

POSITION DESCRIPTION

Head of Performing Arts



Context

Padua College is a coeducational Catholic secondary school serving the Mornington Peninsula through a dedicated multi-campus model. Grounded in our Catholic heritage, Padua College embraces a holistic approach, nurturing academic excellence, formation in faith, compassion, moral responsibility, and emotional maturity in every young person. We believe that every child is important and uniquely gifted, created in the image and likeness of God. In unlocking their potential and discovering their talents, we inspire students to live purposefully, become lifelong learners, and make a positive impact on their world through service and justice.

Motivating Every Purpose

Our “why” at Padua College is grounded in our Catholic identity and shaped by our Franciscan and Mercy charisms. Through education, we seek to recognise the dignity and potential of every person, inspire a love of learning, nurture the growth of the whole person, build relationships founded on compassion and respect, and encourage each person to use their gifts in service of others.

This is at the heart of *Motivating Every Purpose* and gives direction to our vision, decisions and actions.

Together, we are committed to supporting every person to:

- discover and develop their God-given gifts and talents;
- grow as a learner and as a person, striving to become all they are called to be; and
- use their gifts, knowledge, and character to make a positive difference in the lives of others and in the world.

Our Core Values

- We **welcome** and affirm
- We inspire **growth of the whole person**
- We create a **love of learning**
- We build **positive relationships**
- We embrace **diversity**
- We show **compassion** for those in need
- We reconcile and **forgive**
- We work for a just and **peaceful world**

Those in positions of leadership on each campus shape and drive the development of a College-wide attitude that engenders the Padua College Mission and Values.

Overview of the Role

The Head of Performing Arts provides College-wide leadership of an inclusive and vibrant Performing Arts program. The role seeks to “*positively influence others to achieve a shared vision*” for Performing Arts across all campuses (MACS, *Vision for Leadership*, 2026). It creates opportunities for students to learn, perform and contribute to College life, recognising and nurturing their unique gifts. Through music, drama and performance, the Head of Performing Arts strengthens student engagement, belonging and achievement.

The Head of Performing Arts sets the direction for instrumental, vocal and other co-curricular programs; leads and supports staff; and oversees performances and events, including a key leadership contribution to the College Production. The role works closely with the Learning Leader – Drama and Music, College Production Director (during Production cycle) and other leaders to provide coherent opportunities across the College.

This position forms part of the College's senior leadership structure and, in partnership with other senior College leaders, shares responsibility for the strategic, educational, operational, and pastoral leadership of the College, grounded in and guided by the Mission of the College. The role requires a high degree of professional judgement, adaptability, and initiative to navigate complex and evolving circumstances. As a senior leader, this position is expected to contribute beyond the immediate scope of their portfolio, actively support whole-of-College priorities and undertake additional leadership functions as required to support the effective operation of the College, recognising that stewardship of the broader interests of the College is an inherent responsibility of senior leadership.

The Head of Performing Arts reports to the Vice Principal – Staff, Strategy and Development and the Principal.

Professional Leadership Responsibilities

As a Position of Leadership Level 4, the Head of Performing Arts is expected to demonstrate practice consistent with the Lead career stage of the Australian Professional Standards for Teachers, particularly in leading colleagues, evaluating programs, strengthening inclusion and engaging families and the wider community. Relevant Lead descriptors include:

- Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social, and intellectual development and characteristics of students. Standard 1.1.4
- Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn. Standard 1.2.4
- Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious, and socioeconomic backgrounds. Standard 1.3.4
- Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/ carers. Standard 1.4.4
- Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities. Standard 1.5.4
- Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs. Standard 2.1.4
- Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs. Standard 2.2.4
- Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment, and reporting requirements. Standard 2.3.4
- Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages. Standard 2.4.4
- Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data. Standard 2.5.4

- Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students. Standard 2.6.4
- Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education. Standard 3.1.4
- Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills. Standard 3.2.4
- Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking. Standard 3.3.4
- Model exemplary skills and lead colleagues in selecting, creating, and evaluating resources, including ICT, for application by teachers within or beyond the school. Standard 3.4.4
- Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement, and achievement. Standard 3.5.4
- Conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students, and colleagues. Standard 3.6.4
- Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities. Standard 3.7.4
- Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students. Standard 4.1.4
- Evaluate school assessment policies and strategies to support colleagues with using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies. Standard 5.1.4
- Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective, and appropriate feedback strategies. Standard 5.2.4
- Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements. Standard 5.3.4
- Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers. Standard 6.2.4
- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues, and the community. Standard 7.1.4
- Identify, initiate, and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school. Standard 7.3.4
- Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities. Standard 7.4.4

Major Areas of Responsibility

The responsibilities of the Head of Performing Arts include, but are not limited to:

- providing strategic program leadership through a coherent, inclusive and high-quality Performing Arts direction across the College;
- leading the delivery, quality and evaluation of instrumental, vocal and other co-curricular Performing Arts programs across campuses;
- leading and developing Performing Arts staff across campuses, including consistent practice, supervision and child safety induction;
- strengthening student participation and community engagement through Performing Arts opportunities, partnerships and events;

- planning, delivering and evaluating a sustainable program of performances and events, with appropriate staffing, approvals and regard for staff and student workload and wellbeing;
- managing Performing Arts budgets, facilities, equipment and resources responsibly and using evidence for continuous improvement; and
- undertaking other day-to-day duties and implementing decisions as requested by the Principal or the College Improvement Team.

Statement of Duties

The following duties are aligned with the Head of Performing Arts' major areas of responsibility:

Strategic program leadership	The Head of Performing Arts: • sets a coherent College-wide direction for Performing Arts, informed by the College Mission, strategic priorities, student voice, participation and achievement data; • works with the Learning Leader – Drama and Music to connect co-curricular opportunities with high-quality curriculum, instruction, assessment and engagement, while respecting their curriculum responsibilities; • develops an annual Performing Arts plan with clear priorities, responsibilities and measures of progress, and monitors its implementation across campuses; and • evaluates the effectiveness and sustainability of Performing Arts programs, using feedback, participation trends and achievement data to inform strategic planning and resource recommendations.
Instrumental, vocal and co-curricular programs	The Head of Performing Arts: • leads the design, implementation and regular evaluation of inclusive instrumental, vocal and co-curricular opportunities across campuses, with clear pathways for students from Years 7 to 12; • oversees the quality and consistency of instrumental and vocal tuition across campuses, including appropriate lesson content, student progress reporting and communication with families; • works collaboratively with relevant leaders and staff to maintain connections between classroom learning, instrumental and vocal tuition, and co-curricular Performing Arts programs; and • promotes equitable access and participation, including for students with diverse learning needs and those who have not previously participated in Performing Arts.
Leading and developing people across campuses	The Head of Performing Arts: • provides clear direction, supervision, support and professional feedback to instrumental and sessional staff, and manages the work of College Music Administration staff, relevant education support employees and Performing Arts Assistants within delegated reporting arrangements; • leads child-safe practice across Performing Arts programs and ensures all staff involved, including instrumental, sessional and education support staff, are inducted in College child safety requirements before working with students and understand

