



Position Title	Years 7–12 Curriculum Leader Assistant
Department	Secondary Years
Reports to	Curriculum Leader
Accountable to	Head of Academic Staff (Years 7-12)/Head of Junior High/Head of Senior School.
Direct Reports	Subject Teachers (shared with the Curriculum Leader)
Purpose and Objectives	St Peters Lutheran College is the pre-eminent coeducational day and boarding school in Brisbane. The Curriculum Leader Assistant supports the Curriculum Leader in leading learning, teaching, assessment and curriculum for the subjects within the department from Years 7–12 and leads a defined area of the department's work delegated by the Curriculum Leader. Curriculum Leader Assistants are middle leaders – qualified teachers who lead colleagues while continuing to teach. The role shares the day-to-day leadership of subject teachers with the Curriculum Leader and leads through expertise, influence and example. The Curriculum Leader remains accountable for the department as a whole; the Curriculum Leader Assistant is accountable for the delegated area and for the quality of their contribution to the work of the team. Working under the supervision of the Curriculum Leader and as a contributing member of the broader Curriculum Leadership team, the Curriculum Leader Assistant models high standards of performance and integrity and helps build the conditions in which quality teaching is developed, shared and sustained. The position is also the College's principal pathway into curriculum leadership and carries an explicit expectation of leadership growth, in support of the Plus Ultra – More Beyond 2030 commitment to the formation and development of our people. The main objectives are: 1. Leadership of the delegated area of the Years 7–12 department's work 2. Contribution to a strong, collaborative and improvement-focused team culture 3. Support for the design, delivery and review of a coherent Years 7–12 curriculum 4. Consistent, high-quality assessment practice and accurate records of student learning 5. Growth as a middle leader, and readiness to deputise for the Curriculum Leader
Key Accountabilities	Leadership of People and Culture • Leading by example: Model exemplary and humane professional practice, setting high standards for teaching and collegial conduct and communicating with clarity and diplomacy. • Shared vision: Contribute to the development of the department's annual plan



and lead the elements of it that fall within the delegated area.

- **Relational trust:** Build effective, trusting relationships within and beyond the department, supporting staff morale, harmony and teamwork.
- **Supporting colleagues:** Support the induction and mentoring of new teachers, pre-service teachers and staff new to the subject, as agreed with the Curriculum Leader.
- **Raising matters early:** Bring emerging concerns about practice, workload or student progress to the Curriculum Leader promptly. Responsibility for performance conversations and for addressing underperformance rests with the Curriculum Leader.
- **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 colleagues.

Leading Improvement in Teaching Practice

- **Improvement focus:** Maintain a strong focus on improving student learning outcomes within the delegated area, contributing to a contemporary and engaging teaching and learning environment across the department.
- **Evidence-informed practice:** Contribute to the selection, collection, interpretation and analysis of data used to measure the impact of teaching and determine future foci.
- **Collaborative inquiry:** Participate in – and, where delegated, lead – collegial planning, moderation, classroom observation, coaching and reflective practice.
- **Digital pedagogy:** Support the appropriate and effective use of digital pedagogies for learning.
- **Teaching & Learning Framework:** Enact the College's Teaching and Learning Framework (TLF) in own practice and support colleagues in the department to do the same.
- **Professional learning:** Engage actively in the College's core professional learning mechanisms, including Communities of Practice and the Professional Learning Process.

Curriculum, Pedagogy and Assessment

- **Curriculum design:** Contribute to the collaborative mapping, design, documentation, delivery and review of a coherent scope and sequence across Years 7–12, and lead this work within the delegated area, meeting the requirements of authorising bodies (QCAA, IB, ACARA, LEA, VET) and embedding the College's Teaching & Learning Framework, philosophy and policies.
- **Appropriate challenge:** Work with teachers to ensure curriculum and assessment are developmentally appropriate, inclusive and intellectually challenging for the full range of learners.
- **Assessment quality:** Support the provision of formative and summative assessment that caters for the diversity of learners and provides actionable, timely feedback, aligned to the College Assessment Policy and its authentication and quality-assurance processes.
- **Compliance:** Assist in developing and refining IA and FIA instruments, and in



authenticating, collecting, storing and submitting accurate, uncorrupted samples of student work and achievement records, meeting the dates published in the College's internal assessment calendar.

- **Results and reporting:** Contribute accurate achievement information for the delegated area. Determination of results and reporting to the QCAA and IB remain the responsibility of the Curriculum Leader.

