

Deputy Principal Learning & Innovation

Position of Leadership



JOHN PAUL
COLLEGE
with Him is the fullness of life



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ABOUT JOHN PAUL COLLEGE

John Paul College is a coeducational Catholic secondary College situated in Frankston, which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

COLLEGE MISSION AND VISION

Inspired by the Gospels' values, John Paul College provides an exemplary and holistic education within the Catholic tradition.

Our community welcomes students and their families from the parishes and communities of the greater Frankston region.

We believe every student's success is grounded in quality learning and teaching, and a school culture that fosters wellbeing, promotes resilience and inspires faith in action.

Our motto is our vision – the commitment to ensure every member of our community is empowered to achieve success, act with integrity and contribute to the common good – Christian discipleship for a just world.

*With Him is
the fullness
of life.*

Jn 10:10

COLLEGE VALUES

We treasure our spirit of community and the values that flow from it – courage, perseverance and generosity.

The strength of our House system is anchored in these values and the charism we inherit from the lives of our founders.

Today, we live by our values and animate them within a culture that:

- Respects the dignity of every person
- Is inclusive, compassionate, just and forgiving, and
- Honours the integrity of creation through careful stewardship

CHILD SAFETY

The John Paul College community promotes the safety, wellbeing and inclusion of all children. We are a child safe employer who is committed to the welfare of children and young people in our protection. All potential employees and volunteers will be required to comply with our Child Safety and Wellbeing Policy and our Child Safety Code of Conduct. This includes:

- Ensure adherence to all child safety standards and mandatory reporting requirements.
- Attend training to maintain compliance with all child safety legislation, standards and regulations.
- Complete all mandatory reporting in a timely manner.
- Escalate and report all matters related to student safety immediately.
- Understand and work diligently to deliver student duty of care responsibilities.

FAITH COMMUNITY

John Paul College offers parents, students and staff an opportunity to experience community life in a faith filled environment. Each student is invited to develop their personal faith and the meaning and value in life through sacramental celebration, prayer, liturgy, retreats and other religious celebrations. The College provides participation in the life of the Church and recognition of the need for a more just society. The life of the faith community is a cooperative venture of each and every member of the College family.

THE COLLEGE'S VISIONS FOR LEARNING AND WELLBEING

John Paul College visions for Learning and Teaching and a Student Wellbeing provide a clear purpose and direction for both learning and wellbeing as a College community. Our Wellbeing Vision and Learning and Teaching Vision are complementary documents that provide a frame of reference for all in this community to which we hold ourselves accountable. Our approach to Wellbeing and Learning enables us to realise each student's unique potential through physical, mental, emotional and spiritual development.

LEADERSHIP AT JOHN PAUL COLLEGE

Leadership is the ability to positively influence others to achieve a shared vision

At John Paul College we expect that our leaders have the capacity to action this vision through the MACS vision for leadership which involves eight essential leadership capabilities grounded in one precondition: a Catholic way of being.

The eight leadership capabilities are:

- Leading Catholic mission
- Developing self
- Growing others
- Enabling wellbeing
- Cultivating learning, development and engagement
- Enhancing change
- Managing resources
- Engaging community

Senior Leaders at John Paul College provide strategic leadership that advances the Mission and Vision of the College and supports the achievement of its long-term priorities. As members of the Principal's Senior Leadership Team, they lead with integrity, accountability and a commitment to excellence, innovation and continuous improvement.

Senior Leaders work collaboratively to ensure that decisions, initiatives and resources align with the College's strategic direction and support student learning, wellbeing and faith formation. Their leadership is grounded in a deep understanding of effective teaching and learning, professional practice and the needs of students and staff.

As Deputy Principal - Learning and Innovation, the incumbent provides strategic leadership for excellence in learning and teaching across the College. The role leads the development and implementation of a contemporary vision for curriculum, pedagogy, assessment and professional learning, ensuring learning and teaching remain central to the College's Mission, Vision and strategic priorities.

Senior Leaders model and embed the College's Leadership of Culture values of Unity, Support, Growth and Responsibility through their leadership practice, relationships and decision-making. They build staff capability, lead sustainable improvement and create the conditions in which students, staff and the wider College community can thrive.

