academic achievement to parents via the Continuous Reporting system and make appropriate levels of contact with parents as necessary
- Developing learning relationships with students that assist in developing the confidence and learning of St Leonard's College students
- Giving appropriate time to the planning of lessons and collaboration with other teachers as part of teaching teams
- Actively contributing to a culture of teaching and learning where teachers learn with, and from, each other and actively inquire into effective pedagogical practice
- Engaging in active and continuous professional learning that is relevant to their area/ subject discipline as well as concerns and debates in the education sphere more generally
- Being thoroughly versed in the policies of the College and abide by the policy directives
- Supporting Pastoral staff in ensuring that the expectations of student behaviour and dress are met
- Engaging with students in a variety of activities outside the classroom, including House and co-curricular activities.

Teachers at St Leonard's College are dynamic, enthusiastic professionals who are committed to:

- the development of learning and teaching programs with clearly defined outcomes
- the maintenance of effective assessment recording and reporting strategies
- the integration of ICT into teaching and learning in the classroom
- meeting all curriculum and assessment requirements
- engaging in cocurricular and pastoral programs of the College

Qualifications and Skills

- Relevant teaching qualifications and registration with the Victorian Institute of Teaching (VIT)
- Demonstrated outstanding classroom teaching skills across years 5 - 12
- Experience in teaching VCE or International Baccalaureate Diploma Programme (IBDP) French and/or Spanish would be an advantage
- Contemporary knowledge of the Mathematics curriculum, pedagogy and assessment

- Knowledge of contemporary pedagogy and innovative use of ICT in the classroom to enrich learning
- Outstanding written, verbal and interpersonal skills
- Experience in planning programs and the management of budgets and resources
- Ability to lead a team and actively support and develop team members
- Well-developed planning, organisational and administrative skills
- Demonstrates a solutions-oriented approach to problem solving
- An active contributor to a collegial work environment
- Willingness to uphold the ethos and values of the College

Professional Qualifications and Checks

Teachers

A relevant tertiary qualification in Education is required as a minimum and hold a current VIT Registration.

General Staff

Appropriate qualifications or experience specific to the role is a requirement.

It is a condition of employment that all staff provide a current Employee Working with Children Check or VIT Registration before their position will be confirmed. A Criminal Record check may also be requested in certain circumstances.

Child Safety and Wellbeing Responsibilities and Requirements

St Leonard's College has zero tolerance for child abuse.

St Leonard's College is committed to the safety and wellbeing of our students.

All employees are required to have a positive history of working with children, and be able to demonstrate their suitability, experience and attributes in relation to child safety.

Prior to commencing employment information will be collected in order to establish suitability for child-connected work as defined in Ministerial Order 1359, *Implementing The Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premise*.

Everyone working at St Leonard's College is responsible for the care and protection of the children and young people within our care and the reporting of information about suspected child abuse. This includes not only a strong belief but also a legal requirement to comply with the Child Safe Standards as gazetted by the Minister for Child Protection and the obligations set out in Ministerial Order No. 1359.

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Be responsible for understanding the St Leonard's College Child Safety and Wellbeing Framework; applying the College's Child Safety and Wellbeing Policy including being compliant with the Child Safety and Wellbeing Code of Conduct, Child Safety and Wellbeing Complaints and Concerns Procedure, Child Safety and Wellbeing Response and Reporting Procedure, Staff Student Boundaries Policy and being proactive in reporting any concerns or identified risk.
- Take all reasonable steps to protect children from abuse.
- Be aware of key risk indicators of child abuse, including harm caused by other children and students, to be observant, and to raise any concerns they may have relating to child abuse with the Principal, the Deputy Principal, the Head of Counselling Team or with one of the Child Safety Officers.

- Discuss their belief that a child is in need of protection with the College's Child Safety Officers so that they may obtain assistance and advice in relation to reporting their concerns to DFFH or Victoria Police. Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children.
- Promote the cultural safety, participation and empowerment of First Nation's people, students with a disability, students with linguistically and/or culturally diverse backgrounds, overseas students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students.
- Promote the safety, participation and empowerment of children with a disability.
- Promote the safety, welfare and wellbeing of students.

General Responsibilities

All staff are to be supportive of the St Leonard's College Mission Statement and to enhance the school's reputation as one which is a warm and caring environment, characterised by efficiency, professionalism and a willingness to meet the individual needs of those within its community.

This position is covered by the conditions stipulated in the *St Leonard's College Agreement 2023*, and any subsequent Agreement.

- The College:
 - is an equal opportunity employer
 - complies with the requirements of the Privacy Act
 - has a strong commitment to Health, Safety and Wellbeing
 - will not tolerate racism or harassment of any kind.
- College Standards - all staff are expected to actively support the following standards:
 - Communication – effective, helpful and positive
 - Confidentiality – Protect the privacy and confidentiality of all personal information (staff/families/students)
 - Teamwork – work together as a team to achieve the best results. Share information and collaborate across all sections of the College; trust, respect and support
 - Accountability – we do our work with honesty, integrity and enthusiasm
 - Performance – we perform to the best of our ability
 - Initiative – looking for opportunities to improve the way we work; flexible, adaptable and efficient.

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of duties attached to this position. The Position Description is subject to review in response to the changing needs of the College and the development of skills and knowledge of the successful incumbent.