

Position description

HEAD OF TEACHING, LEARNING & INNOVATION (SECONDARY)



Reporting to:	Director of Teaching, Learning & Innovation
Appointment:	Leadership POR Level D – 2 years (with ongoing teaching position)
Classification:	PVCC Enterprise Agreement 2025

ABOUT THE COLLEGE

Plenty Valley Christian College (PVCC) is a kindergarten to Year 12, co-educational Christian College of approximately 1,100 students in 2027. We are one College operating across Primary and Secondary campuses.

The College is situated in a magnificent setting on the edge of Melbourne's northeastern growth corridor, enjoying spectacular views across the Kinglake Ranges while remaining at the heart of the vibrant and flourishing communities of Doreen and Mernda.

Plenty Valley Christian College is committed to developing high-quality effective Christian education and is an active member of a national network of Christian schools in Australia known as Christian Education National. We are committed to the establishment of a close partnership with parents in the education of their children. Our aim is to offer quality education with a fully integrated Christian worldview, develop a strong sense of community amongst the students, parents and staff with every staff member playing a role in the pastoral care of the students.

EMPLOYEES

Staff at PVCC are selected on the basis of outstanding professional and personal qualities. Expectations include:

- Appropriate qualifications, training and experience for their role
- Participate in, and be willing to lead, Christian devotions for whole staff meetings
- A clear sense of calling and desire to work with and teach students within a Christian school
- The ability to model the values and character qualities of biblical Christianity in their personal life and within the College community as part of their professional duties
- A demonstration of high standards of personal presentation, preparation, communication with other staff and parents, and respect for the ethos and protocols of the College
- A commitment to ongoing development and maintenance of a Child Safe culture within the College

THE ROLE

The Head of Teaching, Learning & Innovation (Secondary) is a key educational leadership role responsible for strengthening the quality of teaching, learning, assessment and curriculum across Years 7-12.

Reporting to the Director of Teaching, Learning & Innovation, the Head works alongside Secondary leaders and teachers to drive continual improvement in classroom practice, academic achievement and learner growth. The role provides leadership and support to Secondary Key Learning Area Leaders and contributes to the implementation of the College's strategic learning priorities.

This position is not responsible for setting whole-College educational strategy. Rather, it focuses on leading and embedding the College's vision, frameworks and priorities within the Secondary School through coaching, curriculum leadership, professional growth and instructional improvement.

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The Head of Teaching, Learning & Innovation (Secondary) champions excellence in Christian education by helping teachers deliver engaging, rigorous and transformative learning experiences that prepare young people to flourish as disciples of Christ in a rapidly changing world.

Drawing on evidence-informed practice, emerging educational research and a deep commitment to Teaching Christianly, this role supports the development of a learning culture where students are challenged academically, nurtured spiritually and equipped for future pathways.

POSITION OBJECTIVES

The purpose of this role is to:

- Lead the implementation of the College's teaching and learning priorities within the Secondary School.
- Support the continual improvement of curriculum, pedagogy, assessment and reporting.
- Build the capability, confidence and effectiveness of teachers and learning leaders.
- Lead and support Secondary KLA Leaders.
- Foster a culture of innovation, professional inquiry and Christian educational excellence.
- Strengthen student achievement, engagement and growth through evidence-informed practice.
- Support the implementation of the PVCC Learning Framework and Transformation by Design.
- Promote learning environments where every student is known, challenged, supported and encouraged to flourish.

RESPONSIBILITIES

Leadership of Teaching and Learning

- Lead the implementation of College teaching and learning priorities within the Secondary School.
- Support and promote the PVCC Learning Framework and College Strategic Plan.
- Provide leadership, coaching and support to Secondary KLA Leaders.
- Foster a culture of excellence, collaboration, innovation and professional growth.
- Work closely with the Director of Teaching, Learning & Innovation and Secondary leadership team in driving school improvement initiatives.
- Support the development of consistent and high-quality teaching practice across all Secondary year levels.
- Promote curiosity, reflective practice and professional inquiry among staff.