ORGANISATIONAL CHART

SENIOR LEADERSHIP TEAM



John Visentin
College Principal



TBC
Deputy Principal
Learning and Innovation



Craig Judkins
Deputy Principal
Students and Engagement



Zoe Wood
Deputy Principal
Faith and Mission



Anthony Bucca
Director of
Operations



Kylie Oddy
Director of
People & Culture



Ella McConnell
Director of
Inclusion & Wellbeing

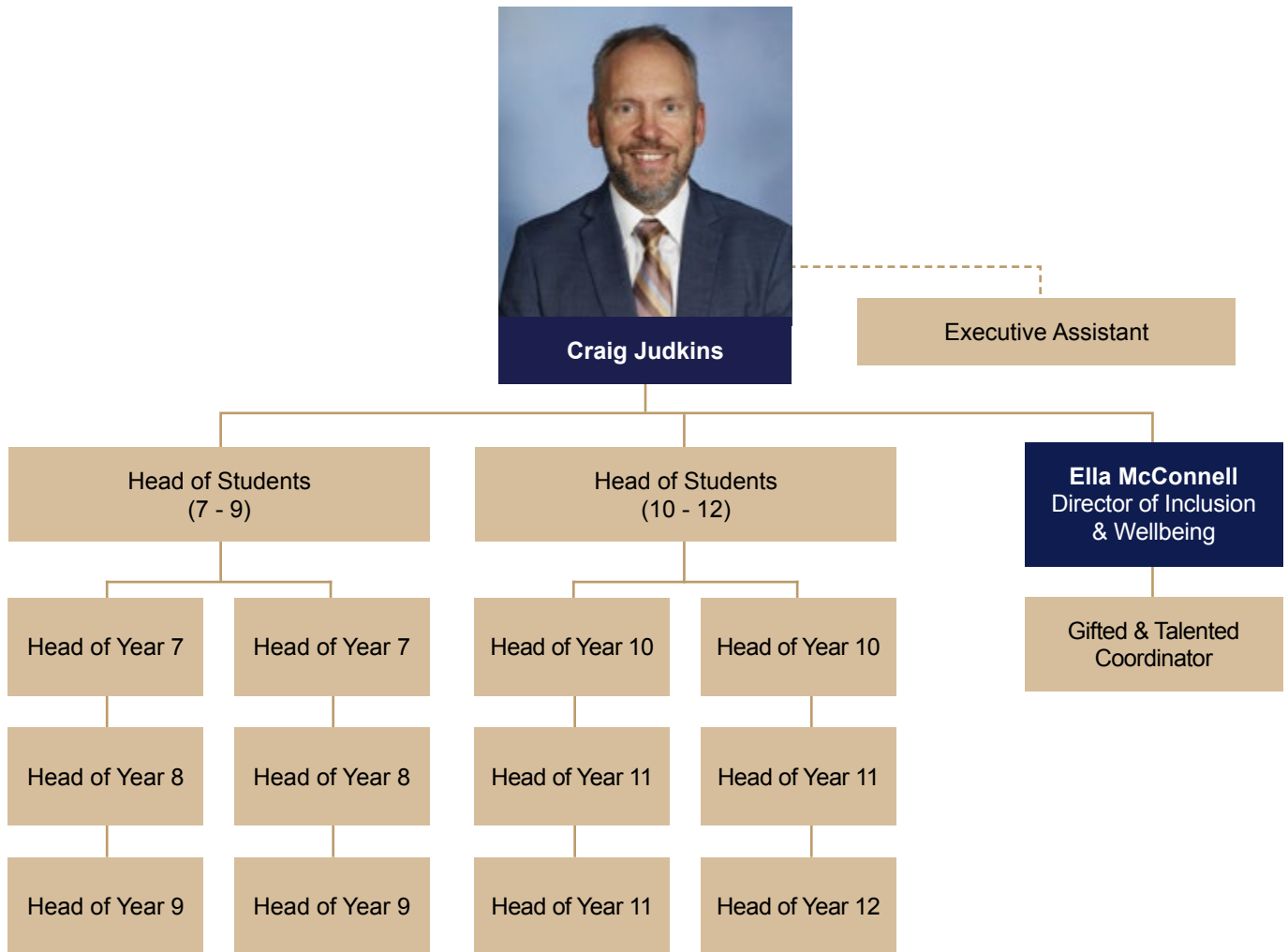


Russell Saunders
Business Manager

ORGANISATIONAL CHART

DEPUTY PRINCIPAL

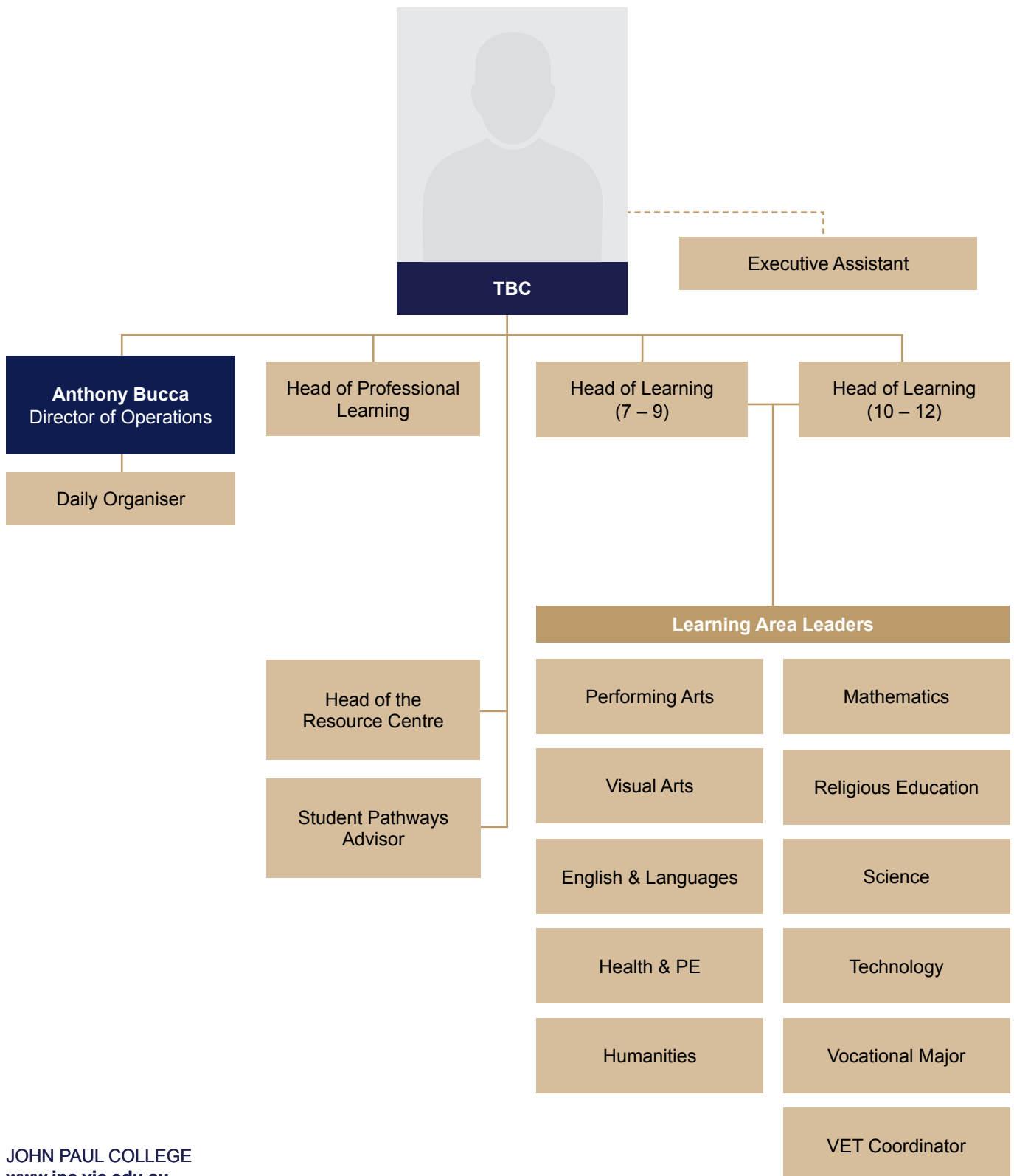
STUDENTS AND ENGAGEMENT



ORGANISATIONAL CHART

DEPUTY PRINCIPAL

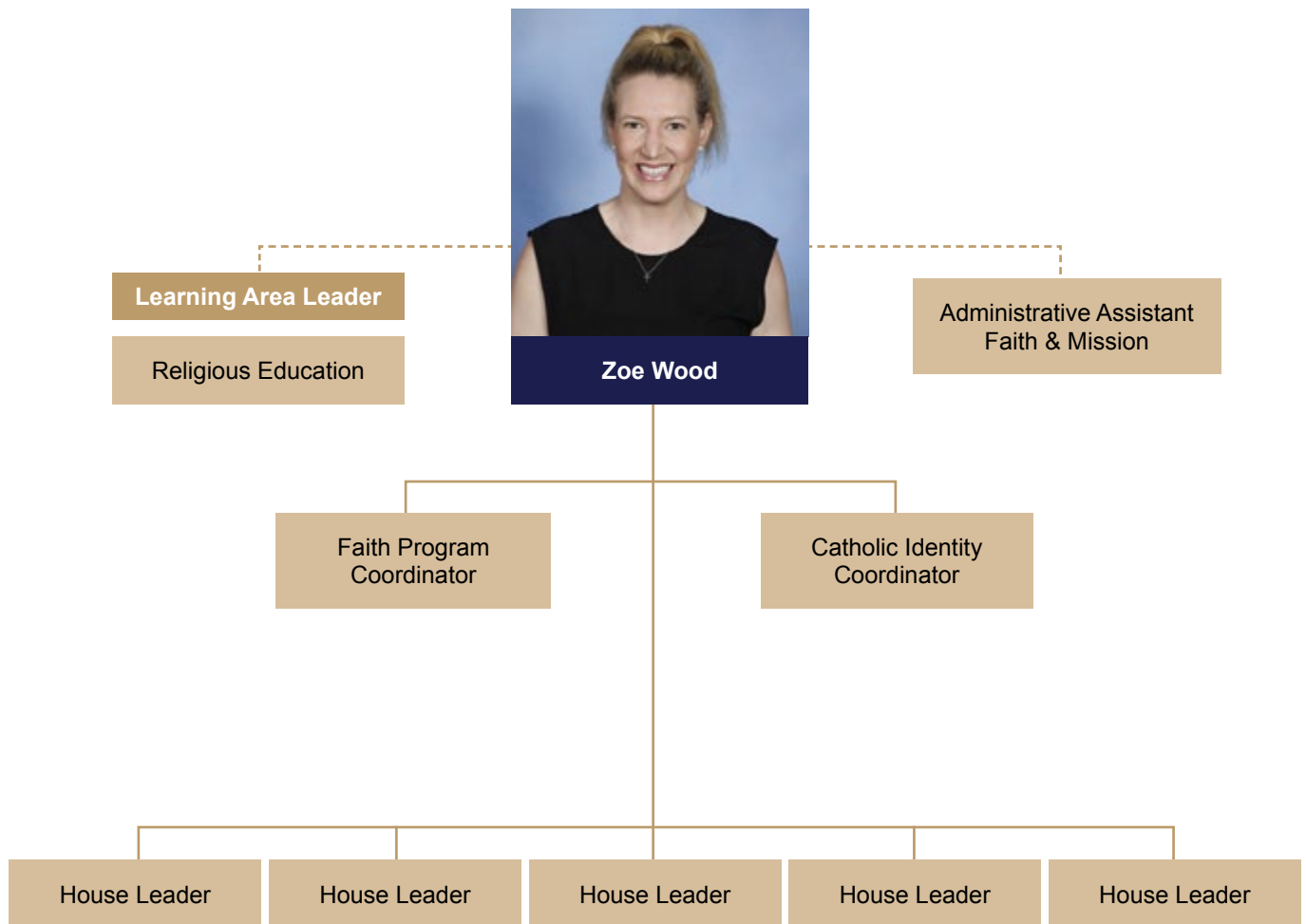
LEARNING AND INNOVATION



ORGANISATIONAL CHART

DEPUTY PRINCIPAL

FAITH AND MISSION



APPLICATION PROCESS

EXTERNAL APPLICANTS

Applicants are asked to provide a cover letter, addressed to the Principal, of no more than two pages, addressing the major responsibilities of the role, and a current CV (one document).

