

POSITION DESCRIPTION



The Cathedral School
of St Anne & St James
T O W N S V I L L E

ROLE TITLE:	Director of Teaching and Learning – Senior School
REPORTS TO:	Luke Baills (Principal) Tonia Gloudemans (Deputy Principal – Teaching, Learning, and Innovation) Simon Midson (Deputy Principal - Head of Senior School)
INDUSTRIAL AGREEMENT:	The Queensland Anglican Schools Enterprise Agreement
CLASSIFICATION:	Teacher – Promotional position
APPLICATION CLOSING DATE:	Applications will be reviewed as they are received. The School reserves the right to appoint prior to the closing date.

The The Cathedral School of St Anne & St James is seeking an outstanding educational leader to join our Senior School as **Director of Teaching and Learning - Senior School**. This key leadership position is responsible for driving curriculum excellence, pedagogical improvement, and academic performance across Years 10-12, while ensuring the highest standards of teaching, learning, assessment, and compliance. A teaching load is associated with the role.

Working closely with the Principal, Deputy Principal - Teaching, Learning and Innovation, and Deputy Principal - Head of Senior School, the successful applicant will provide strategic leadership in curriculum development, QCAA compliance, teacher growth, data-informed improvement, and student pathways. This is an exciting opportunity for an experienced educator and leader who is passionate about inspiring excellence in teaching and learning and helping students achieve purposeful futures.

Inquisitive Minds. Kind Hearts. Purposeful Futures. Join a leading Anglican co-educational school where you can make a significant impact on student achievement, teacher development, and the future direction of Senior School education.

ORGANISATIONAL ENVIRONMENT:

The Cathedral School is an Anglican co-educational school of approximately 1200 students from six weeks old to Year 12 including 170 boarding students from Years 7 to 12.

PURPOSE AND MISSION:

Inquisitive minds. Kind hearts. Purposeful futures.

We strive to create a community where every student is supported and empowered to reach their potential, developing the confidence, curiosity, and agency to shape their own learning within a caring and connected environment. Students are encouraged to grow not only as individuals but as engaged, connected, and responsible citizens who contribute to a shared purpose and the common good. We invite them to meet challenges in the way our founders intended – with love, courage, determination, service, and faith in God.

In this way, we nurture *inquisitive minds* to think deeply, *kind hearts* to act compassionately, and *purposeful futures* to be lived with meaning, hope, and resilience, honouring the vision that has united our Cathedral community for more than a century.

VISION:

Futures shaped by purpose, passion, and character.

We will achieve our vision of shaping futures by:

- Nurturing purpose, so that every member of our community knows who they are, what they value, and how they want to contribute:
- Embracing passion, so that lives are enriched with growth, balance, and joy:
- Developing character, through living the Gospel and building Christian community:

Our vision and mission bring together what we want all members of The Cathedral School community to know, love, and become.

ORGANISATIONAL EXPECTATIONS:

All employees are expected to conduct themselves professionally, ethically and responsibly in a manner that upholds the ethos and reputation of the School. Employees must treat students, families, colleagues, contractors, volunteers and the wider school community with courtesy, fairness and respect, and contribute to a safe, inclusive and child-safe environment.

Employees must comply with the School's policies, procedures, lawful and reasonable directions and organisational practices, including the Staff Code of Conduct – Student Safety and Wellbeing, Student Safety and Wellbeing Manual, Dress Code, Work Health and Safety requirements, privacy and confidentiality obligations, and mandatory training relevant to their role.

Employees must perform their duties to the best of their ability, be accountable for their conduct, decisions and performance, act honestly and in good faith, work collaboratively, and contribute positively to the School community.

The Cathedral School is committed to the safety, welfare and wellbeing of children and students. Employees must promote and protect student safety, maintain appropriate professional boundaries, exercise duty of care and supervision, and promptly report concerns, allegations, disclosures, risks or breaches in accordance with school procedures and applicable legal requirements.

