

POSITION DESCRIPTION

Catholic Identity Leader - Faith & Formation (Mornington, Rosebud & Tyabb Campuses)

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 – Faith and Formation leads the promotion and lived expression of Catholic identity on the respective campus. Working with the Vice Principal – Mission, Formation and Social Justice, the Leader strengthens the College’s Franciscan and Mercy charisms through staff formation, prayer and liturgy, social justice, student retreats, and community partnerships. Informed by MACS Vision for Leadership, the role models faith-filled, relational leadership that honours the dignity of every person, develops the capacity of others, and enables the community to grow in faith, hope, and service.

The Catholic Identity Leader – Faith and Formation collaborates with the Vice Principal – Mission, Formation and Social Justice, the Vice Principal – Staff, Strategy and Development

and the Catholic Identity Leader – Religious Education Curriculum to develop, implement and lead whole-school professional learning in Catholic identity and Religious Education. This strengthens staff knowledge, understanding and capacity and supports their progress towards Accreditation to Teach Religious Education or Lead in a Catholic School, or Accreditation to Teach in a Catholic School.

The Leader works closely with the Mission Team and campus community and is a member of the Campus Leadership Team, Faith Team Executive and Religious Education Learning Area.

The Catholic Identity Leader – Faith and Formation 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 – Faith and Formation 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
- Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies. Standard 1.6.3
- 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
- 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 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
- Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience. Standard 4.3.3
- 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
- Analyse the *Australian Professional Standards for Teachers* to plan personal professional development goals, support colleagues to identify and achieve personal development goals and support 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
- 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. 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 major areas of responsibility of the Catholic Identity Leader – Faith and Formation include but are not limited to:

- leading and promoting Catholic identity on the campus, strengthening the College's Franciscan and Mercy charisms, House identities, and connections with the wider Catholic community;
- planning and leading staff faith formation and professional learning in Catholic identity and Religious Education, in collaboration with the Vice Principal – Staff, Strategy and Development and the Vice Principal – Mission, Formation and Social Justice;
- coordinating campus and House prayer, liturgical celebrations, and social justice initiatives;
- developing, coordinating, and evaluating student retreats, reflection days and formation experiences, including the faith and retreat dimensions of year-level eXcel Days; 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 – Faith and Formation major areas of responsibility:

Catholic identity, mission, and community	<p>The Catholic Identity Leader – Faith and Formation:</p> <ul style="list-style-type: none"> • works with the Vice Principal – Mission, Formation and Social Justice and Faith Team Executive to implement and review Catholic identity priorities aligned with the College Mission and strategic direction; • promotes an understanding of Catholic teaching, Gospel values and the Franciscan and Mercy charisms, connecting these with the daily life of the campus; • works with House Coordinators to deepen understanding of House patrons and charisms and their expression through prayer, relationships, and service; • builds respectful partnerships with students, staff, families, parishes and the wider Church, welcoming diverse backgrounds and encouraging dialogue and participation; • promotes student voice and leadership in faith and formation, and is available to support students in their faith development; • represents the campus and College in relevant MACS, Mercy Education, Franciscan Schools Australia, and wider Church networks, as agreed with the Vice Principal – Mission, Formation and Social Justice; and
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	<ul style="list-style-type: none"> • uses student and staff feedback, participation evidence and reflection to evaluate initiatives, identify priorities and report progress to relevant College and campus leadership.
Staff faith formation and professional learning	<p>The Catholic Identity Leader – Faith and Formation:</p> <ul style="list-style-type: none"> • collaborates with the Vice Principal – Staff, Strategy and Development and the Vice Principal – Mission, Formation and Social Justice to plan, implement and evaluate whole-school professional learning in Catholic identity and Religious Education; • provides opportunities for staff prayer, reflection, theological learning, and formation that deepen understanding of the College’s Catholic mission and charisms; • works with the Catholic Identity Leader – Religious Education Curriculum and other Catholic Identity Leaders to identify formation needs and connect professional learning with staff practice and student experience; • builds staff confidence and capacity to lead prayer, liturgy, reflection and faith-based service through modelling, shared resources, and collegial support; • supports staff participation in relevant accreditation and formation opportunities, in liaison with the Vice Principal – Mission, Formation and Social Justice; and • gathers feedback and reviews the impact of professional learning to refine future provision and strengthen staff engagement.
Prayer, liturgy, and social justice	<p>The Catholic Identity Leader – Faith and Formation:</p> <ul style="list-style-type: none"> • coordinates meaningful and inclusive staff and student prayer, Masses, and liturgies, recognising significant occasions in the Church and College calendars; • works with House Coordinators to plan House Masses and liturgies and develop students’ confidence and skills in prayer and liturgical leadership; • liaises with College chaplains, local parishes, the Pastoral Associate and Faith Team Assistant to support campus liturgies, sacramental participation, and faith initiatives; • promotes the appropriate use of sacred spaces and supports new students and staff to understand and participate respectfully in the prayer and liturgical life of the campus; • works with House Coordinators to develop and coordinate campus and House social justice projects, service opportunities, and fundraising; • helps students connect social justice action with Catholic social teaching, their House charism, care for creation and responsibility for the common good; • conducts professional and constructive conversations regarding performance, conduct and capacity, providing clear expectations, guidance, and support; and • provides opportunities for student leadership, reflection, and participation, ensuring initiatives respond respectfully to community needs.

