



Penola Catholic College Position Description



Position Title	Head of Learning – Religious Education
Classification	Teacher, Position of Leadership (POL) Level 4
Tenure	2025 – 2027
Time Allowance	600 minutes (12 periods) per week
Reports to	Principal, Deputy Principal Faith and Mission, Deputy Principal Learning and Teaching, Head of Learning and Teaching

About Penola Catholic College

Penola Catholic College is a co-educational college for students from years 7-12 with two campuses in the Northern suburbs of Melbourne. College campuses are situated in Glenroy, which caters for years 7 and 8, and the senior campus in Broadmeadows that features years 9 to 12 and a total college enrolment of approximately 1,500 students.

Penola Catholic College is a community of students, parents and staff guided by the teachings of Jesus Christ and inspired by the example of Saint Mary of the Cross MacKillop. Enlightened by the Gospel values of Faith, Love, Hope and Compassion, we strive to provide a holistic education which meets the needs and develops the gifts of each student. As a community we recognise that this is best achieved in a welcoming environment with a commitment to justice, service and collaboration.

Position Objective

The Head of Learning (HOL) – Religious Education ensures the establishment of explicit high standards for learning in the religious education learning area. The HOL will be committed to the implementation of best teaching practice and learning programs which meet the needs of every learner. The HOL will work with the religious education team members, providing direction, ensuring the implementation of best practice in teaching, quality learning programs and managing resources, to improve student learning outcomes.

The HOL must display a passion for learning, be an excellent classroom teacher, display innovative and inspiring classroom practices and be well versed in contemporary educational pedagogy. The HOL must develop and maintain curriculum programs at academically rigorous and challenging standards. Pedagogy and assessment practices are to be leading edge, while maintaining sound foundations in basic learning.

The HOL has responsibility for the religious education area across both Campuses and it is an expectation that they have a regular presence on both Campuses.

Responsibilities and Accountabilities

- Assist the Principal and Deputy Principal Faith and Mission in the promotion and development of the Catholic identity and culture of the College
- Develop a team approach to Religious Education by regular and frequent meetings of the Religious Education staff
- Offer encouragement and support to all teachers of Religious Education especially to those new to the teaching of Religious Education
- Attend to the professional learning needs of Religious Education teachers and developing a Professional Learning plan for the Religious Education staff
- Represent the Religious Education learning area in various forums including the Heads of Learning committee and wider networks.
- Oversee the religious education learning areas' Year 7 – 12 curriculum
- Build a cohesive learning area team, providing strong leadership and direction to staff
- Create a clear and compelling vision for the religious education area within the framework of the College's Vision and Mission statements and Strategic Plan
- Assist and support teaching to develop scaffolding and differentiation strategies for teaching students of differing abilities
- Implement strategies that have a clear focus on improving classroom practice in the context of building and sustaining collaborative planning teams (CPTs)
- Ensure staff have opportunities to develop a contemporary understanding of the learning and wellbeing needs of students
- Ensure the development and implementation of a comprehensive curriculum in line with the requirements of the Victorian Curriculum and Assessment Authority (VCAA), taking responsibility for:
 - Leading and assisting teachers in the creation of Unit Plans which record the details of how the courses of study are implemented and evaluated
 - Ensuring all curriculum documentation (including assessment and reporting) is detailed in MyPenola and meets College expectations
 - The ongoing review of curriculum within the courses of study at each level and adhering to the current curriculum guidelines, VCE, VET and VCE VM programs
 - Ensuring that both formative and summative learning experiences are created
 - Maintaining rigorous assessment and reporting procedures
 - Ensuring that appropriate documentation and reporting on student progress is completed and detailed in MyPenola
 - Continually evaluating and maintaining resources and booklists
 - Approving and arranging of excursions/incursions
- With the Head of Data Informed Practice, build the capacity of teachers to effectively analyse and evaluate data to ensure an evidence-based approach to identifying the specific learning needs of students, effectiveness of programs and identifying areas for future growth
- Attend and lead team meetings within the religious education area
- Participate in and be available for religious education and curriculum activities, including but not limited to careers expo, subject promotion weeks
- Provide the opportunity for professional dialogue
- Account regularly to the Deputy Principal Learning and Teaching for all activities within the religious education area
- Evaluate curriculum on the basis of the College's Vision and Mission statements and Strategic Plan