Employees must complete annual induction and mandatory training, follow school procedures, take reasonable steps to prevent foreseeable risk of harm, and escalate concerns where a student's safety, welfare or wellbeing may be at risk.

As a condition of employment, employees must hold and maintain all qualifications, registrations, suitability clearances and authorities required for their role, including, where applicable, Queensland College of Teachers registration, a current Suitability Notice (Blue Card), National Police History Check, First Aid and CPR certification. Proof of qualifications will be required prior to commencement.

Employees must ensure they are fit for duty, take reasonable care for their own health and safety and the health and safety of others, and comply with work health and safety legislation, risk management processes and incident reporting requirements.

Confidential, personal and sensitive information obtained through employment must only be accessed, used, stored or shared for legitimate school-related purposes. Employees must not disclose information to unauthorised persons or use it for personal advantage, to benefit another person, or in a way that may cause harm or detriment to any person, body or the School.

Employees must communicate professionally, respectfully, accurately and in a timely manner, use approved school systems and processes where required, and maintain appropriate confidentiality in all dealings with students, families, colleagues and external parties.

Employees may be required to undertake duties outside their usual role or specialism, provided those duties are lawful, reasonable and within their skills, competency and capability. This position description is a guide only and is not intended to be an exhaustive list of duties.

PRIMARY ROLE PURPOSE:

The Director of Teaching and Learning - Senior School is a senior leadership position and the primary curriculum leader for Years 10–12. This role is responsible for the quality, coherence, and compliance-integrity of teaching and learning within the Senior School, working closely with the Deputy Principal - Head of Senior School (who leads culture, pastoral care, and community) and in partnership with the Deputy Principal – Teaching, Learning, and Innovation (who provides the whole-school curriculum architecture).

The Director of Teaching and Learning - Senior School carries the school's most significant curriculum compliance responsibilities, serving as the school's Principal's Delegate for QCAA, leading endorsement and confirmation processes, coordinating AARA adjustments, overseeing external examination preparation, and managing VET and senior pathway partnerships. Alongside these compliance functions, the role provides genuine pedagogical leadership: building teacher capacity, driving data-informed improvement, and ensuring that senior school students are well prepared for both academic success and post-school life.

The primary purposes of this role are to:

- **Lead curriculum quality across Years 10–12:** ensuring the school's senior curriculum is dynamic, diverse, evidence-based, and aligned with QCAA requirements; that senior school students have access to meaningful ATAR, VET, and alternative pathway options; and that the school's curriculum offering reflects national and international best practice.
- **Ensure QCAA compliance and integrity:** carrying the school's obligations as QCAA Principal's Delegate and Organisational Administrator, leading endorsement and confirmation, coordinating AARA processes, and ensuring all QCAA data, reporting, and examination requirements are met with accuracy and timeliness.
- **Drive pedagogical improvement:** building teacher capacity in the senior school through learning walks, lesson observations, coaching conversations, and professional learning grounded in the Whole-School Pedagogical Framework.
- **Lead data-informed improvement:** using QCAA data, internal assessment results, and learning analytics to monitor student progress, identify patterns and gaps, and work with Heads of Department to develop and implement evidence-based improvement plans.
- **Connect students to purposeful pathways:** working closely with the Careers and Pathways Advisor to ensure every senior school student has a clear, well-supported pathway – whether ATAR, VET, dual enrolment, or an alternative credential.

A teaching load is associated with this position.

DIRECTOR OF TEACHING AND LEARNING – SENIOR SCHOOL EXPECTATIONS:

The Cathedral School is guided by the Queensland College of Teachers Code of Ethics and the AITSL *Professional Standards for Middle Leaders*.

Working at this level, the Director of Teaching and Learning - Senior School at The Cathedral School is required to support the mission, aims, and strategic direction of the school through the delivery of effective teaching and learning programs, the Teacher Performance and Development Framework, analysing student performance data, and fostering an inclusive and challenging learning and working environment.