Curriculum Leadership

- Lead the review, development and implementation of curriculum across the Secondary School.
- Support KLA Leaders in maintaining high-quality curriculum documentation and planning.
- Ensure curriculum aligns with Victorian Curriculum, VCAA and relevant legislative requirements.
- Support the development of coherent curriculum pathways from Years 7-12.
- Ensure curriculum reflects a distinctly Christian understanding of knowledge, truth, wisdom and human flourishing.
- Promote Teaching Christianly and Transformation by Design approaches within curriculum planning.

Teaching, Learning and Assessment

- Support teachers in implementing effective evidence-informed teaching practices.

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- Build staff capability in instructional practice, assessment literacy and feedback.
- Assist in developing consistent approaches to assessment and moderation.
- Support the implementation of Continuous Reporting practices.
- Promote learning experiences that combine strong foundations with creativity, inquiry, problem-solving and authentic application.
- Work with staff to improve student engagement, achievement and academic growth.
- Encourage innovation while ensuring practices remain grounded in evidence and effectiveness.

Staffing Coaching and Professional Growth

- Coach and support teachers through observation, feedback, mentoring and professional conversations.
- Work alongside KLA Leaders to build instructional leadership capacity.
- Support goal-setting and professional growth processes for staff.
- Identify professional learning needs and assist in the planning and delivery of staff development.
- Build a culture where professional growth is viewed positively and linked directly to improved outcomes for students.
- Encourage emerging leaders and contribute to succession planning within the College.

Academic Achievement & Data-Informed Practice

- Support the monitoring and analysis of student achievement data.
- Assist leaders and teachers to use academic, assessment and engagement data effectively.
- Identify trends and opportunities for intervention, extension and improvement.
- Support strategies aimed at strengthening student performance and learning growth.
- Contribute to the development of a data-informed culture where decisions are guided by evidence.

Innovation and Future-Focused Learning

- Promote thoughtful innovation in teaching and learning practices.
- Support the implementation of educational technologies and digital learning systems.
- Encourage exploration of emerging educational trends and research.
- Assist staff to utilise Artificial Intelligence responsibly and effectively.
- Facilitate professional dialogue around the opportunities and challenges presented by AI and emerging technologies.
- Ensure innovation remains aligned with Christian values and educational purpose.

Christian Education and Formation

- Model and promote a Christian worldview in all areas of educational leadership.
- Support staff in integrating faith and learning authentically within classroom practice.
- Contribute to the implementation of Christian Education National's Transformation by Design framework.
- Encourage reflection on how teaching, curriculum and assessment contribute to the formation and flourishing of young people as disciples of Christ.
- Ensure educational excellence remains connected to Christian purpose and mission.

ORGANISATIONAL RELATIONSHIPS

The Head of Teaching, Learning & Innovation (Secondary):

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- Reports directly to the Director of Teaching, Learning & Innovation.
- Works closely with the Head of School (Secondary) and Director of Christian Formation.
- Provides leadership and support to Secondary KLA Leaders.
- Works collaboratively with the Primary Teaching, Learning & Innovation Leader to strengthen coherence and continuity of learning across Prep-12.
- Partners with teaching staff to improve student learning outcomes and educational excellence.
- Works with the Pathways team to help students thrive in their educational journey

KEY LEADERSHIP OUTCOMES

The successful applicant will:

- Strengthen the quality and consistency of teaching practice across the Secondary School.
- Build the capability and confidence of teachers and KLA Leaders.
- Contribute to improved student achievement and learning growth.
- Foster a culture of innovation, professional inquiry and continuous improvement.
- Support the implementation of a distinctive and coherent PVCC Learning Framework.
- Advance Christian educational transformation through Teaching Christianly and Transformation by Design.
- Strengthen the thoughtful and responsible use of AI and emerging technologies in learning.
- Help create a learning culture where every student is known, challenged and equipped to flourish in Christ.