- Monitor student outcomes within the religious education area and implement initiatives to address areas of need, in consultation with the wider Heads of Learning and Learning Diversity Team
- Lead the development, implementation and evaluation of religious education specific programs
- Participate in the recruitment and induction of new staff
- Oversee staff in relation to the performance of their professional duties and where necessary bring staff to account
- Respond to initiatives that enhance student learning
- Be an active member of the Heads of Learning Team by:
 - Being well informed of developments in educational thought and curriculum development
 - Meeting to report on the activities of their role and assist in the formulation of priority action plans
 - Being involved in regular activities relating to curriculum
- Support teachers to implement programs for students that address factors crucial for their ability to manage their own learning, including organisation, time management, effective research skills, and examination techniques
- Assist in the development, allocation and monitoring of staff teaching allotments
- Be responsible for attaining and distributing resources for the religious education area, in accordance with overall curriculum budget and financial processes of the College
- Moderating between parallel classes (to check for parity of assessment between classes) at the same year level that are covering the same course content and the suitability of criteria of assessment and grade descriptors
- Working with subject teachers planning excursions to ensure that all College guidelines are met in advance and that the plans are forwarded to the Organisational Team for approval
- To oversee that specialist rooms and equipment are operational, safe and well maintained
- Perform such other duties as may be required by the Principal

Experience and Qualifications

Commitment to Catholic Education

- A demonstrated understanding of the ethos of a Catholic school and its mission
- A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church
- A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ
- A capacity to integrate the Church's teachings into all aspects of curriculum.

Commitment to Child Safety

- Experience working with children
- A demonstrated understanding of child safety
- A demonstrated understanding of appropriate behaviours when engaging with children
- Familiarity with legal obligations relating to child safety (e.g. mandatory reporting)
- Be a suitable person to engage in child-connected work

Education and Experience

Essential

- Teaching qualifications
- Current Victorian Institute of Teaching (VIT) registration
- Accreditation to teach in a Catholic school (or be working towards such accreditation)

Desirable

- Accreditation to Teach Religious Education
- Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum
- Demonstrated experience in using ICT to teach subject area
- Preference for experience in inquiry based learning and use of student data to maximise learning outcomes

Skills / Attributes

- Ability to work as part of a team
- Good oral and written communication skills, including ability to communicate with children, parents and the school community
- Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes
- Ability to demonstrate an understanding of appropriate behaviours when engaging with children
- Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions
- Leadership qualities
- Self-motivation
- Ability and willingness to accept policy directives
- Maturity

Technical Expertise

- Sound knowledge of the Victorian Certificate of Education (VCE) and Victorian Curriculum studies which are within the auspices of the Learning Area
- Demonstrated capacity to provide leadership that is characterised by a desire for continuous improvement, lateral thinking and innovation, holding team members to account where necessary
- Demonstrated knowledge and understanding of contemporary educational research, issues, trends, practices and policies
- Strong organisational and time management skills with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of people and competing tasks
- Demonstrated highly developed interpersonal and communication skills and the ability to liaise and communicate with people at all levels and from varying backgrounds
- Ability to work closely and demonstrate empathy with students and parent/guardians while maintaining the professional role of a guide and administrator
- Ability to work independently and effectively in the face of changing priorities, deadlines and pressures
- Ability to prepare and manage a budget, and manage the effective and efficient use of resources
- Demonstrated commitment to ongoing professional learning

Additional Information

Annual Review Meetings

Actively participate in the Annual Review Meeting (ARM) process with the Principal or Principal's nominee (Assessor). The ARM is a positive process for the Teacher and Assessor to:

- Identify and establish professional development goals and avenues for professional development;
- Assist the Teacher in relation to the Australian Professional Standards for Teachers (the Standards); and
- Affirm achievements and identify areas for improvement and development.

Meetings

Attend staff meetings and other meetings as required.

Professional Learning

Relevant professional learning can be accessed with the approval of the Deputy Principal Learning and Teaching.

Management of Staff

As a POL holder the incumbent will be required to effectively manage staff including setting directions, providing feedback and raising any performance concerns in accordance with the College's policies and procedures. As a POL it is expected that the incumbent will conduct Annual Review Meetings with staff, if they are nominated as an Assessor.

Employee Obligations

Policies

All staff are employed under and abide by the *Catholic Education Multi Enterprise Agreement (CEMEA) 2022* (and any instrument that replaces it) and Penola Catholic College policies, guidelines and procedures.

Child Safety

The College has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The College has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously, and responds in line with the organisation's policies and procedures.

Staff must adhere to the following:

- A thorough understanding of the College's Child Protection - Child Safety and Wellbeing Policies and the Child Safety Code of Conduct, and any other policies or procedures relating to child safety and wellbeing;
- Assist in the provision of a child-safe environment for students;
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.

Breaches will be managed as per the CEMEA 2022 Clause 13 – Managing Employment Concerns

Occupational Health Safety

Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. It is the responsibility of all staff to ensure OHS guidelines are met, safe work practices are maintained and all hazards reported to the OHS representative or OHS committee.

Each staff member does make a positive contribution to the College environment. Suggestions that can improve the overall efficiency of a work area are valued and each staff member is encouraged to put forward ideas and suggestions to their Head of Department.