RELATIONSHIPS AND AUTHORITY:

The Director of Teaching and Learning - Senior School reports to the Principal, Deputy Principal – Teaching, Learning, and Innovation, and Deputy Principal - Head of Senior School, and works closely with the Assistant Heads of Junior and Middle Schools, Director of Operations, Director of ICT, Heads of Departments, Coordinators of Learning Enrichment and ESL, Careers and Pathways Advisor, and Tertiary and Careers Information Coordinator. Employees are responsible for their own work and are subject to stated objectives and professional standards.

The position operates with professional autonomy, drawing on extensive expertise to provide independent, strategic advice on the effective operation, development, and continuous improvement across their area of responsibility.

The role requires the exercise of significant discretion and sound independent judgement within the strategic and operational parameters established by the Principal, Deputy Principal – Teaching, Learning, and Innovation and Deputy Principal - Head of Senior School. The Director of Teaching and Learning - Senior School applies a broad and in-depth range of professional and technical skills across both complex and highly specialised contexts, ensuring initiatives align with the School's strategic priorities and governance framework.

The position demands a high level of initiative in the ongoing development and application of expert knowledge, including recognised leadership in key areas of specialisation. The Director of Teaching and Learning - Senior School undertakes duties of a critical and innovative nature within a professional management framework, demonstrating leadership in the application of best practice, emerging practices, and system-wide improvements.

Performance is measured through the achievement of defined targets, the successful introduction of initiatives, the effectiveness of team leadership and supervision, and the overall management and performance of the area of responsibility.

KEY ACCOUNTABILITIES:

The Director of Teaching and Learning - Senior School reports to the Deputy Principal – Teaching, Learning, and Innovation and Deputy Principal - Head of Senior School, and holds the following accountabilities, organised across the strategic pillars of *Growing Together 2026–2030*.

CURRICULUM ARCHITECTURE AND ALIGNMENT

- Implement the Whole-School Curriculum Plan across Years 10–12, ensuring all units of work are current, coherent, and aligned with QCAA syllabuses and the school's strategic priorities.
- Review and develop the Senior School curriculum offering – leading innovation and improvement to meet student needs, QCAA updates, and the school's strategic direction – in collaboration with the Deputy Principal – Teaching, Learning, and Innovation and Heads of Department.
- Review internal and external curriculum to ensure diverse and sustainable senior school pathways, including ATAR, VET, dual enrolment, and alternative credential options.
- Prepare the Senior School Curriculum Handbook, collaborating with the Careers and Pathways Advisor to ensure pathways, subject selections, and their implications are clearly communicated to students and families.
- Participate in cross-sub-school planning teams to ensure curriculum coherence and progression across the ELC–Year 12 continuum, with particular attention to the Year 9 to 10 transition.
- Work with the Learning Enrichment and ESL teams to ensure senior school curriculum is appropriately differentiated and that students with additional needs are supported across all learning areas.

QCAA COMPLIANCE AND EXAMINATION MANAGEMENT

- Serve as the school's Principal's Delegate and Organisational Administrator for the QCAA portal, fulfilling all obligations associated with this role with accuracy, timeliness, and full compliance.
- Lead the endorsement and confirmation processes for all relevant QCAA subjects, in collaboration with Heads of Department.

- Collaborate with the Assistant Head of Middle School to develop, implement, and monitor academic policies and procedures that meet QCAA requirements.
- Coordinate AARA (Access Arrangements and Reasonable Adjustments) applications in conjunction with the Learning Support team, applying for and monitoring AARA adjustments in the QCAA portal for all eligible students.
- Serve as the school's EA (External Assessment) Coordinator, managing all obligations associated with external examinations, including preparation programs, examination organisation, and student briefings.
- Organise and oversee mock examinations for Year 12 students, allowing time for marking and remedial teaching prior to external examinations.
- Organise and oversee block examination periods for Years 10, 11, and 12 students as required.
- Provide comprehensive information to students and families regarding examination structure, preparation strategies, and approved equipment.
- Monitor and evaluate SAS (School-based Assessment Subjects), including internal and external reviews, and coordinate the work of SAS teachers.
- Complete relevant funding grants for state and federal funding programs and associated accountability documents, in conjunction with appropriate staff.
- Prepare statutory and compliance reports including the Next Steps annual report, ACARA school report, and other associated compliance documents.

