



Vision: Aquinas College’s vision is to educate boys to become the men the world needs.

Strategic Purpose: Aquinas College’s purpose, in partnership with parents and guardians, is to provide a Catholic education for boys in the Edmund Rice Tradition.

Our Values: Faith in action | Justice with compassion | Service with generosity
Respect for all | Excellence every day

EREA Touchstones: Liberating education | Gospel spirituality | Inclusive community | Justice and solidarity

POSITION DESCRIPTION

Instructions
<ol style="list-style-type: none"> 1. Read the Position Description carefully. 2. If you need anything clarified, ask the Deputy Principal Academic Studies. 3. Keep a copy available for you to refer to at work. <p style="font-size: small; margin-top: 5px;">Please note: As the needs of the College evolve your Position Description may need to be revised. This would occur in collaboration between you and the Deputy Principal Academic Studies.</p>

POSITION TITLE:	HEAD OF LEARNING AREA	
REPORTS TO:	HEAD OF ACADEMIC STUDIES	
SCHOOL / DEPARTMENT:	SECONDARY SCHOOL	
MAIN PEOPLE INTERACTIONS:	INTERNAL Learning Area Team Heads of Learning Area (HOLA) Pastoral Care Team Teaching Colleagues Learning Support College Support Services (See Staff Handbook) College Leadership Team	EXTERNAL Parents/Guardians Professional Associations and Networks Providers/Suppliers Community Groups
POSITION PURPOSE:	Inspire, lead and manage staff in the learning area to support their implementation of academic programs using a range of teaching strategies to produce quality learning outcomes.	
EXPECTED BEHAVIOURS AND ATTITUDES:	<ol style="list-style-type: none"> 1. Actively support the Edmund Rice Charism, Edmund Rice Schooling and the Catholic ethos; 2. Actively support a child safety culture, with a zero tolerance for child abuse; 3. Adhere to the Aquinas College values at all times; 4. Adhere to the College’s Policy, Procedures and Codes; 5. Adhere to health and safety procedures and actively contributes to maintain a safe, healthy and tidy environment; and 6. Display: <ul style="list-style-type: none"> ○ a commitment to the Catholic ethos; ○ energy, enthusiasm and drive; ○ diplomacy and tact; ○ a commitment to confidentiality; ○ honesty and integrity; ○ an outstanding work ethic; ○ loyalty to the role, people and the College; ○ a positive and proactive attitude; and ○ respect for self and others. 	

KEY POSITION RESPONSIBILITIES:	TASK FOCUS AREAS TO BE DEMONSTRATED:
UPHOLD THE CATHOLIC ETHOS AND THE EDMUND RICE TRADITION	Active support of the Catholic ethos and values of the College; Active promotion of the College's evangelising mission through its life and curriculum; Embracing involvement in the life of the College; and Fostering the EREA touchstones (Charter).
PROVIDE LEADERSHIP	Supporting the Headmaster with strategic actions to meet College strategic objectives; Demonstrating collaborative leadership in the Edmund Rice Tradition; Developing, motivating and encouraging direct reports, peers and other College personnel to successfully achieve individual, team and College objectives; Ensuring the capability and effectiveness of the team to meet short and long term College requirements; Provide mentoring and support to College leaders on people management strategies; and Monitoring and supporting student and employee well-being.
MANAGE PEOPLE	Ensuring that individual and team accountabilities along with the College's expectations are clearly defined, understood and agreed; Monitoring and directing work undertaken; Supporting and mentoring to individual and the team to effectively manage priorities, workloads, planning and performance; Encouraging personal and professional development; Enabling opportunities to gain or enhance required skills; Recognising and celebrating the achievement of individuals and teams; and Conducting periodic performance reviews, ensuring fairness, honesty and equality.
ACTIVELY SUPPORT PASTORAL CARE	Working in accordance with the College's Pastoral Care programs; Communicating with parents/ guardians in a timely manner; and Maintaining the confidentiality of delicate or sensitive information at all times.
FINANCIAL MANAGEMENT	Effectively manage resources within allocated budget; and Ensure budgets are integrated and aligned with learning area priorities.
ACTIVELY SUPPORT COLLEGE OPERATIONS	Comply with all relevant legislative, regulatory obligations, College policies and procedures; Participate in the College's before school, after school or weekend co-curricular activities; Complete administrative and operational activities in alignment with College requirements; and A willingness to undertake tasks as requested by the Headmaster or their delegate.

