

### Position Details

<b>Position</b>	Deputy Director of Teaching & Learning [Junior School]
<b>Award</b>	Educational Services (Teachers) Award 2020
<b>Agreement</b>	Trinity Grammar School, Kew – Enterprise Agreement 2023
<b>Salary Level</b>	POR 4
<b>Position reports to</b>	Head of Junior School Director of Teaching & Learning
<b>Direct reports</b>	Learning Leaders [Junior School]

### Position Summary

The Deputy Director of Teaching and Learning (Junior School) [DDT&LJS] is responsible for the pedagogical leadership, management and oversight of the Junior School curriculum, assessment and reporting across ELC – Year 6. The Deputy Director of Teaching and Learning (Junior School) has responsibilities as the PYP Coordinator for the Junior School and is expected to display leadership and to promote creative, innovative thinking among colleagues in curriculum, pedagogy and learning in line with the values and requirements of Trinity Grammar School, and both ACARA and the International Baccalaureate Organisation (IB).

The DDT&LJS is expected to manage and coordinate the implementation needs of the IB PYP curriculum including its documentation, resources, compliance procedures and community (students, staff, parents) engagement with its central elements such as the Learner Profile, Transdisciplinary, Inquiry and Concept based approaches to learning and the PYP Exhibition. They will also lead the implementation of pedagogical strategies that are compatible with PYP principles and practices at the school.

This position will work collaboratively with the Director of Teaching and Learning, Deputy Director of Teaching and Learning (Senior School) and the Junior School Leadership Team to deliver on the School's commitment to Personalised Learning. Additionally, the Deputy Director of Teaching and Learning will assist in the delivery of personalised professional learning for teaching staff to ensure they are equipped to develop curriculum and utilise pedagogy that is reflective of our personalised learning approach and commitment to the IB philosophy.

### Teaching Staff Commitment

All teachers are expected to support our students in our three academic pillars of curricular, co-curricular and pastoral care. All teachers are expected to teach vertically across a range of year levels, years ELC, Prep – 6 in the Junior School and years 7 – 12 in the Senior School. Teachers are expected to support and extend the school's ethos and culture, foster in their students the enjoyment of learning and challenge, provide opportunities for students to have a whole of school experience, while striving for a broad world outlook. Staff must continue their professional development and participate in any mandatory training provided by the School.

Teachers are employed in accordance with and under the Educational Services (Teachers) Award 2020 and the Trinity Grammar School, Kew - Enterprise Agreement 2023.



### Responsibilities and Duties

#### **PYP Coordinator**

- Responsibility for the pedagogical leadership, management and oversight of PYP curriculum, assessment and reporting across ELC – Year 6.
- Display leadership and promote creative, innovative thinking among colleagues in curriculum, pedagogy and learning in line with the values and requirements of Trinity Grammar School, and both ACARA and the International Baccalaureate Organisation (IB).
- Ensure close alignment of curriculum documentation for all PYP units of inquiry with the expectations of ACARA and the IB.
- Promote authentic integration of the IB Learner Profile, approaches to teaching and approaches to learning in all learning areas.

#### **Assessment and Reporting**

- Ensure assessment and reporting practices are maintained and aligned with the IB philosophy.
- Oversee the Junior School's preparation and submission of all relevant documentation for PYP evaluation, NAPLAN and other testing as required.
- Develop, implement and review an academic achievement and recognition program which celebrates and promotes outstanding student achievement, growth, and merit.
- Assessment provides both summative and formative feedback to students and parents:
  - In all matters related to assessment and reporting, standards, procedures, and timelines are well communicated promptly.
  - Staff expectations are articulated.
- Accountability for compliance is always maintained.

#### **Staff Engagement**

- Set curriculum compliance requirements internally and externally and ensure they are met to a high standard and reflect best practice.
- Oversee the development of the written curriculum in accordance with best IB practice across all areas of the Junior School.
- Collaborate with the Deputy Head of Junior School, Head of Junior School and Operations Coordinator to ensure staffing requirements are set in accordance with school policies and teaching and learning needs.
- Staff professional development is personalised in that staff can align learning to their professional goals.
- Communicate effectively with staff regarding updates, changes and opportunities in teaching and learning.



### **Student Engagement**

- Ensure curriculum content and assessment practices engage students in learning.
- Ensure the units of inquiry and continually reviewed, developed and implemented across the Junior School.
- Promote an inclusive learning environment that meets the diverse needs of all students.
- Collaborate with Learning Leaders, Heads of Year and Enhanced Learning staff to review practices and initiate actions that provide support for underperforming and extension students.
- Oversee the planning of events that celebrate students' academic achievement e.g. Presentation Day.