	professional boundaries, supervision and their obligations to report concerns; • facilitates purposeful team meetings, collaboration, coaching and professional learning that strengthen practice, grow others, and support staff wellbeing and shared accountability; • conducts and leads professional and constructive conversations with campus staff regarding performance, conduct, and capacity matters, providing guidance and support to those staff; • promotes and recruits students for instrumental tuition, bands, ensembles and vocal groups across campuses, working with relevant teachers to sustain participation; and • coordinates enrolment, communication with families and student progress reporting, including the transition of music students from Rosebud and Tyabb to Mornington so their tuition and ensemble participation continue.
Student participation and community engagement	The Head of Performing Arts: • cultivates a welcoming Performing Arts culture that recognises student gifts and strengthens belonging, confidence and leadership; • supports the College Production Director and coordinates the contribution of relevant staff and students to the College Production; • works with relevant College and campus leaders to coordinate music and performances for liturgies, Masses, assemblies and significant College events; • develops partnerships with families, community groups, professional organisations and other schools to extend student experiences and showcase learning; • reviews participation across campuses and student groups and takes action to improve access, retention and progression; and • uses student and family feedback and program evidence to identify gaps, improve quality and report outcomes to College leadership.
Performances, events and operational delivery	The Head of Performing Arts: • leads the planning, delivery and evaluation of concerts, soirees, festivals, camps, visiting groups and public performances, including Open Days, Performing Arts Nights and other approved College events; • develops a sustainable annual schedule of rehearsals and performances in consultation with relevant leaders, balancing student learning and opportunities with staff and student workload, wellbeing and other College commitments; • liaises with the Director of College Logistics and Operations on event timing and arrangements, and coordinates venues, staffing, transport, communication, permissions, supervision and accessibility; • ensures risk assessments, child safety, duty of care, occupational health and safety and relevant College approval processes are met for rehearsals, performances and external activities; • coordinates participation in SIS Performing Arts events and relevant external opportunities; and • submits rehearsal and performance schedules, staffing arrangements and proposed hours outside normal school hours for all staff involved to the Vice Principal – Staff, Strategy and

	Development for approval before the activities occur, including any proposed time in lieu.
Stewardship of resources and continuous improvement	The Head of Performing Arts: • prepares and monitors the Performing Arts budget in consultation with the Directors of Finance and Business, controls expenditure and advises on priorities and capital needs; • oversees the purchase, maintenance, storage, inventory and safe use of instruments, equipment, learning materials and Performing Arts spaces; • allocates resources fairly across campuses and programs, taking account of student needs, participation and College priorities; and • reviews program and event outcomes, operational processes and resource use, and recommends improvements to the College Improvement Team.
Expectations	The Head of Performing Arts is expected to: • demonstrate a commitment to the broader life and educational priorities of the College, including availability to support College events, critical incidents, emergencies, student and staff wellbeing matters, operational requirements, and emerging College needs as they arise; • exercise flexibility, responsiveness and a willingness to contribute beyond defined areas of responsibility, including acting on behalf of colleagues, supporting College-wide priorities and operations, and undertaking additional leadership responsibilities where these are consistent with the seniority, complexity and accountabilities of the role; • be available outside of normal campus hours to assist with College events, the Daily Organiser (as and when required), and emergencies, and is expected to have the flexibility required of a senior Position of Leadership Level 4; • have or be working towards attaining Lead Teacher National Certification during the tenure; • have approved in advance by the Vice Principal – Staff, Strategy and Development, any hours worked outside normal school hours for Performing Arts duties, noting that time in lieu accrued for those approved hours may be acquitted through the POL time allowance as directed by the Vice Principal – Staff, Strategy and Development, in accordance with the applicable agreement and College procedures, with hours accrued and acquitted to be recorded; • attend and lead approved Performing Arts events outside normal school hours as required; • attend planning days prior to the start of school each year and up to the gazetted date for the end of the school year if required; • be familiar with and comply with Padua College's Child-Safety and Wellbeing Policy and Code of Conduct, and any other policies or procedures relating to child safety; • be familiar with and comply with legislated Occupational Health and Safety practices and participate in consultative processes to ensure workplace safety for staff and students;

- maintain currency of all relevant legislated and required College Occupational Health and Safety modules, and all First Aid and CPR Qualifications;
- undertake regular professional learning to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role;
- attend College and Campus Staff Meetings as requested by the Principal or his/her nominee; and
- perform any other day to day duties as requested by the Principal or his/her nominee.

This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide to the responsibilities of the role. The position is subject to review and modification by the Principal (or nominee), in negotiation with the appointee, in response to the evolving needs of the College and the experience and expertise of the appointee. Any significant additions to the responsibilities may be requested by the Principal (or nominee) through consultation and mutual agreement with the appointee.

Child Safety

Padua College is committed to the safety, wellbeing and inclusion of all our students. The College has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. Particular attention is paid to the most vulnerable children (Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds and children with a disability). In this context, Padua College implements a regular and comprehensive Child Safety and Protection program across the entire community.

