

POSITION DESCRIPTION

Aspire9
Campus Leader

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 Aspire9 Program engages Year 9 students in authentic learning within and beyond the classroom. It develops personal leadership, intercultural awareness, literacies and readiness for future study and work. Through these experiences, students build confidence, independence, resilience, and collaboration skills, while taking responsibility for their learning and participating actively in the program.

The Aspire9 Campus Leader, in collaboration with the Director of Educational Initiatives and

other Aspire9 Campus Leaders, leads the implementation, coordination and review of the Aspire9 Program on their campus. The role ensures curriculum, assessment and reporting align with the Victorian Curriculum, the College's Learning and Teaching Framework and the MACS Visions for Instruction and Engagement.

The Aspire9 Campus Leader supports high-quality instructional practice and oversees the management and administration of campus Focus Weeks and camps. The role also coordinates transition activities, program events, and cross-campus experience days, working with other Aspire9 Campus Leaders and relevant staff to promote consistent program delivery, student participation, and continuity of learning.

The Aspire9 Campus Leader reports to the Head or Director of Campus and the Director of Educational Initiatives.

Major Areas of Responsibility

In collaboration with the Director of Educational Initiatives and other Aspire9 Campus Leaders, the Aspire9 Campus Leader is responsible for:

- leading the implementation and review of campus Aspire9 curriculum, assessment, and reporting;
- planning, coordinating, and administering campus Aspire9 Focus Weeks and camps in accordance with College policies and procedures;
- coordinating Aspire9 transition activities, program events, and cross-campus experience days to support student participation, connection, and continuity of learning; and
- performing other day-to-day duties and implementing decisions as requested by the Principal and/or members of the College Improvement Team.

Statement of Duties

The following duties are aligned to the Aspire9 Campus Leader's major areas of responsibility.

Curriculum, assessment, and reporting

In collaboration with the Director of Educational Initiatives and other Aspire9 Campus Leaders, the Aspire9 Campus Leader:

- leads the implementation and review of campus Aspire9 curriculum, assessment, and reporting, ensuring alignment with the Victorian Curriculum, the College's Learning and Teaching Framework and the MACS Visions for Instruction and Engagement;
- works with Learning Leaders, Learning and Pedagogy Leaders and Aspire9 staff to maintain coherent curriculum documentation, learning sequences and assessment plans;
- supports staff to deliver challenging, authentic, and engaging learning experiences that connect students with their local and global contexts;
- promotes evidence-based instructional practices, differentiation, and high expectations to support and extend all learners;
- coordinates assessment, moderation, feedback, and reporting processes that monitor and communicate student progress and achievement against relevant Victorian Curriculum achievement standards;
- analyses student performance and engagement data, including Padua DIGS, to inform teaching practice, targeted support, and program improvement;

	• collaborates with Instructional Coaches to strengthen instructional practice and the explicit teaching of literacy within the program; • works with Learning Diversity staff and relevant campus leaders to ensure appropriate adjustments, support, and extension opportunities; • facilitates team meetings and identifies professional learning needs to support effective program delivery; and • evaluates campus program delivery using curriculum documentation, assessment evidence and feedback from students, staff and parents/carers, sharing findings and recommendations with the Director of Educational Initiatives.
Management and administration of Focus Weeks and camps	In collaboration with the Director of Educational Initiatives and other Aspire9 Campus Leaders, the Aspire9 Campus Leader: • plans, coordinates and administers campus Aspire9 Focus Weeks and camps, working with the Aspire9 Assistant, other Aspire9 Campus Leaders, and relevant staff; • develops schedules and coordinates venues, providers, transport, equipment, and resources to support purposeful and well-organised experiences; • identifies staffing and supervision requirements and liaises with relevant staff and operations leaders to balance program requirements with other College needs; • seeks approval from the Vice Principal – Staff, Strategy and Development regarding staffing requirements for camps and other events; • ensures approvals, risk assessments, consent forms, student information, and emergency arrangements are completed in accordance with College policies and procedures; • ensures staff and external providers understand and comply with relevant child safety, supervision, student wellbeing and occupational health and safety requirements; • works with relevant staff to arrange reasonable adjustments and support that enable students to participate safely and meaningfully; • manages allocated resources and monitors expenditure within approved budgets; • communicates the purpose, arrangements and expectations of Focus Weeks and camps clearly to staff, students and parents/carers; • coordinates planning meetings and staff briefings, maintains accurate records and addresses operational concerns in consultation with the appropriate leaders; • conducts professional and constructive initial conversations with staff regarding performance, conduct and capacity, providing clear expectations, guidance, and support; and • reviews Focus Weeks and camps using participation data and feedback to inform future planning and improvement.
Transition, events and cross-campus experiences	In collaboration with the Director of Educational Initiatives and other Aspire9 Campus Leaders, the Aspire9 Campus Leader: • coordinates campus Aspire9 transition activities that prepare students for the program and support their progression to subsequent learning;

	• works with relevant campus, pastoral, and learning leaders to communicate transition arrangements and share information that supports continuity of learning and wellbeing; • collaborates with other Aspire9 Campus Leaders to plan and deliver program events and cross-campus experience days; • ensures activities have clear purposes that support the Aspire9 curriculum, student connection, participation, and development; • coordinates campus schedules, staffing, supervision, transport, and resources with relevant staff; • communicates event arrangements and participation expectations to students, staff, and parents/carers; • supports inclusive participation and provides opportunities for student voice, collaboration, and leadership; • contributes to College communications and publications that share Aspire9 experiences and student achievements; and • evaluates transition activities, events, and cross-campus experiences to inform future delivery.
Expectations	The <i>Aspire9</i> Program Campus Leader will be required to • 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.

his 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 as 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 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 Director of Educational Initiatives Heads of Campus AHoC – LaP/ADoC - LaP AHoC – SWAG Instructional Coaches Learning Diversity Learning Leaders Teachers Students	Parents/Guardians MACS CAA VCAA	Aspire9 Program

Criteria For Effective Leadership

The effective performance of the *Aspire9* Program Campus Leader 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
- optimism, confidence, and enthusiasm when motivating staff and students
- a vision for exemplary practice and student engagement in *Aspire9* informed by Padua's *Aspire9* Program objectives
- determination to achieve the goals set for the program's success each year
- high level of motivation to ensure learning and teaching standards foster student achievement and success
- approachability as a professional guide, mentor, and coach
- openness to change and commitment to improvement
- 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

- knowledge and understanding of contemporary trends and research into student wellbeing, engagement, and learning outcomes
- thorough knowledge of contemporary best practice approaches to teaching and learning in Middle Years
- 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 Campus Aspire9 Coordinator and member of the Aspire9 Program Team

Skills & Capabilities

- track record of skilfully fostering positive relationships between teachers and students
- demonstrated record as working towards a Highly Accomplished Teacher level 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
- capacity to negotiate
- capacity to multitask and pay close attention to detail
- clear and personable communication skills
- excellent capabilities in the application of learning technologies and use of learning management systems

Tenure, Conditions and Requirements

Classification	Mornington Campus POL 1 8 of 39 periods Rosebud & Tyabb Campus POL 1 4 of 39 periods
Tenure	27 January 2027 – 26 January 2030
Appraisals	Annual Review Meeting
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