### **Learning and Development**

- Keep abreast of and share current research and developments regarding effective pedagogies relevant to the PYP.
- Plan, develop and facilitate professional learning for PYP staff
- Engage in instructional coaching to lead pedagogical change
- Develop, implement and review teaching strategies according to their impact on student learning and alignment to IB practices.
- Support the development of teaching and learning through the IB approaches to teaching.

### **Junior School Leadership Team**

- As part of the Junior School leadership team, actively collaborate and innovate to create an exemplary environment for an IB School.
- In collaboration with the Director of Teaching and Learning and the Junior School Leadership Team members:
  - Ensure that all relevant PYP and general IB information, including teacher training workshops, conferences, subject specific publications, teacher support materials and journals are available to staff.
  - Professional learning policies, protocols and procedures are strategically aligned and reviewed on a cyclical basis.
  - A professional learning program is scheduled and published for the semester ahead.
- Become an integral part of the below committees:
  - Curriculum Executive
  - Junior School Curriculum Team
  - Junior School Leadership Team

### **Key Working Relationships**

- Head of Junior School
- Director of Teaching and Learning
- Deputy Director of Teaching and Learning (Senior School)
- Learning Leaders
- Director of School Operations
- Director of Innovative Learning



### Knowledge and Skills

- Achieved or working towards a postgraduate qualification such as Master of Education, Educational Leadership, Assessment and Pedagogy or equivalent would be advantageous.
- Sound and current knowledge of the PYP and the requirements of the IB.
- Excellent interpersonal skills that are evident through effective communication across the School and building and maintaining constructive working relationships with Learning Leaders, teachers and all staff involved in the implementation of the PYP.
- Effective leadership and efficient management of all aspects of PYP implementation in line with IB and ACARA expectations
- Effective collaboration with other PYP Coordinators across the IB network to enhance the quality of teaching and learning for all students
- Demonstrated appreciation and harnessing of the opportunities offered by IB and ACARA requirements towards the establishment of a positive culture of learning throughout the PYP years
- Demonstrated commitment to continual improvement of own practice as a teacher and pedagogical leader, and to sharing experience and expertise with colleagues
- Adaptable and flexible work ethic with a good understanding of the evolving nature of schools.
- Ability to champion and embody the School's values through conduct, performance and collegiality.
- A positive mindset, high emotional intelligence, and the ability to think analytically and problem-solve.
- A reliable and dependable person who has good professional integrity.

### Personal Qualities

- Ability to build strong connections with students.
- Capacity for knowing students and associated needs.
- Ability to foster student leadership and growth.
- Collaborative leadership approach.
- A strong capacity for patience and empathy in fostering a culture of care, innovation, and high performance.

### Our Values

- **Truth** – seeking understanding.
- **Service** – putting others first.
- **Community** – connecting and learning together.
- **Courage** – being our best selves



### Policies and Procedures

All employees of Trinity Grammar School are expected and required to understand and adhere to all school policies and procedures. It is a condition of employment that all employees attend and participate in all training provided to them regarding policies and procedures in accordance with legislative requirements. A breach of school policy may result in disciplinary action.

### Child Safety

Trinity Grammar is a school where the dignity of each person is recognised, respected, and fostered. The School has zero tolerance for child abuse and will treat very seriously all allegations and concerns. In line with its commitment to child safety, the School has put in place policies and procedures to uphold the Victorian Child Safe Standards. These standards aim to promote child safety, prevent child abuse, and set up processes to properly respond to allegations of child abuse.

All Staff at Trinity Grammar School are required to:

- Have current VIT registration or an employee Working with Children Check;
- Complete all mandatory reporting training and education about child safety;
- Adhere to the School's Child Protection Policies, Staff Code of Conduct and associated policies and procedures;
- Report suspected cases of child abuse in accordance with the School's policies.

### Occupational Health and Safety

All employees must:

- Take reasonable care for their own psychological and physical health and safety;
- Take reasonable care not to adversely affect the health and safety of other persons;
- Comply with reasonable health and safety instructions, as far as they are reasonably able, and
- Cooperate with reasonable health and safety policies or procedures.

### Approval

<b>Developed by</b>	Office of People & Culture
<b>Approved by</b>	Principal or delegate
<b>Approval date</b>	August 2024
<b>Next review date</b>	August 2027