

POSITION DESCRIPTION

Assistant Head of Campus – Learning & Pedagogy (Mornington Year 7-9 Campus)

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 Assistant Head of Campus – Learning and Pedagogy Leader (AHoC – LaP) has a key role in implementing the College’s Learning and Teaching Framework, the MACS Vision for Instruction (or its equivalent), Padua’s Instructional Model, and the College’s Educational Strategic Plan. As a member of the Learning and Teaching Executive, they help set the direction for student learning across all year levels at the Campus, ensuring every student’s opportunities for success are maximised.

The AHoC – LaP “drives both instructional excellence and genuine engagement” throughout the educational community (MACS Vision for Leadership, p. 15). They enact this commitment by providing leadership in curriculum development, pedagogy and promoting a learning environment in which staff and students strive for growth and personal excellence while recognising and using their God-given talents.

Effective leadership of learning and teaching connects high-quality instructional practice with student engagement, successful learning, and improved student outcomes. Working in partnership with the Instructional Coaches and Director of Educational Initiatives, the AHoC – LaP guides and supports Campus staff to strengthen curriculum, embed evidence-based, high-impact pedagogies and improve professional practice. The role leads the development, implementation, evaluation and ongoing refinement of curriculum and learning programs and, with the Director of Educational Initiatives, promotes innovation in curriculum design and instructional practice.

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 AHoC – LaP is a key member of the Learning and Teaching Team, working under the direction of the Vice Principal – Learning and Teaching and reporting directly to the Head of Campus.

Professional Leadership Responsibilities

As a Position of Leadership Level 4, teachers should be at a ‘Lead’ career stage. Position of Leadership Level 4 Teachers in the role of Assistant Head of Campus - Learning and Pedagogy are expected to specifically:

- 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
- 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
- Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students. Standard 6.3.4
- Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning. Standard 6.4.4
- 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 Assistant Head of Campus – Learning and Pedagogy’s major areas of responsibility include but are not limited to:

- overseeing the Year 7-9 Campus learning and teaching program to ensure each student’s learning and assessment is challenging, authentic, engaging, and continuous, and each student’s pathway positions them for success;
- in partnership with the Instructional Coaches, the AHoC – LaP assumes a lead role in developing capacity and cultivating the learning culture on Campus by modelling and embedding the principles of the College’s Learning and Teaching Framework, Padua’s Instructional Model and MACS Vision for Instruction (or its equivalent);
- leading professional learning and change that supports teachers’ ongoing improvement in alignment with the Australian Professional Standards for Teachers, Padua’s Learning and Teaching Framework, and identified College priorities, including targeted coaching, classroom observations, modelling evidence-based instructional practices and providing effective feedback;
- providing proactive and visible leadership in support of the effective operation, ongoing development, and strategic priorities of the Campus, working closely with the Head/Director of Campus and other College leaders to foster a safe, orderly, inclusive, and high-performing learning environment;
- leading performance review, professional goal-setting and annual review meetings with teaching staff, including establishing clear improvement goals and monitoring progress;
- assuming lead responsibility for an identified area of College priority, strategic initiative, or School Improvement Plan focus, while working collaboratively with colleagues to support its implementation and advancement; and
- performing 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 Assistant Head of Campus – Learning and Pedagogy’s major areas of responsibility:

Leadership of student learning, assessment, and curriculum

The AHoC – LaP oversees the Years 7-9 Campus learning and teaching program to ensure that curriculum, assessment and reporting support continuous learning, appropriate challenge, and successful student pathways. The AHoC – LaP:

- guides Learning Leaders and teaching staff to ensure curriculum and assessment meet Victorian Curriculum and College requirements and are implemented consistently across classes and campuses;
- leads the development, documentation, implementation, evaluation and ongoing refinement of curriculum and learning programs, including scope and sequence documents, course outlines, units of work, lesson plans, and assessment documentation;
- ensures curriculum documentation is current, accessible through the College’s learning management system and demonstrates clear alignment, sequencing, differentiation and agreed instructional approaches;
- leads the use of assessment, moderation and reporting practices that support valid, consistent, and comparable judgements of student learning;

