



Position Title	Years 7- 12 Curriculum Leader
Department	Secondary Years
Reports to	Head of Teaching and Learning Innovation
Accountable to	Head of Academic Staff (Years 7-12)/Head of Junior High/Head of Senior School.
Direct Reports	Curriculum Leader Assistant/Subject Teachers
Purpose and Objectives	St Peters Lutheran College is the pre-eminent coeducational day and boarding school in Brisbane. The Curriculum Leader leads all aspects of learning, teaching, people development, assessment and curriculum for the subjects within their department from Years 7–12. The role secures continuous improvement in student learning through reflective, future-oriented and evidence-informed practice. Curriculum Leaders are middle leaders – qualified teachers who lead a team of colleagues while continuing to teach. The role is defined as much by the growth of its people and the strength of its team culture as by the quality of its programs and results. Working closely with the Curriculum Leader Assistant/s and Subject Teachers, the Curriculum Leader builds the conditions in which quality teaching is developed, shared and sustained to ensure continuity of learning experiences for students and optimal learning outcomes. Working under the supervision of the Head of Teaching and Learning Innovation and as a member of the broader Curriculum Leadership team, the Curriculum Leader contributes to a positive workplace culture, models high standards of performance and integrity, and builds effective partnerships across the College. In this, the role advances the College's aspiration, Plus Ultra – that every student and staff member reach beyond their personal best. The main objectives are: 1. Leadership and development of the people within the Years 7–12 department team 2. Cultivation of a strong, collaborative and improvement-focused department culture 3. Development, provision and evaluation of a coherent Years 7–12 curriculum 4. Leadership of high-quality, evidence-informed pedagogical practice 5. Design of valid and rigorous assessment, and the reporting of student learning 6. Management of the department's resources, systems and communication.
Key Accountabilities	Leadership of People and Culture • Humane leadership: Act as an exemplary and humane leader of teaching and learning, setting high professional standards, modelling them for others, and communicating with clarity and diplomacy.



- **Shared vision:** Work with teachers to make explicit the vision and goals for the learning area, expressed in an annual department plan aligned with the College's strategic direction.
- **Relational trust:** Build effective, trusting relationships within and beyond the department, developing staff morale, harmony and teamwork.
- **Developing people:** Identify, endorse and, where appropriate, lead professional learning for staff, and support the induction and mentoring of new teachers and student teachers.
- **Growth and accountability:** Hold regular, constructive professional conversations about practice and growth, recognising strengths and addressing underperformance with fairness and care.
- **Safe and supportive environment:** Contribute to a safe, supportive and inclusive learning environment across the department.
- **Managing self:** Maintain high standards of professional conduct, organisation and wellbeing, and model these for the team.

Leading Improvement in Teaching Practice

- **Improvement focus:** Maintain a strong focus on improving student learning outcomes by cultivating a contemporary and engaging teaching and learning environment across the department.
- **Evidence-informed practice:** Encourage evidence-based pedagogical approaches, and develop effective practices for the selection, collection, interpretation and analysis of data to measure the impact of teaching and determine future foci.
- **Collaborative inquiry:** Lead collegial planning, moderation, classroom observation, coaching and reflective practice as the routine means of improving teaching.
- **Digital pedagogy:** Foster the appropriate and effective use of digital pedagogies for learning.
- **Teaching & Learning Framework:** Advocate for and enact the College's Teaching and Learning Framework (TLF) within the department, and take an active role in leading pedagogical development across the College.
- **Professional learning:** Engage actively in — and lead the department's participation in — the College's professional learning mechanisms, such as Communities of Practice (CoPs) and the Professional Learning Process (PLP).

