



Director of Teaching and Learning (Grades 7-12) Position Description

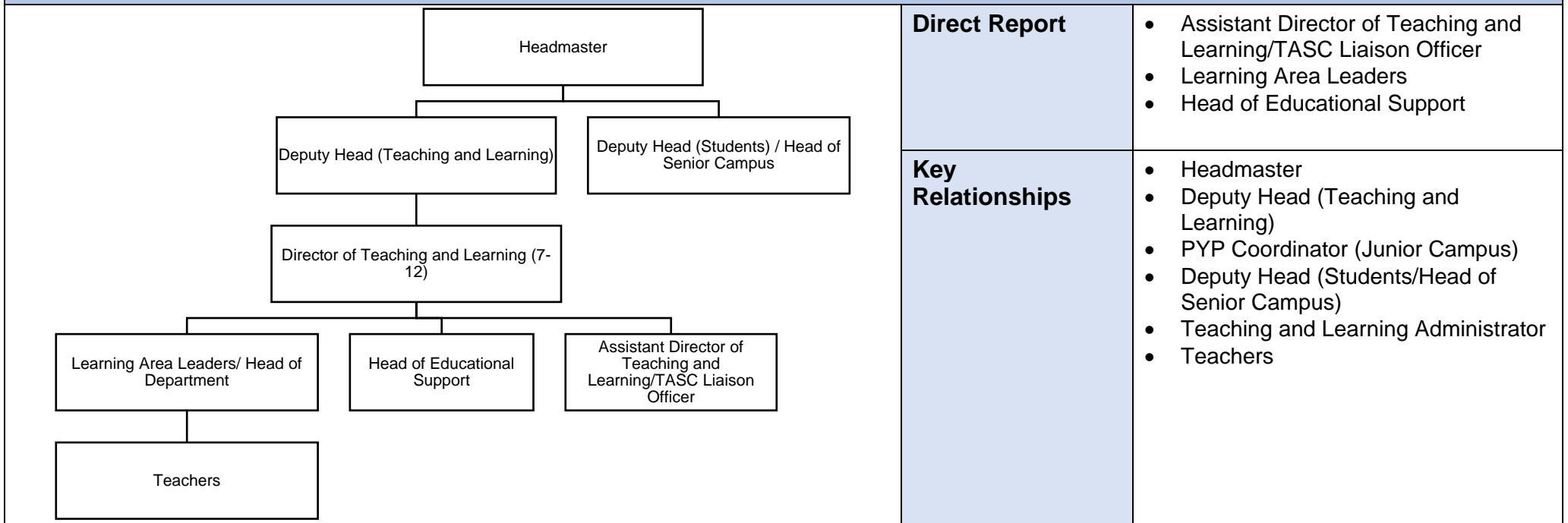
POSITION DETAILS			
Department	Teaching and Learning	Enterprise Agreement	Launceston Church Grammar School (Teachers) Enterprise Agreement
Location	Senior Campus, Mowbray Heights	Remuneration	Teachers Salary Scale and Higher Duties Allowance
Manager	Deputy Head (Teaching and Learning)	WHS Role	Workplace Health and Safety Worker
Employment Status	Contracted full-time position with teaching load	Date	6 September 2019

ABOUT LAUNCESTON CHURCH GRAMMAR SCHOOL		
<p>Launceston Church Grammar School is an Anglican co-educational day and boarding community where global learners and leaders are nurtured, challenged and inspired to serve and shape our world with courage, curiosity, creativity and compassion.</p>		
GRAMMAR IDENTITY	GRAMMAR IDENTITY IN ACTION	GRAMMAR VIRTUES
<ul style="list-style-type: none"> • Global Learners and Leaders • Courageous Learners and Leaders • Curious Learners and Leaders • Creative learners and Leaders • Compassionate Learners and Leaders 	<ul style="list-style-type: none"> • Understanding, engaging and influencing our world. • Embracing challenges in our world with sincerity and justice. • Exploring and examining our world. • Discovering and designing solutions for our world. • Seeking and serving the needs of our world. 	<ul style="list-style-type: none"> • Wisdom, Gentleness, Love • Sincerity, Justice, Forgiveness • Humility, Thankfulness, Patience • Hope, Joy, Perseverance • Service, Compassion, Kindness

PURPOSE OF THE POSITION

The Director of Teaching and Learning (7-12) is a member of the School Executive responsible for the quality and continuous improvement of teaching and learning practices and curriculum implementation at the Senior Campus of Launceston Church Grammar School. The Director of Teaching and Learning (7-12) leads Learning Area Leaders, Heads of Department and other staff allocated to curriculum roles to ensure a coordinated, coherent and connected school programme of quality teaching and learning. The Director of Teaching and Learning will ensure the school meets its quality assurance and reporting obligations as defined by national and state curriculum authorities. They will support the decision making and strategic objectives of the School.

