

POSITION DESCRIPTION

Catholic Identity Leader - Religious Education Curriculum

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 Catholic Identity Leader - Religious Education (RE) Curriculum works with the Vice Principal – Mission, Formation and Social Justice to develop and implement the strategic direction of the Religious Education curriculum of the College. The Catholic Identity Leader - Religious Education Curriculum is responsible for the leadership of the Religious Education curriculum at the College and collaborates with the Vice Principal – Mission, Formation and Social Justice to promote and connect high-quality teaching to student engagement, successful learning, and positive student outcomes on the campus. Informed by MACS Vision for Leadership, the Catholic Identity Leader - Religious Education Curriculum models faith-

filled, relational leadership that honours the dignity of every person, develops staff capacity, and strengthens Religious Education to support students' learning, faith understanding, and personal growth.

The Catholic Identity Leader - Religious Education Curriculum works in collaboration with the Vice Principal – Mission, Formation and Social Justice, the Vice Principal – Learning and Teaching, Learning and Pedagogy Leaders, Instructional Coaches and Catholic Identity Leaders on all campuses to lead curriculum and program development and oversee course provision to ensure the efficient management and administration of the Religious Education Learning Area across the Campus and the College.

The Catholic Identity Leader - Religious Education Curriculum, together with the Vice Principal – Mission, Formation and Social Justice, develops, implements and leads whole school professional learning in relation to Catholic Identity and in the area of Religious Education that builds knowledge, understanding and capacity of staff to obtain their Accreditation to Teach Religious Education or Lead in a Catholic School, or VCEA Accreditation to Teach in a Catholic School.

The Catholic Identity Leader - Religious Education Curriculum works closely with all members of the Mission Identity Team and all staff and is a member of the Faith Team Executive and Learning Leaders. The Catholic Identity Leader - Religious Education Curriculum will support the mission and vision of the school and ensure the college values are reflected in the way they work.

The Catholic Identity Leader - Religious Education Curriculum is responsible to the Principal and reports directly to the Vice Principal - Mission, Formation and Social Justice.

Professional Leadership Responsibilities

As a Position of Leadership Level 3, teachers should be at a 'Highly Accomplished' career stage. Position of Leadership Level 3 Teachers in the role of Catholic Identity Leader - Religious Education Curriculum are expected to specifically:

- Select from a flexible and effective repertoire of teaching strategies to suit the physical, social, and intellectual development and characteristics of students. Standard 1.1.3
- Expand understanding of how students learn using research and workplace knowledge. Standard 1.2.3
- Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds. Standard 1.3.3
- Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives. Standard 1.4.3
- Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities. Standard 1.5.3
- Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability. Standard 1.6.3
- Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs. Standard 2.1.3
- Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs. Standard 2.2.3

- Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment, and reporting requirements. Standard 2.3.3
- Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages. Standard 2.4.3
- Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement. Standard 2.5.3
- Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful. Standard 2.6.3
- Develop a culture of high expectations for all students by modelling and setting challenging learning goals. Standard 3.1.3
- Work with colleagues to plan, evaluate, and modify learning and teaching programs to create productive learning environments that engage all students. Standard 3.2.3
- Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. Standard 3.3.4
- Assist colleagues to create, select, and use a wide range of resources, including ICT, to engage students in their learning. Standard 3.4.3
- Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement. Standard 3.5.3
- Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices. Standard 3.6.3
- Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. Standard 3.7.3
- Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. Standard 4.1.3
- Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities. Standard 4.2.3
- Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience. Standard 4.3.3
- Initiate and take responsibility for implementing current school and/ or system, curriculum, and legislative requirements to ensure student wellbeing and safety. Standard 4.4.3
- Model, and support colleagues to develop, strategies to promote the safe, responsible, and ethical use of ICT in learning and teaching. Standard 4.5.3
- Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements, and support colleagues to evaluate the effectiveness of their approaches to assessment. Standard 5.1.3
- Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning. Standard 5.2.3
- Organise assessment moderation activities that support consistent and comparable judgements of student learning. Standard 5.3.3
- Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions, and modifying teaching practice. Standard 5.4.3
- Work with colleagues to construct accurate, informative, and timely reports to students and parents/carers about student learning and achievement. Standard 5.5.3
- Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice. Standard 6.1.3
- Plan for professional learning by accessing and critiquing relevant research, engage in high-quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable. Standard 6.2.3

- Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students. Standard 6.3.3
- Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. Standard 6.4.3
- Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. Standard 7.1.3
- Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing. Standard 7.3.3
- Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning. Standard 7.4.3