Curriculum, Pedagogy and Assessment

- **Curriculum design:** Lead the collaborative mapping, design, documentation, delivery and review of a coherent scope and sequence across Years 7–12 that meets the requirements of authorising bodies (QCAA, IB, ACARA, LEQ, VET), embeds the College's Teaching & Learning Framework and reflects the College's philosophy and policies.
- **Appropriate challenge:** Work with teachers and other middle leaders to ensure curriculum and assessment are developmentally appropriate, inclusive and intellectually challenging for the full range of learners.
- **Assessment quality:** Ensure formative and summative assessment caters for the diversity of learners and provides actionable, timely feedback to students, teachers



	and parents, aligned to the College Assessment Policy and its authentication and quality-assurance processes. • Compliance: Develop and refine IA and FIA instruments, and authenticate, collect, store and submit accurate, uncorrupted samples of student work samples and achievement records, meeting the dates published in the College's internal assessment calendar. • Results and reporting: Determine results and report accurate information to the QCAA and IB and to parents as required. Collaboration and Collective Efficacy • Purposeful meetings: Per the College's meeting schedule, convene regular, purposeful department meetings to monitor progress against goals, engage in quality assurance, and provide a forum for course development and evaluation. • Working across the College: Contribute to the overall leadership of the College through effective participation in meetings, programs and policy development, and work collaboratively with other middle leaders. • Communication with families: Communicate constructively with parents and students regarding learning and performance, and promote the department's work to the wider community through College publications and channels. • Support for students and staff: Counsel and, where necessary, redirect staff and students on matters relating to the department, working alongside pastoral and support colleagues. • Curriculum Leadership team: Work as a committed member of the Curriculum Leadership team, sharing innovative practice, solving complex problems and shaping collective decisions. • Middle leadership alignment: Partner with the broader Middle Leader team to align academic and pastoral leadership and enact College strategy together. Managing Effectively: Resources, Systems and Accountability • Resource stewardship: Manage the physical and financial resources of the department within College guidelines, and oversee the formulation of booklists and the ordering of resources with teachers at each level. • Staffing input: Recommend the allocation of teachers to classes as part of the timetable development process, to make best use of staff expertise. • Records and reporting: Coordinate the collection and maintenance of records of student achievement, ensure the timely dissemination of course outlines, assessment schedules and criteria, and provide an annual written report on department goals, student outcomes, staff development needs and proposals for future development. • Systems and supervision: Develop organisational and supervisory procedures that manage the work of teachers and support staff within the department effectively. Professional Engagement and Growth • Exemplary teaching: Teach at least one class in each of Junior High and Senior School as directed, modelling the practice the role seeks to develop in others. • Professional networks: Participate in professional association activities, and
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	consider QCAA or IB panel membership and becoming an accredited assessor of a subject. • Own development: Engage in ongoing professional development to evolve as a leader and exemplary teacher, reflecting on and refining leadership practice. Other duties: Perform any other duties as delegated by the Head of Teaching & Learning Innovation.
Committee Membership	Curriculum Leadership Department meetings
Key Relationships	Internal: Curriculum Leader Assistant/s, fellow Curriculum Leaders, Pastoral Leaders, Senior and Corporate Leadership teams, and People and Culture. External: Parents, professional association, QCAA PEO. <pre> graph TD HOC[Head of College] -- Reports to --> DHC[Deputy Head of College] DHC -- Reports to --> HJH[Head of Junior High] DHC -- Reports to --> HSS[Head of Senior School] DHC -- Reports to --> HAS[Head of Academic Staff (Years 7-12)] DHC -- Reports to --> HTLI[Head of Teaching & Learning Innovation] HAS -- Reports to --> CL[Curriculum Leader one of a team of Curriculum Leaders] CL -- Reports to --> CLAs[Curriculum Leader Assistant/s] CLAs -- Reports to --> ST[Subject Teachers] </pre> — — — — — Reports to - - - - - Accountable to
Selection Criteria	<i>These selection criteria form the basis for short-listing applicants and determining the successful candidate. The role requires exceptional communication and interpersonal skills, and the ability to identify issues promptly and develop practical, innovative solutions. Candidates should demonstrate the following capabilities.</i> Experience and qualifications • SC1: Current Queensland Teacher Registration, or eligibility for such registration. • SC2: A record of exemplary, evidence-informed classroom teaching that demonstrably improves student learning outcomes. • SC3: The ability to grow people — to develop, coach and support colleagues, and to build a positive, collaborative and high-trust team culture. • SC4: The ability to lead and design quality, inclusive and age-appropriate teaching and learning programs, informed by curriculum knowledge, learning analytics and