VET AND PATHWAYS

- Work closely with the Careers and Pathways Advisor to tailor senior school pathways – ATAR, VET, dual enrolment, and Queensland Certificate of Individual Achievement – to the aspirations, capabilities, and interests of each student.
- Contribute to the development and review of formal industry and community partnerships that enhance career education and work experience opportunities for senior school students.
- Prepare students for post-school transitions through structured programs that develop examination readiness, study skills, and academic resilience.

PEDAGOGY AND PROFESSIONAL LEARNING

- Implement the Whole-School Pedagogical Framework within the Senior School, ensuring all teachers understand and consistently apply it in their practice.
- Conduct regular learning walks and informal lesson observations across the Senior School, with reflections used to inform professional learning and coaching conversations.
- Support and monitor peer observation cycles across Years 10–12, ensuring feedback explicitly references the Pedagogical Framework.
- Contribute to the celebration of best practice pedagogy in staff meetings, drawing on Senior School examples and research.
- Lead professional learning sessions for Senior School staff in curriculum, pedagogy, data literacy, and QCAA assessment in partnership with the Deputy Principal and aligned with the whole-school professional learning calendar.
- Model exemplary classroom practice, maintaining a teaching load and demonstrating the pedagogical expectations the role promotes in others.

- Support Heads of Department to implement the Pedagogical Framework, build instructional capacity within their teams, and develop rigorous QCAA-aligned assessment practice.

DATA, EVIDENCE, AND STUDENT PROGRESS

- Use QCAA data, internal assessment results, Intellischools, eCat, and other learning analytics to monitor student progress against benchmarks – identifying patterns, gaps, and individual students requiring additional support.
- Develop and maintain systems for tracking the performance of individual students, year-level cohorts, and identified groups across Years 10–12 over time.
- Implement Queensland Certificate of Education (QCE) tracking, analysis, and targeted intervention strategies to ensure senior students successfully maximise their academic pathways.
- Lead data-informed conversations with Heads of Department, supporting them to interpret data, identify implications for teaching, and develop action plans in response to findings.
- Monitor A–E distributions across Senior School subjects, presenting findings to Heads of Department meetings and working with relevant stakeholders to implement support plans for individuals and cohorts.
- Support Aboriginal and Torres Strait Islander students in the Senior School through culturally responsive curriculum planning and monitoring of academic learning plans.
- Monitor international students' English language acquisition progress in collaboration with the ESL Coordinator, ensuring personalised learning and support plans are in place and reviewed each semester.

ASSESSMENT QUALITY AND MODERATION

- Oversee the quality and consistency of assessment tasks across Years 10–12, reviewing all Senior School assessment items for QCAA alignment, clarity, rigour, and appropriate cognitive demand.
- Lead teacher judgement moderation processes across the Senior School, building a shared understanding of QCAA standards and ensuring consistency in marking and reporting.
- Participate in external quality assurance and moderation through the NQAS Middle Leader Network and QCAA processes, representing the Senior School and contributing to school-wide improvement.
- Oversee assessment schedules across Years 10–12 – communicating reporting timelines to Heads of Department and senior school staff and coordinating the semester reporting process with the Deputy Principal - Head of Senior School.
- Identify academic prize recipients for the Senior School and support the organisation of Presentation Night prize processes.

PERSONALISED LEARNING AND STUDENT PATHWAYS

- Contribute to the development and implementation of the framework for personalised student learning plans in Years 9–12, in partnership with the Deputy Principal – Teaching, Learning, and Innovation and relevant pastoral leaders.
- Lead SET planning for Year 9 students, supporting students to develop a clear understanding of their senior school pathway options and the implications of subject selections.
- Manage each senior school student's academic timetable and subject enrolments, resolving issues between students, parents, and staff in a timely and professional manner.
- Collaborate with the Deputy Principal – Teaching, Learning, and Innovation to determine Year 11 subject offerings based on student subject preferences and strategic curriculum priorities.