REPORTING RELATIONSHIPS



SELECTION CRITERIA	
Qualifications & Licences	<ul style="list-style-type: none"> • Recognised teaching qualifications are essential. Further qualifications related to teaching and learning is desirable. • TRB Teacher Registration. • Working with Vulnerable People Registration.
Experience	<ul style="list-style-type: none"> • Experience managing an academic, pastoral or other significant programme in a relevant educational setting. • Proven ability to develop, implement and monitor the effectiveness of a significant teaching and learning or curriculum programme. • Proven ability as an energetic leader within a teaching and learning community, to build enduring and supportive relationships with students, parents, carers and staff. • Proven capacity to employ a variety of contemporary information technology (IT) solutions and relevant ICT tools for personal effectiveness and workplace efficiency and understanding of ICT strategies that are effective for teaching and learning. • Demonstrated ability to plan, administer and report on staff professional development and growth. • Membership of a leadership team.
Skills	<ul style="list-style-type: none"> • Assist to lead a professional learning community that is focused on continuous improvement and staff professional learning. • Commitment to developing leadership in others. • Communicate in a timely manner with precision and clarity to a wide variety of stakeholders. • Provide strong instructional and curriculum leadership with the aim of improving learning outcomes for all students from Grades 7-12. • Identify the need for innovation and produce and implement clear, evidence-informed plans consistent with the School's vision, objectives and virtues. • Engage, develop and maintain positive partnerships with students, staff, parents and carers as a key aspect of raising the achievement outcomes of all students. • Possess outstanding written, verbal and interpersonal skills with the ability to engage people from varying backgrounds. • Excellent organisational and planning skills with the ability to lead by example and delegate effectively.
Personal Attributes	<ul style="list-style-type: none"> • Capacity to build and foster organisational trust. • Ability to manage and resolve conflict. • Student learning and wellbeing is central to decision making and sense of purpose. • Commitment to evidence informed practice

PROFESSIONAL KNOWLEDGE		
KEY RESULT AREAS	KEY TASKS	KEY PERFORMANCE INDICATORS
<p>Know students - who they are and how they learn: (AITSL - Lead Teacher)</p> <ul style="list-style-type: none"> • Lead colleagues to select and develop teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning. • Lead processes to evaluate the effectiveness of teaching programmes using research and collegial advice about how students learn. • Evaluate and revise school learning and teaching programmes using expert and community knowledge and experience, to meet the needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. • Develop teaching programmes that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers. • Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities. 	<ul style="list-style-type: none"> • Assist to lead and develop the creation of a learning culture that sets high expectations for all leaders, teachers and students • Assist to lead and support collaborative staff professional learning for the development of effective teaching pedagogy and reflective practice • Lead the Teaching and Learning Team (Learning Area Leaders). • Oversee and liaise with the Deputy Head - Teaching and Learning and VET Coordinator in relation to Vocational Education and Training Courses. • Work closely with the Careers Advisor in planning educational pathways with students and providing advice as to post-school options. • Lead the Co-op Programme for TCE students. • Assist to lead and manage the Professional Learning Programme (Senior Campus). • Sit on panels for Registration and Senior Classroom Teacher applications. • Liaise with staff, parents, students, the School Psychologist, the School Counsellor, Head of Ed Support, International Student Co-ordinator and Heads of House on issues affecting students' academic programme. • Take a lead role in the professional appraisal conversations alongside Campus Leadership Team members and Learning Area Leaders. • Put recommendations to the Deputy Head – Teaching and Learning and the Teaching 	<ul style="list-style-type: none"> • Learning designed to nurture, challenge and inspire students to be global learners and leaders who serve and shape our world with courage, curiosity, creativity and compassion. • Vocational Education and Training courses that enhance the broader teaching and learning programme. • Highly effective and valued careers advice for students and their parents/carers. • A Co-op Programme which provide effective learning pathways for Launceston Grammar students. • Improved academic results across all measurable standards. • Teaching programmes that are evidence informed, inclusive and effective.