Collaboration and Collective Efficacy

- **Purposeful meetings:** Contribute actively to department meetings and lead agreed agenda items, quality assurance activities and course development discussions.
- **Working across the College:** Contribute to the wider work 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 support the promotion of the department's work through College publications and channels.
- **Curriculum Leadership team:** Participate in the Curriculum Leadership team as required, sharing practice and contributing to collective problem-solving.
- **Support for students:** Support and, where necessary, redirect students on matters relating to the department, working alongside pastoral and support colleagues.
- **Middle leadership alignment:** Work alongside Year Level Coordinators and pastoral colleagues to align academic and pastoral support for students.
- **College direction:** Professionally implement agreed College decisions, policies, processes and reasonable directions within the department.

Managing Effectively: Resources, Systems and Accountability

- **Resource administration:** Assist with the formulation of booklists, the ordering of resources and the day-to-day stewardship of departmental resources within College guidelines. The departmental budget is held by the Curriculum Leader.
- **Records and systems:** Maintain accurate records of student achievement within the delegated area, support the timely dissemination of course outlines, assessment schedules and criteria, and help keep the department's shared documentation and systems current.
- **Process alignment:** Work with the Curriculum Leader and the Academic Hub so that departmental academic, assessment, reporting and administrative practice aligns with agreed College-wide processes and systems.
- **Deputising:** Act for the Curriculum Leader during planned absence, within a scope agreed in advance with the Curriculum Leader and the Head of Teaching and Learning Innovation.

Professional Engagement and Growth

- **Exemplary teaching:** Teach in Junior High and Senior School as directed, modelling the practice the role seeks to develop in others.
- **Leadership development:** Work with the Curriculum Leader in structured mentoring, and set annual leadership growth goals as part of the Professional



	Learning Process. • Professional networks: Participate in professional association activities, and 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. • Professional participation: Attend and participate in scheduled and directed professional duties associated with the role, including department and staff meetings, scheduled after-school meetings, professional learning, Chapel and pupil-free or student-free activities, in accordance with College working arrangements. Other duties: Perform any other duties as delegated by the Curriculum Leader or the Head of Teaching and Learning Innovation, consistent with this position description and the annual Schedule of Delegated Responsibilities.
Committee Membership	Department meetings Curriculum Leadership (as required)
Key Relationships	Internal: Curriculum Leader, Subject Teachers, fellow Curriculum Leader Assistants, Pastoral Leaders, and People and Culture. External: Parents, professional associations, QCAA. <pre> graph TD HOC[Head of College] --> DHC[Deputy Head of College] DHC --> HJH[Head of Junior High] DHC --> HSS[Head of Senior School] DHC --> HAS[Head of Academic Staff
(Years 7-12)] DHC --> HTLI[Head of Teaching & Learning
Innovation] HJH -.-> CL[Curriculum Leader
one of a team of Curriculum Leaders] HSS -.-> CL HAS -.-> CL HTLI -.-> CL CL --> CLAS[Curriculum Leader Assistant/s
this position] CLAS --> ST[Subject Teachers] ST -.-> CL </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 strong communication and interpersonal skills, and the ability to work constructively with colleagues to resolve issues as they arise. Candidates should demonstrate the following capabilities.</i> Experience and qualifications • SC1: Current Queensland Teacher Registration, or eligibility for such registration.



- SC2: A record of effective, evidence-informed classroom teaching that improves student learning outcomes.
- SC3: The capacity to lead and influence colleagues — supporting, coaching and collaborating with others to build a positive, high-trust team culture.
- SC4: Sound curriculum, assessment and syllabus knowledge, and the ability to contribute to the design of quality, inclusive and age-appropriate teaching and learning programs.
- SC5: Organisational reliability — the ability to maintain the systems, documentation and deadlines that keep colleagues informed and supported, particularly through assessment and reporting cycles.
- SC6: A commitment to personal integrity, to continued professional growth, and to developing as a middle leader.

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.



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 + CL4 In accordance with Schedule 7 – Positions of Added Responsibility
Annual Allowance	\$16,150.00 per annum plus Superannuation, paid pro rata where the substantive teaching position is part time
Annual Salary	Determined based on teacher classification. Ranges from Teacher Proficient 1 - \$99,162.00 to Teacher Proficient 7 - \$124,349.00
Superannuation	12.75% employer contribution from 1 July 2025

Terms and Conditions	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 .
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