	• coordinates key Years 7-9 assessment and reporting processes, including NAPLAN, Allwell or equivalent testing, Victorian Curriculum Capabilities, online and oral progress reporting, and associated timelines and communications; • supports staff to analyse and use student achievement data, including Padua DIGS, to identify learning needs, establish improvement priorities, differentiate instruction, and monitor student growth; • works with Learning Diversity and wellbeing leaders to ensure curriculum is inclusive, accessible, and responsive to students requiring adjustment, extension, or targeted support, including supporting NCCD processes; • promotes the effective use of literacy, numeracy, and digital technologies across the curriculum to strengthen student engagement, learning, and achievement; and • oversees relevant curriculum administration, including subject information, course handbooks, booklists, academic records, awards, and communication with families.
Capacity building and professional learning culture	In partnership with the Instructional Coaches, the AHoC - LaP leads the development of teacher capacity and a strong professional learning culture on the Campus. The AHoC - LaP: • models and embeds the College's Learning and Teaching Framework, Padua's Instructional Model, and the MACS Vision for Instruction; • establishes and promotes high expectations and consistent, high-quality instructional practices for all students; • supports the College's instructional walkthrough and classroom observation processes, including timely, constructive feedback and targeted coaching; • uses coaching approaches to strengthen professional dialogue, reflective practice, teacher efficacy, and collective responsibility for student outcomes; • guides staff to evaluate and improve their practice using student learning data, observation, feedback, and relevant research; • facilitates purposeful meetings and professional conversations focused on student learning, curriculum quality, instructional practice, and improvement priorities; • conducts professional and constructive conversations with campus staff regarding performance, conduct and capacity, providing clear expectations, guidance, and support; • engages staff, students, and families in appropriate dialogue about learning, curriculum, and the educational direction of the Campus; and • contributes to College committees, working parties and professional learning groups addressing learning and teaching priorities.
Professional learning, change, and innovation	The AHoC - LaP leads professional learning and change that support teachers' ongoing improvement and the strategic development of learning and teaching. The AHoC - LaP:

	• works with the Vice Principal - Learning and Teaching, Director of Educational Initiatives, and Instructional Coaches to plan and lead professional learning aligned with the Australian Professional Standards for Teachers, College frameworks, staff learning needs and identified priorities; • supports teachers and Learning Teams to implement, embed and evaluate evidence-based, high-impact pedagogies; • leads staff in trialling new practices, examining evidence of student learning and evaluating the impact of change; • promotes evidence-based innovation in curriculum design, assessment, and instructional practice, including the purposeful use of emerging technologies; • leads the review and evaluation of courses and programs using curriculum evidence, student data, research and feedback from staff, students, and families; • identifies and facilitates professional learning opportunities through research, professional reading, networks, associations, conferences, and practitioner inquiry; • supports staff seeking Highly Accomplished or Lead Teacher certification and promotes opportunities for professional growth; and • maintains current knowledge of curriculum requirements, educational research, and evidence-based practice.
Campus leadership and operations	The AHoC - LaP provides proactive and visible leadership to support the effective operation, ongoing development, and strategic priorities of the Campus. The AHoC - LaP: • works closely with the Head of Campus and other College leaders to foster a safe, inclusive, purposeful, and high-performing learning environment; • contributes to Campus planning, decision-making, communication and the implementation of College policies, priorities, and improvement initiatives; • acts as Head of Campus when required and exercises sound judgement, discretion, and accountability in delegated matters; • works collaboratively with wellbeing leaders, House Coordinators, and other staff to respond to matters affecting student learning, engagement, and participation; • provides visible leadership at Campus and College events and assists with operational or emergency matters when required; • leads and models compliance with the Child Safe Standards, Ministerial Order 1359, the College's Child Safety and Wellbeing Policy and Child Safety Code of Conduct; and • builds effective relationships with staff, students and families through clear communication, consultation, and timely follow-through.
Performance review and professional goal setting	The AHoC - LaP leads performance review, professional goal-setting and annual review processes with teaching staff. The AHoC - LaP:

	• establishes a supportive and productive environment for annual review meetings, goal setting, coaching conversations, and formal appraisal processes; • supports staff to establish clear professional goals aligned with the Australian Professional Standards for Teachers, College frameworks, student learning needs, and identified priorities; • assists teachers to identify appropriate actions, evidence, and professional learning to support achievement of their goals; • monitors progress and provide ongoing coaching, feedback, and appropriate accountability; • supports the implementation of College leadership and professional growth programs, including IPPEaK and GEL, where applicable; and • maintains accurate and appropriate documentation relating to review, appraisal, and goal-setting processes.
Identified College priority or strategic initiative	The AHoC - LaP assumes lead responsibility for an identified College priority, strategic initiative, or School Improvement Plan focus. The AHoC - LaP: • leads the planning, coordination, implementation and ongoing development of the assigned priority or initiative; • works collaboratively with relevant leaders, staff, and teams to support effective implementation across the College; • establishes appropriate actions, milestones and measures of progress aligned with broader College improvement goals; • monitors progress, address emerging issues and provides updates to the College Leadership Team as appropriate; • evaluates the effectiveness and impact of actions undertaken and recommends refinements; and • supports effective communication and engagement across the College in relation to the assigned priority or initiative.
Expectations	The AHoC - LaP 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; • demonstrate professional conduct consistent with the Catholic mission, values, and expectations of Padua College;

- have or be working towards attaining Lead Teacher National Certification during the tenure;
- 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 – Learning & Teaching Heads of Campus AHoC SWAG Director of Educational Initiatives Instructional Coaches Learning Leaders Learning Diversity Team Staff Students	Parents/Guardians MACS VCAA Learning Support Agencies	Campus Administration Team Learning and Teaching Executive Learning & Teaching Committee Student Management

Criteria For Effective Leadership

The effective performance of the Assistant Head of Campus - Learning and Pedagogy (Year 7-9 Mornington Campus) 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
- Passion for teaching and learning
- A vision for exemplary practice and student engagement informed by Padua's Teaching and Learning Framework
- Determination to achieve the goals set for the Learning Area's success each year
- A high level of motivation to ensure that learning and teaching standards foster student achievement and success
- Approachability as a professional guide, mentor, and coach
- Openness to change and commitment to improvement
- Optimism, confidence, and enthusiasm when leading staff and students and managing change
- 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 and technologies influencing the learning landscape and learning environments
- Up-to-date knowledge of learning and assessment policy and procedures
- Knowledge of the appropriate avenues and resources for seeking information, support, and clarification in relation to the responsibilities of the role
- Understanding the need for accountability as a Learning Leader and member of the Learning and Teaching Team
- Demonstrated commitment to ongoing learning through post-graduate studies

Skills & Capabilities

- Demonstrated record as a Lead Teacher in reference to the Australian Professional Standards for Teachers
- Capacity to reflect on one's own leadership performance and style
- The ability to use data to provide feedback and plan for continuous improvement
- Ability to form teams and sustain teamwork
- Track record of skilfully fostering positive relationships between teachers and students
- Clear and personable communication skills
- Excellent capabilities in the application of learning technologies and the use of learning management systems
- Capacity to multi-task and pay close attention to detail
- Ability to keep to timelines and manage multiple deadlines

Tenure, Conditions and Requirements

Classification	POL 4 19 of 39 periods
Tenure	27 January 2027 – 26 January 2030
Appraisals	Annual Review Meeting Formal Appraisal 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