<ul style="list-style-type: none"> Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with relevant policy and legislative requirements. 	<p>and Learning Team on changes to curriculum.</p> <ul style="list-style-type: none"> Work with Junior Campus Leaders and Grade 7 teachers to ensure a smooth transition to Senior Campus. 	
<p>Know the content and how to teach it: (AITSL - Lead Teacher)</p> <ul style="list-style-type: none"> Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research informed learning and teaching programmes. Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programmes. Lead colleagues to develop learning and teaching programmes using comprehensive knowledge of curriculum, assessment and reporting requirements. Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. Monitor and evaluate the implementation of teaching strategies within the school to improve student's achievement in 	<ul style="list-style-type: none"> Contribute to the teaching programme within relevant areas of specialisation and model evidence informed teaching and learning in the classroom. Manage diagnostic testing of new students, scholarship testing and NAPLAN. Assist with analysis of NAPLAN, PAT and other testing tools providing data and feedback to Learning Area Leaders and School Executive. Manage internal examinations including formulating timetables, managing supervision, and overseeing preparation of exam scripts. Manage the curriculum documentation for Grades 7-12 using a curriculum management tool and learning management system. Ensure that all national and State curriculum and quality assurance standards (such as Tasmanian Certificate of Education and Australian Curriculum, Assessment and Reporting Authority), are embedded within the School assessment, reporting and examinations practices and procedures. Assist in the planning of effective middle years programmes including elective options. 	<ul style="list-style-type: none"> All teachers acknowledge and demonstrate their responsibility to support literacy and numeracy development of all students. ICT is harnessed to amplify teaching and learning. Students in the middle years are catered for through transdisciplinary learning opportunities. Clear use and understanding of key assessment data by teaching staff and leaders. A demonstrated respect for and understanding of first nations' history, culture and languages embedded in teaching programmes and practice.

<p>literacy and numeracy using evidence informed knowledge and student data.</p> <ul style="list-style-type: none"> • Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students. 		
--	--	--

PROFESSIONAL PRACTICE		
KEY RESULT AREAS	KEY TASKS	KEY PERFORMANCE INDICATORS
<p>Plan for and implement effective teaching and learning: (AITSL - Lead Teacher)</p> <ul style="list-style-type: none"> • Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education. • Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills. • Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking. • Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including 	<ul style="list-style-type: none"> • Lead and work collaboratively with key curriculum staff throughout the school including the Deputy Head – Teaching and Learning, TASC Liaison Officer, PYP Coordinator (Junior Campus) to ensure a coherent, high quality academic programme aligned to the strategic vision of the school. • Implement an effective learning and assessment framework that uses data, benchmarking and observation to monitor the progress of every student's learning. • Develop effective uses of data for students to use in setting challenging learning goals. • Develop mechanism whereby TCE results are interrogated every year with Learning Area Leaders and individual teachers. • Celebrate and promote good performance and challenge under performance at all levels. • Promote effective teacher intervention, corrective action and follow-up using data • Take appropriate action when the performance of staff is unsatisfactory. 	<ul style="list-style-type: none"> • Clear learning progressions across the campuses of Launceston Church Grammar school aligned to the Grammar Identity. • Mechanisms for student to set challenging learning goals and utilise Growth Coaching to work towards them. • Clear data sets available for students' staff and parents/carers.

<p>ICT, for application by teachers within or beyond the school.</p> <ul style="list-style-type: none"> • Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement • Conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues. • Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities. 	<ul style="list-style-type: none"> • Lead the subject selection process by managing the preparation of subject handbooks, managing Edval entries, running information evenings, liaising with Learning Area Leaders. • Utilise and model the use of Growth coaching when working with teachers and team members. • Implement authentic and continuous reporting of formative and summative assessment for the campus. 	
<p>Create and maintain supportive and safe learning: (AITSL - Lead Teacher)</p> <ul style="list-style-type: none"> • Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students. • Initiate strategies and lead colleagues to implement effective classroom management and 	<ul style="list-style-type: none"> • Contribute to policy review, development and implementation related to teaching and learning. • Assist to develop whole school approaches to developing learning capable students. • Provide modelling and support for Learning Area Leaders as they develop the capacity of their teams in behaviour management and support. • Provide evidence informed strategies and approaches for effective classroom management. 	<ul style="list-style-type: none"> • Clear policies and procedures relating to teaching and learning that are evidence informed, available and regularly reviewed. • Safe learning environments where students take responsibility for their own learning.