Major Areas of Responsibility

The responsibilities of the Catholic Identity Leader - Religious Education Curriculum include but are not limited to:

- collaborating with the Director of Educational Initiatives, Instructional Coaches, Learning and Pedagogy Leaders, Mission Identity Team, and the staff within their team to ensure the development and implementation of a rigorous Religious Education Learning program including individual courses, and their reflection of the principles of Padua College's Learning and Teaching Framework, Instructional Model and MACS Vision for Instruction;
- in collaboration with the Vice Principal - Staff, Strategy and Development, implementing and leading whole school staff professional learning in relation to the RE Learning Area, informed by research and evidence, to improve learning outcomes;
- in collaboration with the Mission Identity Team and relevant College leaders and teams, supporting and strengthening the Catholic identity of the College through the leadership and facilitation of prayer, liturgy, faith formation, retreats, and social justice initiatives;
- ensuring the Respectful Relationships curriculum at Padua College is taught from an authentically Catholic perspective, aligned with Church teaching and MACS directions. Working with wellbeing, faculty, and Religious Education key stakeholders, curriculum is grounded in the dignity of every person, created in the image and likeness of God, and makes explicit the Gospel values and Catholic Social Teaching that give its goals of respect, equality, and safety their deepest meaning; and
- performing other duties and implementing decisions as requested by the Principal or the College Improvement Team.

Statement of Duties

The following duties are aligned to the Catholic Identity Leader - Religious Education Curriculum's major areas of responsibility.

Development and Implementation of the RE Learning Program	The Catholic Identity Leader - Religious Education Curriculum develops and implements the Religious Education Learning program and: • in collaboration with the Vice Principal – Mission, Formation and Social Justice and Vice Principal - Learning and Teaching, provides leadership in curriculum and program development and innovation in learning design, including documentation, implementation and evaluation of units and subjects within the RE Learning Area that align with the VCAA Curriculum, VCEA, MACS, Learning Principles of Padua's Learning and Teaching Framework and Padua's Instructional Model; • in collaboration with the Vice Principal – Mission, Formation and Social Justice, oversees course provision to ensure exemplary
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- pedagogy engages students in rigorous and relevant learning experiences that enhance their opportunities for success;
- ensures the whole curriculum is representative of current Catholic teaching and Gospel values;
 - implements effective and efficient administrative systems which assist in the optimum use of RE resources;
 - leads the staff within the Learning Area to collaboratively design, implement and maintain a scope and sequence of essential skills and knowledge for Years 7–12, with a focus on evidence of progression of learning;
 - conducts and leads initial professional and constructive conversations with staff regarding performance, conduct, and capacity matters, providing guidance and support to those staff;
 - oversees the delivery of relevant and differentiated courses appropriate for Years 7 – 12 that are consistent with VCAA, VCEA and VRQA requirements;
 - oversees the development of assessment tasks that fulfil the expectations of the College's assessment and reporting processes and the requirements of external authorities;
 - supervises the preparation of all curriculum documentation for the Learning Area, ensuring its accessibility via the College's online learning management system;
 - ensures teachers maintain a consistent approach to curriculum documentation, including evidence of a Unit Planner stored on the LMS for staff and students;
 - in collaboration with the Vice Principal – Mission, Formation and Social Justice, oversees the learning and teaching program and provides a formative environment for improved teacher performance in the RE Learning Area that is consistent with the AITSL Standards, Padua's Learning and Teaching Framework and Padua's Instructional Model;
 - in partnership with the Vice Principal - Mission, Formation and Social Justice, guides, supports, develops, and strengthens the attributes, knowledge, and skills of staff in the area of Religious Education to ensure the effective performance of their teaching duties and in their ongoing career in the RE learning area; and
 - perform the duties required to administer the Learning Area effectively.

Implementing and leading whole school professional learning in relation to Catholic Identity and the RE Learning Area

- The Catholic Identity Leader - Religious Education Curriculum implements and leads whole school professional learning in relation to Catholic Identity and in the RE learning area and:
- directs colleagues to professional learning opportunities and supports the opportunity for them to share their learnings;
 - advocates for, participates in, and leads high-quality professional learning opportunities for colleagues that focus on improved professional practice and student learning;
 - contributes to committees, working parties and professional learning groups exploring the learning and teaching needs of the Campus and the College; and
 - develops and leads professional learning that builds knowledge, understanding, and capacity of staff to obtain their Accreditation to Teach Religious Education or Lead in a Catholic School, or VCEA Accreditation to Teach in a Catholic School.