Australian Professional Standards for Teachers	KNOW STUDENTS AND HOW THEY LEARN	<p>LEADING:</p> <p>Selection and development of teaching strategies to improve student learning using knowledge of students' physical, social and intellectual development and characteristics;</p> <p>Processes to evaluate the effectiveness of teaching programs using research and knowledge about how students learn;</p> <p>Processes to evaluate and revise teaching and learning programs to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds;</p> <p>The development of teaching programs that support equitable participation of diverse groups including Aboriginal and Torres Strait Islander students;</p> <p>Learning and teaching program evaluations to ensure effectiveness in catering for student specific learning needs; and</p> <p>Strategies to support full participation of students with disabilities.</p>
	KNOW THE CONTENT AND HOW TO TEACH IT	<p>LEADING:</p> <p>Initiatives to evaluate and improve knowledge of content and teaching strategies;</p> <p>Teaching practice using effective research based teaching and learning programs;</p> <p>Initiatives that utilise comprehensive content knowledge to improve selection and sequence of content in learning and teaching programs;</p> <p>Curriculum, assessment and reporting initiatives;</p> <p>Initiatives to develop understanding and respect for Aboriginal and Torres Strait Islander history, cultures and languages;</p> <p>The evaluation and modification of literacy and numeracy strategies; and</p> <p>The support of colleagues with the effective utilisation of ICT to expand learning opportunities.</p>
	PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	<p>LEADING:</p> <p>The encouragement of students to pursue challenging education goals;</p> <p>The planning, implementation and review of the effectiveness of learning area teachers' learning and teaching programs aimed at improving student's knowledge, comprehension and skills;</p> <p>The review, modification and expansion of teachers' repertoire of teaching strategies;</p> <p>In selecting, creating and evaluating resources including ICT;</p> <p>In the use of inclusive and collaborative classroom communication;</p> <p>Reviews of teaching and learning programs, in keeping with required timelines; and</p> <p>Engagement activities with parents/guardians in the education process.</p>
	CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	<p>LEADING:</p> <p>And promoting the development of productive and inclusive learning environments to support student participation;</p> <p>The implementation of effective classroom management and promoting student responsibility for learning;</p> <p>The implementation of behaviour management initiatives and assist colleagues broaden their range of strategies;</p> <p>The implementation of College student wellbeing policies and practices in accordance with legislative and regulatory requirements; and</p> <p>The adherence to student ICT policies and practices to deliver safe, responsible and ethical usage.</p>
	ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	<p>LEADING:</p> <p>The evaluation of College assessment approaches;</p> <p>And supporting colleagues in the provision of feedback to students on their learning;</p> <p>In the application of timely, effective and appropriate feedback strategies;</p> <p>In the consistent and fair judgement of student learning in relation to curriculum requirements;</p> <p>The interpretation of student data in order to deliver improved teaching practice; and</p> <p>The reporting on student achievement through various applicable mechanisms.</p>
	ENGAGE IN PROFESSIONAL LEARNING	<p>LEADING:</p> <p>The identification and planning of professional learning needs;</p> <p>And initiating the engagement in professional learning and improvement practices;</p> <p>The active engagement with peers to improve teaching practice; and</p> <p>Strategies to support high quality professional learning for colleagues with the focus on improved student learning.</p>
	ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS, GUARDIANS AND THE COMMUNITY	<p>LEADING:</p> <p>And modelling exemplary ethical behaviour and judgement in all professional dealings with students, colleagues, parents/guardians and the community;</p> <p>The development and implementation of policies and processes that ensure compliance with legislative, administrative and professional responsibilities;</p> <p>Engagement activities with parents/guardians regarding their children's learning progress and the College educational priorities; and</p> <p>Engagement within professional teaching networks and the broader community.</p>

CRITERIA:	
QUALIFICATIONS:	Tertiary qualifications specific to the specialist area of education; Relevant post graduate qualifications (desirable); Teachers Registration Board (TRB) registration; Working with Children Check clearance; Satisfactory national police clearance; Have or be prepared to obtain Accreditation to Teach in a Catholic School or equivalent; and Have or be prepared to undertake Mandatory Reporting training or similar.
KNOWLEDGE AND EXPERIENCE:	Comprehensive leadership experience within the education sector; Comprehensive understanding of current educational issues including the Australian Curriculum, the Western Australian K-10 Curriculum and Year 11-12 WACE courses; Extensive experience delivering education content and a commitment to teaching excellence; Exemplary classroom practice; Advanced knowledge and experience using ICT in the classroom; Knowledge of tertiary and State Training Providers' (STPs) entrance requirements; Significant experience delivering educational vision with a strong sense of purpose; and Experience in and knowledge of boys' educational philosophies and a commitment to applying them.
SKILLS AND ABILITIES:	Strong interpersonal and influencing skills, enabling harmonious and positive relationships with colleagues, students and parents/guardians; Demonstrated collaborative leadership skills; Strong written and verbal communication skills; Strong time management and organisational skills; Demonstrated ability to work autonomously and as part of a team; and Strong problem solving and critical thinking abilities.

ACKNOWLEDGEMENT

I _____ have read and understand the expectations detailed in this position description and accept the responsibilities of this role. I will use all my knowledge, experience, skills and abilities to meet requirements, as set out in this Position Description.

EMPLOYEE NAME: _____

EMPLOYEE SIGNATURE: _____

DATE: _____

PRINCIPAL (OR DELEGATE) NAME: _____

PRINCIPAL (OR DELEGATE) SIGNATURE: _____

DATE: _____