<p>promote student responsibility for learning</p> <ul style="list-style-type: none"> • Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies. • Evaluate the effectiveness of student well-being policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their practices. • Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching. 		
<p>Assess, provide feedback and report on student learning: (AITSL - Lead Teacher)</p> <ul style="list-style-type: none"> • Evaluate school assessment policies and strategies to support colleagues with using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies. • Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies • Lead and evaluate moderation activities that ensure consistent and comparable judgements of 	<ul style="list-style-type: none"> • Assist to develop and oversee the implementation of effective assessment, feedback and reporting practices including continuous online progress reporting. • Provide leadership and support to staff in the analysis of relevant student achievement data to inform teaching and learning strategies and curriculum design for the improvement of student learning outcomes. • Monitor teaching and learning best practice and State, National and international curriculum initiatives and provide evidence-based recommendations for strategies to improve the academic program of the School. • Prepare and publish an annual academic calendar in conjunction with the Deputy Head – Teaching and Learning 	<ul style="list-style-type: none"> • Implementation of continuous progress reporting systems. • Development of a data wise culture among staff and students. • Effective, evidence-based feedback systems embedded in all teacher practice. • Graduation and Presentation Evening represents excellence in student effort and achievement at Launceston Grammar.

<p>student learning to meet curriculum and school or system requirements.</p> <ul style="list-style-type: none"> • Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice. • Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues 	<ul style="list-style-type: none"> • Ensure a fair and equitable academic awards system implemented to celebrate student achievement 	
--	---	--

PROFESSIONAL ENGAGEMENT		
KEY RESULT AREAS	KEY TASKS	KEY PERFORMANCE INDICATORS
<p>Engage in professional learning: (AITSL - Lead Teacher)</p> <ul style="list-style-type: none"> • Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers. • Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers. • Implement professional dialogue within the school or professional 	<ul style="list-style-type: none"> • Use the AISTL Standards to drive improvement in teaching and learning. • Manage teacher pre-service and other relevant professional placements on the Senior Campus. • As Chair, hold regular and engaging meetings with Learning Area Leaders to promote collaboration, communication and learning that will enhance the academic programme and quality of teaching and learning within the school. • Contribute to school reflective practices for individual staff and consult with the Deputy Head - Teaching and Learning regarding staff performance and professional development matters to ensure high quality teaching and learning across all teachers at the Senior Campus. 	<ul style="list-style-type: none"> • The AITSL Standards are embedded in processes, programmes and discussions regarding teaching and Learning. • Learning Areas are appropriately staffed with quality Learning Area Leaders who are enabled and supported in their roles. • Performance manage underperforming staff or Learning Area Leaders. • Improvement plans of Learning Area Leaders are monitored, and appropriate coaching is provided. • Regular meeting with the Learning Area Leaders to assess both student and staff performance.

<p>learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.</p> <ul style="list-style-type: none"> • Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning. 	<ul style="list-style-type: none"> • Work with others to produce and implement clear, evidence-based improvement plans and policies for the development of the campus and its facilities. Informed by school effectiveness research. 	
<p>Engage professionally with colleagues, parents/carers and the community: (AITSL - Lead Teacher)</p> <ul style="list-style-type: none"> • Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community. • Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities. • Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school. • Take a leadership role in professional and community networks and support the 	<ul style="list-style-type: none"> • Model effective leadership and commitment to your ongoing professional development and personal health and well-being, in order to manage the complexity of the role and the range of learning capabilities and actions required of the role. • Make a significant contribution as a member of the School Executive to school strategy, policy and daily operations. • Membership of events committee, calendar committee and other committees that support the operation of the school. • Work with the Assistant Director of Teaching and Learning to construct and maintain the Senior Campus timetable. • Manage the organisation and promotion of relevant family/teacher conference events and information nights at the Senior Campus. • Work with the Community Engagement Team to promote the learning experiences of students and staff. • Assist to develop opportunities for staff to be involved in external learning opportunities. 	<ul style="list-style-type: none"> • Make a significant contribution as a member of the School Executive to school strategy, policy and daily operations. • Contribute to the selection and appointment of relevant staff when required. • Develop respectful and enduring relationships with a diverse range of people within the Grammar community and more broadly through local, national and international education communities • Determine and communicate the academic dates (non-calendar) to staff. • Contribute to the formation of the Senior School calendar. • Launceston Grammar will be widely considered as an agile, forward thinking leader in teaching and learning in a range of forums locally, nationally and internationally. • Students at Launceston Church Grammar school will benefit from strengthened local connections and global opportunities. • Teaching and Learning highlights will be communicated extensively through the Community Engagement Team.

involvement of colleagues in external learning opportunities.	<ul style="list-style-type: none"> Assist with the development and management of the Grammar Co-working space. 	
---	---	--