Supporting and strengthening the Catholic identity of the Campus through the leadership and facilitation of prayer, liturgy, faith formation, retreats, and social justice initiatives, in collaboration with relevant College leaders and teams.	The Catholic Identity Leader - Religious Education Curriculum: ● supports the College in developing and facilitating prayer, liturgical and Social Justice programs across the College; ● fosters the distinctive charisms of the Houses supporting House prayer and liturgies, and the development and implementation of House Social Justice projects; ● contributes to the development, coordination and implementation of student retreat and faith formation programs; ● works with the Mission Identity Team in supporting opportunities for students to engage meaningfully in service, social justice, advocacy, and the practical expression of Catholic Social Teaching; and ● contributes to the development of the wider College Catholic Identity program and representing the College, as appropriate, within the broader Catholic education, Church, and community context.
Respectful Relationships	The Catholic Identity Leader - Religious Education Curriculum: ● reviews Respectful Relationship resources across Years 7 to 12, adapting or supplementing material where Catholic alignment is required; ● connects Respectful Relationships with Religious Education and Health and Physical Education so students experience a coherent, cross-curricular understanding of relationships and human dignity; ● ensures that implementation reflects MACS policy and frameworks, including Horizons of Hope, eXcel and the MACS Pastoral Care policies; ● leads professional learning that equips staff to teach sensitive topics confidently, pastorally, and faithfully; ● supports communication with families, affirming parents as the first educators of their children; ● contributes to whole college planning, evaluation, and reporting; and ● upholds the Victorian Child Safe Standards through the delivery of the curriculum.
Expectations	The Catholic Identity Leader - Religious Education Curriculum is expected to: ● together with the Principal, Vice Principal – Mission, Formation and Social Justice, and Faith Team Executive, be a Catholic Identity presence in the school and wider Catholic community; ● meet frequently with the Vice Principal – Mission, Formation and Social Justice; ● 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; ● engage in ongoing theological and spiritual formation and professional reading related to Catholic Identity and Religious Education; ● have or be working towards attaining Lead Teacher National Certification during the tenure; ● 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 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 – Mission, Formation & Social Justice Vice Principal – Staff, Strategy and Development Vice Principal – Learning & Teaching Director of Educational Initiatives Directors of Business and Finance Instructional Coaches Assistant Heads/Directors of Campus – Learning and Pedagogy Catholic Identity Leaders Learning Leaders Pastoral Associate Faith Team Assistant Staff Students	Parents/Guardians MACS	Learning and Teaching Committee Faith Team Executive Mission Identity Team Campus Leadership Team

Criteria For Effective Leadership

The effective performance of the Catholic Identity Leader - Religious Education Curriculum 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 vision for exemplary practice and student engagement informed by Padua's Teaching and Learning Framework
- a tenacious and resourceful capacity for hard work, dependability, and reliability
- approachability as an active listener, negotiator, and advocate
- perseverance, sensitivity, compassion, and patience in the face of complex and difficult situations
- high level of discretion when handling confidential and sensitive information
- optimism, confidence, and enthusiasm when motivating staff and students
- collaborative and flexible in professional settings
- openness to change and to learning in all situations
- 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)
- 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 faith development
- awareness of innovations in pedagogy and technologies influencing the learning landscape and learning environments in RE Curriculum
- knowledge and understanding of student data, available school improvement surveys, and other data
- understanding of the issues that most concern the students regarding faith
- up-to-date knowledge of learning and assessment policy and procedures as interpreted and implemented by the VCAA, ACARA, MACS, and the VCEA
- 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 learning and teaching
- knowledge and understanding of student engagement and impact on student achievement and wellbeing at Padua
- understanding of the issues that most concern students and their parents
- knowledge of the appropriate avenues and resources for seeking information to support staff, parents, and students in the wellbeing of young people
- demonstrated commitment to ongoing learning

Skills & Capabilities

- demonstrated record as a highly accomplished teacher in respect of the Australian Professional Standards for Teachers
- track record of fostering positive relationships between teachers and students
- ability to collaborate and work in a team
- ability to identify student needs and initiate activities and programs in response
- ability to implement effective and efficient pastoral practices
- demonstrated ability to communicate clearly, personably, and effectively
- capacity to maintain professional relationships within the College community and with other organisations on behalf of the College where necessary
- capacity to reflect on one's own leadership performance and style
- capacity to negotiate
- capacity to multi-task and pay close attention to detail
- ability to keep to timelines and manage multiple deadlines
- ability to engage and enthuse students in a range of activities, both voluntary and compulsory
- ability to identify student needs and initiate activities and programs in response
- maintain professional relationships within the College community and with other organisations on behalf of the College where necessary

Tenure, Conditions and Requirements

Classification	POL 3 8 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 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