- Prepare and present parent information evenings regarding senior school curriculum, subject selection, examination preparation, and pathways.

ENTERPRISE, INNOVATION, AND CURRICULUM FUTURES

- Support the implementation of the Enterprise and Innovation Program within the senior school curriculum, contributing to student development in applied creativity, entrepreneurship, and design thinking.
- Support the Cathedral Innovation Challenge and contribute to the development of student-led enterprise and social innovation projects within the senior school.
- Embrace and embed appropriate use of AI tools and emerging technologies in curriculum planning and classroom practice, consistent with the school's AI vision and guidelines.

SCHOOL IDENTITY AND LEADERSHIP CONTRIBUTION

- Serve as a Senior Leader – contributing a curriculum, assessment, and senior pathways perspective to whole-school strategic planning and decision-making.
- Present at parent information evenings and other community forums regarding Senior School curriculum, assessment, senior pathways, and examination preparation.
- Communicate with students, parents, and staff in a professional, responsive, and constructive manner regarding academic progress, assessment, and student learning.
- Actively attend and participate in academic events in which Senior School students are participating.
- Contribute to cross-sub-school curriculum conversations and planning to ensure seamless progression from the Middle School into the Senior School and into post-school life.

SKILLS AND KNOWLEDGE:

ESSENTIAL CRITERIA

The Director of Teaching and Learning - Senior School will be required to meet the following Essential Criteria and actively work towards obtaining the desired competencies, knowledge, and skills.

Qualifications

- Teaching degree with postgraduate qualifications in education, leadership, or a related field; postgraduate qualifications highly regarded.
- Current Queensland College of Teachers registration and a satisfactory National Police History Check.
- Current First Aid and CPR certificates are required and must be kept up to date.

Competencies, Knowledge & Skills

- Substantial teaching experience in the senior secondary years, with demonstrated expertise in QCAA processes, including endorsement and confirmation, AARA coordination, and external examination management.
- Demonstrated experience in curriculum leadership, including curriculum review and development, and overseeing a diverse senior school subject offering.

- Highly developed capacity to research, analyse, and interpret student learning data, including QCAA data, internal assessment results, and learning analytics to monitor progress, identify gaps, and drive evidence-based improvement.
- Demonstrated expertise in pedagogical leadership, including lesson observation, instructional coaching, and building teacher capacity through professional learning grounded in evidence-based frameworks.
- A professional, visible leader with a proven ability to build strong relationships based on trust and collaboration with students, staff, families, and the broader school community.
- Advanced communication skills, with a proven record of engaging students, families, staff, and community partners on complex curriculum, assessment, and pathways matters.
- Strong emotional intelligence, with the ability to hold students and staff to high standards, navigate complexity and competing demands, and inspire others whilst supporting the Deputy Principal - Head of Senior School and the School Executive.
- A capacity to embrace, lead, and manage change – remaining agile and solution-focused under pressure, and sustaining curriculum improvement momentum alongside significant compliance responsibilities.
- Experience in developing, implementing, and reviewing curriculum policies, assessment schedules, and compliance documentation, with a commitment to continuous improvement.
- Capacity to support and be sympathetic to the Anglican ethos, positively promoting the School both internally and externally.

APPLYING FOR THE POSITION

Applicants wishing to apply for the position are required to submit a **cover letter** and **resume** outlining their experience providing 3 work references to which the school can contact. We will assess applications as they arrive, so please apply today!

All staff at Cathedral are expected to support the philosophies of the school, must either hold or be able to obtain a Blue Card and/or be registered with the Queensland College of Teachers. Applicants will be subjected to blue card screening, referee checks, identification verification, and will be required to disclose any information relevant to their eligibility to engage in activities involving children and young people.