PROFESSIONAL BEHAVIOUR		
KEY RESULT AREAS	KEY TASKS	KEY PERFORMANCE INDICATORS
Child Safety	<ul style="list-style-type: none"> Be aware of, understand and comply with the principles of the Child Safe Standards. Ensure adherence to the School's Child Protection Policy, including the Child Safe Standards, and demonstrate behaviours in accordance with these. Complete Child Protection training upon commencement at the School, and as required from there on in. Take all reasonable steps to protect students from abuse. Report any reasonable belief that a child's safety is at risk as per school policies and procedures. Be committed to providing a safe physical and emotional environment where students are respected and treated with dignity in an appropriate professional and caring manner. 	<ul style="list-style-type: none"> All Launceston Church Grammar School policy compliance is met. <ul style="list-style-type: none"> ensure that your interactions with children and young people are positive and safe; provide adequate care and supervision of children and young people in your charge; act as a positive role model for children and young people; report any suspicions, concerns, allegations or disclosures of alleged abuse to management; maintain valid 'working with vulnerable people' registration; and report to management any criminal charges or convictions you receive during your employment/volunteering that may indicate a possible risk to children and young people.
Work Safely	<ul style="list-style-type: none"> Ensure you behave in a way that is safe and appropriate in all situations. Undertake any training as required for the effective performance of your duties. Follow Launceston Church Grammar School Workplace Health and Safety policy and procedures. Report any hazards, accident and incidents. 	<ul style="list-style-type: none"> Student and staff safety are maximised. Students and staff are not exposed to unnecessary risk of harm. All Launceston Church Grammar School policy compliance is met.

As the needs of the School change, other duties and responsibilities as reasonably required by the Deputy Head (Teaching and Learning) or the Headmaster may be allocated.

CONDITIONS OF EMPLOYMENT	
Employment Conditions	<p>This position is initially appointed on a contract for a period of three years renewable on the completion of a successful comprehensive Performance Appraisal during the life of the contract.</p> <p>Specific conditions of employment are derived from the Fair Work Act, the Educational Services (Teachers) Award, the Launceston Church Grammar School (Teachers) Enterprise Agreement, Launceston Church Grammar School policies and procedures. Copies of these documents are available from the following websites:</p> <p>Fair Work Act http://www.austlii.edu.au/au/legis/cth/consol_act/fwa2009114/</p> <p>Educational Services (Teachers) Award 2010 – MA000077 https://www.fwc.gov.au/documents/documents/modern_awards/award/MA000077/default.htm</p> <p>Launceston Church Grammar School (Teachers) Enterprise Agreement https://www.fwc.gov.au/documents/documents/agreements/fwa/ae415876.pdf</p>
Remuneration	<p>Wages are based on the teaching salary scale as provided for in Enterprise Agreement. Qualifications and teaching experience are used to determine the salary step on the scale. Higher Duties Allowance is applicable.</p>
Teaching Load	<p>The Director of Teaching and Learning will have a teaching load.</p>
Working with Vulnerable People Registration	<p>In accordance with the provisions of the <i>Working with Vulnerable People Act 2013 (Tasmania)</i>, all Launceston Church Grammar School employees are required to register to work with vulnerable people. This registration is commonly referred to as the Working with Children Check. Registration is issued by the Department of Consumer, Building and Occupational services; please refer to https://www.cbos.tas.gov.au/topics/licensing-and-registration/registrations/work-with-vulnerable-people for further information.</p> <p>Registration is valid for three years. Employees are responsible for the cost of registration. At the commencement of employment and every three years thereafter, employees must supply the Human Resources Department with a copy of their registration details or complete a Registration to Work with Vulnerable People Statutory Declaration until their registration application has been processed. Failure to obtain and / or maintain registration may result in termination of employment.</p>
First Aid	<p>All Launceston Church Grammar School employees are required to hold the HLTAID004 – Provide First Aid in an Education and Care Setting qualification.</p> <p>Employees are responsible for initial cost of this qualification. The School provides for the 3 yearly re-certification of this qualification, following commencement of employment.</p>
Teacher Registration	<p>Tasmanian Teacher Registration must be complete before a teacher commences at Launceston Church Grammar School.</p>

Travel	This position is based at the Senior Campus in Mowbray, however the need to travel both locally and interstate may arise.
Workplace Health and Safety	<p>As an employee of Launceston Church Grammar School, while at work you must:</p> <ul style="list-style-type: none"> • Take reasonable care for your own health and safety; and • Take reasonable care that your acts or omissions do not adversely affect the health and safety of others; and • Comply, so far as you are reasonably able to, with reasonable instruction provided by the School; and • Co-operate with reasonable policy and procedure relating to health and safety at the workplace that has been notified to staff by the School. <p>Specific terms of reference can be found in Clause 28 the Work Health and Safety Act 2012 (Tasmania).</p>