	student wellbeing. • SC5: Leadership skills to build the capacity and improve the performance of individuals and teams in a changing educational environment. • SC6: Well-developed communication and interpersonal skills, with the capacity to build relationships, lead people, and work as a collaborative member of the College's leadership, engaging students, staff and parents. • SC7: The ability to put in place the processes, structures, resources and documentation that keep staff informed, supported and accountable for quality learning and teaching. • SC8: A commitment to personal integrity and to continued professional growth, modelling the standards expected of the department in the wider community. Personal attributes Demonstrated professionalism, discretion, and sound judgment in handling personal and sensitive information, while exemplifying care, dignity and respect through high personal accountability for workplace conduct. Demonstrated open-mindedness, interpersonal courage, empathy, and resilience in interactions with others. Demonstrated commitment to reach their own potential (Plus Ultra) and in a manner that aligns with the College's strategic and operational objectives and values. Christian Ethos An understanding of respect and demonstrable support for the College's Christian ethos.
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Job Details	
Position Status	Maximum Term
Hours of Duty	Full Time – 30 programmed hours per week Monday to Friday All year position
Classification	Substantive Teaching Position + CL1 In accordance with Schedule 7 – Positions of Added Responsibility
Annual Allowance	\$28,974.00 per annum plus Superannuation.
Annual Salary	Determined based on teacher classification. Ranges from Teacher Proficient 1 - \$99,162.00 to Teacher Proficient 7 - \$124,349.00 Terms and Conditions – Please refer to the Employment Contract, which may or may not include reference to the Queensland Lutheran Schools Single Enterprise Agreement 2024 .
Superannuation	12.75% employer contribution from 1 July 2025

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Location	St Peters Lutheran College – Indooroopilly 66 Harts Road, INDOOROOPIILLY QLD 4068 Occasional travel to St Peters Lutheran College Springfield and Ironbark Outdoor Education Centre is required as part of this role.

Professional Behaviours	Applicants are expected to respect and uphold the College's Mission of "Excellence in Christian Co-Education", support the Christian ethos of St Peters Lutheran College, and uphold the Code of Conduct and Valuing Safe Communities standards. All employees are expected to demonstrate courtesy, co-operation and teamwork with fellow members of staff, and actively and effectively participate in reasonable directions provided.
Child Protection	All employees of St Peters are required to complete annual Child Safety Training. New employees must complete this training upon commencement, and/or provide certificate of completion from previous workplace. Employees must understand and adhere to the College's Child Protection Policy and Procedures.



Health & Safety	All employees are required to take reasonable measures to protect their own health, safety and wellbeing, and that of others, and to follow all reasonable Health and Safety policies, guidelines, and directions. Managers hold additional accountability for operational management of safe work practices in their area, including making appropriate resources, information, and training available to their team members.
Policies & Procedures	Employees are expected to understand and act in accordance with St Peters policy and procedure documents that are available on the College's intranet, relevant legislation and directions within the employment contract and/or <i>Queensland Lutheran Schools Single Enterprise Agreement</i> and take the responsibility to maintain currency with these.
Compliance Requirements	Right to work in Australia Queensland College of Teachers Registration. Identified positions will require additional security clearances. All successful candidates will be required to obtain and maintain currency and levels of security clearance. Timely completion of mandatory training requirements and training relevant to their role.
Other relevant information	The College will conduct relevant and required applicant checks which includes and is not limited to, contacting current and previous employer(s) to substantiate employment history, past conduct and performance. St Peters Lutheran College aims to be a preferred employer by fostering and valuing diversity, ensuring equitable and fair treatment for all, and respecting and upholding human rights. The College is committed to increasing the participation rate of Aboriginal and Torres Strait Islander people through best-practice recruitment methods and producing positive training and employment outcomes for Aboriginal and Torres Strait Islander people within the wider communities. The collection and handling of information will be consistent with the requirements of the <i>Privacy Act 1988</i>.
Further Information	Further information about St Peters can be found at www.stpeters.qld.edu.au