INTERNAL APPLICANTS

Applicants are asked to upload a resume (this should be a document which outlines your skills and experience) and a cover letter.

APPLICATION & INTERVIEW PROCESS

The role description for the Deputy Principal – Learning & Innovation can be found at the end of this booklet. It is anticipated that interviews will be conducted between Monday 19 October and Wednesday 21 October 2027.

INTERVIEWS

The interview panel will be made up of selected staff from the following roles: the Principal, members of the College Senior Leadership Team, and a MACS representative.

POST INTERVIEW

The Director of People and Culture will notify applicants of the outcome of the interview as soon as practicable after the interview.

Successful applicants will be issued with a letter of appointment, documenting the tenure and conditions of appointment.

TENURE

The tenure of this position is 5 years with an ongoing teaching position. A formative review will be held in the third year.

POSITION DESCRIPTION

Deputy Principal – Learning & Innovation

John Paul College, Frankston is a Catholic co-educational secondary school with a rich heritage in the traditions of the FCJ sisters and the Marianists.

“With Him is the
fullness of life”
JOHN 10:10

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MISSION

John Paul College provides an exemplary and holistic education within the Catholic tradition. We believe every student's success is grounded in quality learning and teaching, and a school culture that fosters wellbeing, promotes resilience, and inspires faith in action.

Our motto is our vision – the commitment to ensure every member of our community is empowered to achieve success, act with integrity, and contribute to the common good – Christian discipleship for a just world.

The work of the Deputy Principal - Learning & Innovation will be informed by a vision of Catholic education that is Gospel-based, people-centred, inclusive, and holistic. The Deputy Principal - Learning & Innovation will work to develop an understanding of the Catholic, Marianist and Sisters of the Faithful Companions of Jesus ethos and the values of the College and ensure that they work within those foundational traditions and mission of the school.

PURPOSE OF POSITION

The Deputy Principal - Learning & Innovation position is a senior leadership role within the College and has specific responsibilities to ensure the provision of innovative, evidence-based and engaging teaching and learning programs which meet the individual needs of students across the full range of abilities.

LEADERSHIP OF LEARNING, PEOPLE AND CULTURE

The Deputy Principal - Learning & Innovation is the College's lead educational practitioner, responsible for providing strategic leadership of learning, teaching and innovation. Through visible and gospel-centered leadership, the Deputy Principal develops people, strengthens culture and ensures continuous improvement in learning outcomes for all students.

RESPONSIBILITIES AND SPECIFIC DUTIES

Leadership Role

As senior leader, the Deputy Principal - Learning & Innovation exercises a shared responsibility to ensure that the mission of the Catholic church is brought to life in the College. The leadership role is predicated on the belief that to be effective the Deputy Principal - Learning & Innovation's work will be informed by a vision of Catholic education that is Gospel-based, people-centered, inclusive and holistic. The Deputy Principal - Learning & Innovation promotes and supports staff to give witness to gospel values in all aspects of their work. They are responsible to the Principal and are a member of the Senior College Leadership Team. They supervise and support the work of a number of learning and teaching roles within the College including Learning Area Leaders, Director of College Operations, Head of Learning (7-9), Head of Learning (10-12) and the Professional Learning Coordinator. The Deputy Principal - Learning & Innovation fulfills the role of Designated Complaints Officer as formulated by John Paul College Complaints, Grievances and Appeals Policy and Procedures and MACS policy 2.20. The Deputy Principal - Learning & Innovation may be required to act on behalf of the Principal in their absence.

The Deputy Principal - Learning & Innovation is required to be familiar with and comply with the College's Child Safety Policy and the Code of Conduct. The Deputy Principal - Learning & Innovation will provide students with a child-safe environment, proactively monitoring and supporting student wellbeing and exercise pastoral care in a manner which reflects school values.

Development of Policy

The Deputy Principal - Learning & Innovation is responsible for the development and evaluation of policies and procedures pertaining to their specific areas of responsibility. The Deputy Principal - Learning & Innovation's role remains responsive to the needs of students and staff and to the dictates of relevant policies of the Catholic Education Commission of Victoria (CECV) and Melbourne Archdiocese Catholic Schools (MACS).