ESSENTIAL SKILLS AND COMPETENCIES

Essential Requirements

- Active Christian faith and commitment to Christian education.
- Supportive member of College spiritual life, including participation in and occasional leadership of staff devotions and prayer.
- Demonstrated understanding of and commitment to the vision and philosophy of Plenty Valley Christian College.
- Hold an approved undergraduate teaching qualification.
- Hold a current Victorian Institute of Teaching registration.
- Hold or be willing to undertake postgraduate study in Educational Leadership, Learning and Teaching or a related field.
- Demonstrated success as an outstanding classroom teacher.

Specialist Skills and Knowledge

- Strong understanding of curriculum, pedagogy, assessment and instructional practice.
- Deep commitment to Christian education and faith-learning integration.
- Ability to lead and influence improvement through coaching and professional learning.
- Understanding of evidence-informed educational practice.
- Demonstrated ability to lead teams and build collaborative professional cultures.
- Strong knowledge of secondary schooling and adolescent learning.
- Curiosity about educational innovation, emerging technologies and artificial intelligence.
- Ability to translate strategic direction into practical classroom improvement.

Interpersonal Skills

- Outstanding interpersonal and communication skills.
- Ability to build trust and positive relationships across the College community.
- Strong organisational and time management skills.

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- Ability to work collaboratively and influence others positively.
- Capacity to manage competing priorities effectively.
- High levels of discretion, professionalism and integrity.
- Commitment to servant leadership and the flourishing of others.

CHILD SAFETY RESPONSIBILITIES

Commitment to Child Safety

Plenty Valley Christian College is committed to child safety and the wellbeing of all children and young people. All staff are required to uphold the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct, and must take all reasonable steps to promote the safety and wellbeing of children.

Key Responsibilities — Child Safety

- Model and champion child-safe behaviours at all times, consistent with the school's Child Safety Code of Conduct
- Maintain awareness of, and comply with, all child safety policies, procedures and legal obligations, including mandatory reporting obligations under the Children, Youth and Families Act 2005 (Vic)
- Report any concerns about the safety or wellbeing of a child to the Child Safety Officer / Principal without delay
- Complete mandatory child safety induction training prior to or upon commencement, and participate in ongoing child safety education and training
- Maintain a current Working with Children Check (WWC) clearance or VIT registration at all times during employment
- Contribute to the school's child-safe culture by identifying and reporting risks to child safety

Selection Criteria — Child Safety

- Demonstrated understanding of, and commitment to, child safety and the Child Safe Standards
- Knowledge of, or willingness to develop knowledge of, mandatory reporting obligations and child protection legislation in Victoria
- Ability to identify and respond appropriately to child safety risks and concerns
- Understanding of appropriate professional boundaries when working with children and young people

COMPLIANCE RESPONSIBILITIES

All staff are required to comply with all policies, procedures and requirements for:

Risk management – report identified hazards that may pose a risk to employees or the public, and/or may give rise to an insurance claim, taking into consideration the risk for safety, security, vandalism, burglary/theft and fire/arson.

Occupational health and safety – take reasonable care to protect their own health and safety and the health and safety of others in the workplace – it is a requirement to immediately report any incidents, hazards or near misses to the relevant supervisor and actively participate in hazard elimination where required.

Equal opportunity – undertake work and activities in a manner that ensures the workplace is free from harassment, bullying behaviour and discrimination.

Code of conduct and dress code – comply with all standards.

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The terms, conditions and other obligations of your employment are covered under the Plenty Valley Christian College Enterprise Agreement 2025.

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

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POSITION ACCEPTANCE

I accept the position description as stated above, and acknowledge that it may need amending and updating periodically due to changes in responsibilities and organisational requirements. Changes to position descriptions will be in accordance with the position classification and consistent with the purpose for which the position was established.

Employee:

«CandidateSignature_tag»

Manager:

«InternalApprovalSignature_tag»