All staff at Padua College take an active role and are well informed of their obligations in relation to Child Safety under Ministerial Order No. 1359 "Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises". Employment at Padua College is subject to College policies, including the Child Safety Policy, Child Safety Code of Conduct and Child Protection – Reporting Obligations Policy, being read, understood and adhered to by being proactive in reporting any concerns or identified risks. Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students' safety has been identified.

All staff are also required to understand and meet their obligations under mandatory reporting requirements, the Reportable Conduct Scheme, and the failure to disclose and failure to protect offences under the *Crimes Act 1958 (Vic)*.

Key Organisational Relationships

INTERNAL	EXTERNAL	COMMITTEES
Principal College Improvement Team Vice Principal - Staff, Strategy & Development Vice Principal – Learning & Teaching Directors of Business & Finance Learning Leader – Drama and Music Performing Arts Centre Manager Performing Arts Assistants Teachers Instrumental Teachers Students	Parents/guardians	Performing Arts Committee

Criteria For Effective Leadership

The effective performance of the Head of Performing Arts will be due to their capabilities across a comprehensive range of the following:

Attributes & Dispositions

- commitment to the Mission, Vision, and Catholic identity of Padua College
- a passion and vision for the role of the Performing Arts within a school community
- a vision for exemplary practice and student engagement informed by Padua's Teaching and Learning Framework
- openness to change and commitment to improvement
- optimism, confidence, and enthusiasm when leading staff and students and managing change
- the drive to work with staff and students across the College
- approachability as an active listener, negotiator, and advocate
- a tenacious and resourceful capacity for hard work
- perseverance, sensitivity, compassion, and patience in the face of complex and difficult situations
- collaborative and flexible in professional settings
- dependability and reliability
- behaves in ways that respect and advance the profession (VIT Code of Ethics, 2021)
- positive role model in education settings, in the community and online (VIT Code of Conduct, 2021, P.2.1)
- acts with discretion and maintains confidentiality in all communications (VIT Code of Conduct, 2021, P. 2.1)

Knowledge & Understandings

- thorough knowledge of contemporary best practice approaches to teaching and learning
- awareness of innovations in pedagogy, technologies influencing the learning landscape and learning environments
- knowledge of the appropriate avenues and resources for seeking information, support, and clarification in relation to the responsibilities of the role
- knowledge of the College's policies and procedures that impact on performing arts programs and services
- financial management experience

Skills & Capabilities

- demonstrated record as a Lead Teacher as reflected in the Australian Professional Standards for Teachers
- demonstrated success in developing, implementing, and evaluating educational policy and practice
- ability to establish and maintain effective working relationships with colleagues
- ability to form teams and sustain teamwork
- track record of skilfully fostering positive relationships between teachers and students
- versatility to communicate clearly, personably, and effectively in a variety of settings
- capacity to multi-task and pay close attention to detail
- ability to keep to timelines and manage multiple deadlines
- ability to implement the College Improvement Team's long-term plans for continuous improvement in learning and teaching
- excellent capabilities in the application of learning management systems
- capacity to reflect on one's own leadership performance and style
- capacity to maintain professional relationships within the College community and with other organisations on behalf of the College, where necessary

Tenure, Conditions and Requirements

Classification	POL 4 10 of 39 periods
Tenure	27 January 2027 – 26 January 2030
Appraisals	Annual Review Meeting Formal review in Semester 2 of the second year of appointment
Entitlements	Entitlements under the <i>Catholic Education Multi Enterprise Agreement 2022</i> (or its successors)
Requirements	Victorian Institute of Teaching – Full Registration Have or be working towards Accreditation to Teach Religious Education in a Catholic School, or have or be working towards VCEA Accreditation to Teach in a Catholic School Completion of OHS Modules

Authorised by: _____
(Principal)

Date: _____

Signed by: _____

Date: _____

Name: _____

Date of Document: September 2026

Date for Review: September 2029