Specific Responsibilities

The specific responsibilities of the Deputy Principal – Learning & Innovation include

- Educational Leadership
- Teaching and Learning Curriculum & Pedagogy
- Leadership of People and Teams
- Assessment, Evaluation and Reporting
- Professional Growth and Capacity Building
- Strategic Leadership and Improvement

Specific Tasks

Educational Leadership

- Provides strategic leadership for learning and teaching across the College.
- Articulates and promotes a clear vision for excellence in learning, teaching and innovation.
- Leads the development of a culture where every teacher is a learner and every leader develops the capacity of others.
- Supports the growth and builds the leadership capacity of Learning Area Leaders, Heads of Learning and other middle leaders.

- Promotes contemporary, evidence-informed pedagogical practice.
- Provides visible instructional leadership through regular engagement in classrooms, observation of teaching practice, professional dialogue and feedback, supporting the consistent implementation of the College's agreed instructional model.
- Fosters collective efficacy through professional collaboration, coaching and reflective practice.
- Leads curriculum and classroom innovation that enhances student learning.
- Ensures student learning outcomes remain at the centre of educational decision-making.
- Partners with the Deputy Principal responsible for Student Engagement and Wellbeing to ensure students experience both academic success and personal growth.
- Leads and chairs the Teaching and Learning Committee as the key forum for educational dialogue and leadership.

Teaching and Learning Curriculum & Pedagogy

- Leads and coordinates the development, implementation, evaluation and regular review of the learning and teaching program to ensure the provision of contemporary student learning.
- Analyses the outcomes and impact of College policies and procedures on teaching and learning.
- Makes recommendations to the Senior College Leadership Team and the Principal regarding matters of teaching and learning.
- Provides strategic oversight of curriculum design, implementation and review across Years 7-12.
- Ensures curriculum programs meet regulatory, compliance and accreditation requirements.
- Promotes and communicates learning issues within the wider college community.
- Provides strategic leadership in digital innovation, including the responsible and evidence-informed use of artificial intelligence and emerging technologies to enhance teaching and learning.
- Works collaboratively with Learning Diversity and other key leaders to ensure curriculum, pedagogy, assessment and intervention respond effectively to the diverse learning needs of students.
- Provides strategic oversight of senior secondary curriculum and pathways, including VCE, VCE VM and VET, ensuring programs are responsive to student needs and future pathways.
- Promotes and supports innovation within the curriculum
- Promotes and facilitates appropriate incorporation of information and communication technologies within the learning and teaching program
- Ensures the curriculum is consistent with and promotes the Catholic ethos of the College
- Coordinates the provision of adequate and appropriate teaching resources
- Ensures adequate and appropriate facilities and equipment are available to support teaching and learning
- Liaises with the Principal, Business Manager and Learning Area Leaders to establish Learning Area budgets

Leadership of People and Teams

In partnership with the Director of People & Culture, the Deputy Principal - Learning & Innovation contributes to workforce planning, professional growth and performance processes across the College. The Deputy Principal also:

- Leads, mentors and develops members of the Teaching and Learning Committee.
- Builds highly effective teams characterised by trust, accountability and shared purpose.
- Provides coaching and feedback to support professional growth and improved performance.
- Identifies and develops emerging leaders across the College.
- Promotes staff wellbeing through positive leadership practices and sustainable ways of working.
- Supports recruitment, workforce planning, teaching allocation and succession planning processes in partnership with the Principal, Director of People and Culture and Director of College Operations.
- Works closely with the Director of People & Culture in the management of performance and professional growth processes.
- Supports the implementation of employee improvement, recognition and development initiatives.
- Assists with the preparation and updating of the timetable in consultation with the Director of College Operations.

Assessment, Evaluation and Reporting

- Ensures that all assessments, both formative and summative, are informed by contemporary practice and is consistent and equitable.
- Oversees examination processes and timetables.
- Oversees the academic award program.
- Establishes and implements College guidelines for common assessment processes used in reporting to parents.
- Ensures that assessment and reporting is carried out within school guidelines.
- Provides strategic leadership of the College's reporting and assessment systems, working in partnership with the ICT Manager to ensure data integrity, compliance, operational effectiveness and continuous improvement.