<p>Student retreats and formation programs</p>	<p>The Catholic Identity Leader – Faith and Formation:</p> <ul style="list-style-type: none"> • develops, implements, and reviews campus retreat and reflection day programs that respond to students’ stages of development and provide meaningful opportunities for faith exploration and spiritual growth; • collaborates with Catholic Identity Leaders across campuses to maintain a coherent approach to student formation while responding to campus and year-level needs; • works with the Vice Principal – Mission, Formation and Social Justice and Director of Wellbeing Programs to plan and deliver the retreat, faith formation and spiritual development dimensions of year-level eXcel Days; • integrates Catholic identity, prayer, reflection, and opportunities for encounter into eXcel Days so that they provide authentic retreat experiences supporting faith and personal growth; • coordinates facilitators, staff preparation, resources, schedules, and approved budgets, ensuring programs are accessible and appropriately planned; and • uses student voice, staff feedback, and program evidence to evaluate the quality and impact of formation experiences and guide improvement.
<p>Expectations</p>	<p>The Catholic Identity Leader – Faith and Formation is expected to:</p> <ul style="list-style-type: none"> • model faith-filled, ethical, and relational leadership consistent with the College Mission, values, and MACS Vision for Leadership; • work collaboratively with campus leadership, the Faith Team Executive and Religious Education Learning Area, and meet regularly with the Vice Principal – Mission, Formation and Social Justice; • engage in ongoing theological and spiritual formation, professional reading, and leadership development, using reflection and feedback to improve practice; • participate in annual review and goal-setting processes and maintain appropriate plans, records, and evidence of progress; • have or be working towards attaining Lead Teacher National Certification during the tenure; • manage allocated resources responsibly, observe approved budgets and communicate arrangements and expectations clearly and promptly; • promote student safety, wellbeing and inclusion in all activities and comply with the College’s child safety policies, Code of Conduct, and reporting procedures; • 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)*.

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Key Organisational Relationships

INTERNAL	EXTERNAL	COMMITTEES
Principal College Improvement Team Vice Principal – Staff, Strategy & Development Vice Principal - Mission, Formation and Social Justice Catholic Identity Leaders Pastoral Associate Faith Team Assistant Staff Students	Parents/Guardians MACS	Faith Team Executive Mission Identity Team

Criteria For Effective Leadership

The effective performance of the Catholic Identity Leader - Faith and Formation 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 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
- 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)

Knowledge & Understandings

- knowledge and understanding of contemporary trends and research into student faith development
- understanding of the issues that most concern the students regarding faith
- knowledge of the appropriate avenues and resources for seeking information, support, and clarification in relation to the responsibilities of the role
- understanding of the issues that most concern the students and their parents
- 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 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