Professional Growth and Capacity Building

- Supports staff in understanding and implementing the requirements, policies and strategic priorities of MACS, VCAA and other relevant educational authorities.
- Provides strategic leadership of the College's Professional Learning Community model, ensuring collaborative professional learning is focused on evidence, classroom practice and improved student outcomes.
- Leads the development, implementation and continuous improvement of the College's Vision for Instruction (VFI), working collaboratively with Learning Area Leaders and the Professional Learning Coordinator to strengthen teaching practice and student outcomes.
- Leads a culture of continuous professional learning across the College.
- Develops and implements a coherent professional learning strategy aligned to College priorities.
- Ensures professional learning is evidence-based, collaborative and focused on improving student outcomes.
- Supports leaders to facilitate professional learning within their teams.
- Promotes professional inquiry, action research and innovative practice.
- Oversees coaching, mentoring and leadership development initiatives.
- Leads Annual Review Meetings and professional growth processes that encourage reflection, accountability and development.

Strategic Leadership and Improvement

- Contributes to the development and implementation of the College Strategic Plan.
- Monitors and evaluates the impact of strategic initiatives.
- Leads and manages strategic change initiatives aligned to College priorities.
- Leads the analysis and use of student achievement, growth, engagement and pathway data to identify priorities, evaluate the impact of teaching practice and drive continuous improvement.
- Monitors student achievement and engagement data to identify trends, evaluate impact and inform strategic decision-making.
- Leads whole-school improvement initiatives and innovation projects.
- Ensures compliance with MACS, VCAA and other regulatory requirements relevant to teaching and learning.
- Prepares reports and recommendations for the Principal and College Leadership Team regarding educational performance and improvement priorities.

CHILD SAFETY

Every person employed or volunteering at John Paul College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. (CECV (Catholic Education Commission of Victoria) Commitment Statement to Child Safety). Such responsibility requires employees to:

- provide students with a child-safe environment.
- be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety.
- proactively monitor and support student wellbeing.
- exercise pastoral care in a manner which reflects school values.
- implement strategies which promote a healthy and positive learning environment.

KEY SELECTION CRITERIA

- Demonstrated commitment to the mission, values and ethos of Catholic education.
- Proven success in leading whole-school improvement in learning, teaching and curriculum.
- Demonstrated ability to build and sustain a positive, collaborative and high-performing culture.
- Demonstrated success as a visible instructional leader, with the capacity to build teacher capability and improve classroom practice through evidence-informed professional learning, observation, feedback and collaborative inquiry.
- Highly developed leadership skills, with demonstrated success in leading, developing and mentoring teams and emerging leaders.
- Demonstrated capacity to identify, develop and empower future leaders through coaching, mentoring and succession planning.
- Deep understanding of contemporary educational research, curriculum, assessment and evidence-informed practice.
- Demonstrated capacity to lead strategic change, innovation and continuous improvement.
- Strong ability to analyse and use data to improve student learning outcomes.
- Exceptional communication, relationship management and stakeholder engagement skills.

- Demonstrated commitment to continuous professional learning and leadership development.
- Demonstrated commitment to child safety and the wellbeing of young people.
- Demonstrated expertise in curriculum and instructional leadership, including a thorough understanding of the Victorian Curriculum, VCE requirements, assessment, reporting and compliance obligations associated with VCAA and MACS frameworks.
- A well-articulated vision for excellence in teaching and learning, including a clear understanding of the opportunities and challenges of education in a contemporary learning environment.

REPORTING RELATIONSHIPS

REPORTS TO: Principal

KEY RELATIONSHIPS: School Advisory Council, Deputy Principals, Heads of Learning, Heads of Students, Director of Operations, Director of People & Culture, Business Manager and other positions as appropriate.

POSITION CLASSIFICATION

This is a Category B Deputy Principal position with employment conditions as per the Catholic Education Multi-Enterprise Agreement 2022 (*CEMEA*) as amended. The level will be based on the experience of the successful applicant.

Must hold valid *Victorian Institute of Teaching* Registration

Tenure: The tenure of this position is 5 years with an ongoing teaching position. A formative review will be held during the third year.

Additional Information

John Paul College is committed to developing a culture to maintain the safety of each student in our care. The College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture. All staff employed at John Paul College are required to abide by our Child Safe Policies and commit to our Child Safe Code of Conduct. All teachers must hold a Victorian Institute of Teaching Registration.



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