



ST PIUS X COLLEGE

CHATSWOOD

Assistant Principal – Teaching and Learning

The Assistant Principal - Teaching and Learning is a member of the College Leadership Team reporting directly to the Principal.

Child Protection legislation requires that, as the preferred applicant of a position classified as child-related employment, you must meet the requirements of the Working with Children Check. Your appointment may be reviewed if information relating to any child-related offence is revealed.

Basic Role Purpose

The Assistant Principal - Teaching and Learning is responsible for:

- the development, implementation and evaluation of quality curriculum in all key learning areas across Stage 3 (in collaboration with the Head of Junior School and the Junior School Leaders of Learning) and Stages 4, 5 and 6;
- valid assessment practices;
- comprehensive and effective reporting procedures;
- establishing policies, procedures and practices for improved outcomes in teaching and learning and for excellence in pedagogy;
- articulating strategic directions for enriching teaching and learning;
- supporting and encouraging teachers to implement best practice;
- fostering the religious dimension of the College and reflecting EREA transformational curriculum and Catholic values in all teaching programs.

Close collaboration with the Curriculum Administration Coordinator is essential.

Major Responsibilities and Accountabilities

1. Religious Leadership

- 1.1 witnessing to and promoting the life and values of Jesus Christ;
- 1.2 understanding, being committed to and actively promoting the Catholic ethos of the College;
- 1.3 providing leadership as a role model in the charism of Blessed Edmund Rice and promoting the touchstones and core values of the Edmund Rice Charter;
- 1.4 providing leadership in achieving the mission of the College;
- 1.5 supporting actively the organisational priority of Religious Education and spiritual formation of staff.



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2. Leadership of Learning

- 2.1 providing leadership in teaching, learning and assessment;
- 2.2 demonstrating excellence as a classroom teacher and a high level of professionalism;
- 2.3 providing leadership in the effective and safe use of technology in teaching and learning;
- 2.4 overseeing the design, implementation and evaluation of the College's Knowledge Management use of ICT in teaching and learning;
- 2.5 promoting the principles of effective teaching and learning;
- 2.6 promoting a love of learning, a pursuit of knowledge and academic excellence;
- 2.7 supervising all Stage 4, 5 and 6 teaching programs, assessment processes and reporting procedures;
- 2.8 supervising Stage 3 teaching programs, assessment processes and reporting procedures in collaboration with the Head of Junior School and the Junior School Leaders of Learning;
- 2.9 developing, implementing, tracking and evaluating a curriculum trail for every student;
- 2.10 managing and overseeing the reporting procedures on student progress;
- 2.11 coordinating Stage 4, 5 and 6 assessment programs to ensure that NESA requirements and College policy, practice and procedure are fulfilled;
- 2.12 coordinating Stage 3 assessment programs, in collaboration with the Head of Junior School and the Junior School Leaders of Learning, to ensure that NESA requirements and College policy, practice and procedure are fulfilled;
- 2.13 overseeing the compilation of Stage 3, 4, 5 and 6 Course Handbooks in collaboration with the Leaders of Learning, the Curriculum Administration Coordinator, the Head of Junior School and the Junior School Leaders of Learning;
- 2.14 ensuring efficient and effective curriculum transition across semesters, years and stages;
- 2.15 integrating into the curriculum acceleration courses, HSC pathways, industry links, VET courses, school-based courses, other Board courses, distinction courses and emerging initiatives in the Australian Curriculum;
- 2.16 overseeing the design, implementation and evaluation of programs for diverse learning;
- 2.17 facilitating opportunities for self and staff participation in professional development and reflective practice.



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3. Strategic Leadership

- 3.1 understanding the College's Strategic Plan and implementing relevant objectives;
- 3.2 participating actively in bi-annual formative performance reviews involving personal reflection, annual goal setting, and discussion with the Principal throughout the period of appointment and in a summative performance review in the final year of a period of appointment;
- 3.3 inputting and implementing annual goal statements;
- 3.4 working with Leaders of Learning to establish clear goals for each department and to develop strategies for improvement and systems to evaluate the success of these strategies;
- 3.5 being actively involved in a range of meetings and committees as required, including Leadership Team meetings, Professional Learning meetings and James Fellowship Committee meetings;
- 3.6 chairing Leaders of Learning meetings, including supervision of agenda generation, minute taking and action follow-up.

4. Organisational Leadership

- 4.1 completing all necessary administrative tasks effectively and efficiently including establishing and maintaining suitable timelines;
- 4.2 complying with the College's Work, Health and Safety policies and procedures and Child Safeguarding Legislation;
- 4.3 ensuring compliance with all NESA curriculum requirements for registration and accreditation;
- 4.4 disseminating and actioning all relevant information from NESA and responding to College Advisory Council initiatives and discussion papers;
- 4.5 in collaboration with the Curriculum Administration Coordinator overseeing the generation of the College timetable including course selection, course information days and evenings, timelines, grid development and teacher allocations;
- 4.6 overseeing a comprehensive analysis of NAPLAN and Higher School Certificate results in order to enhance and improve individual and overall College academic results and to promote the College through the publication in various media of student performance and excellence;
- 4.7 supervising the College curriculum in terms of time allocation and content of courses within Years, across stages, leading to the award of the Higher School Certificate in accordance with NESA requirements, semesterisation, team teaching, teaching loads and student needs and aspirations;
- 4.8 submitting annual budgets for approval, in accordance with a definite plan for maintaining and upgrading resources, in collaboration with the Business Manager;
- 4.9 Overseeing the provision of valid assessment marks and other related material to NESA;
- 4.10 communicating;



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- I. internally with pupils, staff, middle managers and other members of the College Leadership Team through formal and informal means
- II. externally with parents, professional associations and statutory authorities, as appropriate;

4.11 developing, implementing, managing and evaluating policies and procedures consistent with overall College policies and procedures, in relation to the curriculum.

5. Relational Leadership

- 5.1 promoting the values of pupil self-esteem, student voice, efficacy and leadership;
- 5.2 being committed to the education of boys;
- 5.3 promoting an environment in which all pupils are challenged to realise their full potential;
- 5.4 supervising the responsibilities of the Leaders of Learning, the Diverse Learning Coordinator, the Professional Learning Coordinator, the Senior Studies Coordinators, the Careers Advisor, the Literacy Coordinator and the Junior School Leaders of Learning, especially with respect to quality teaching/learning programs, registration of units of work, and requisite hard and soft record keeping;
- 5.5 participating in the formative and summative performance reviews of all Studies Coordinators and other relevant middle managers and assisting in the development, implementation, maintenance and evaluation of Action Plans and annual goal statements;
- 5.6 liaising with the Professional Learning Coordinator to promote relevant professional development and other activities among staff;
- 5.7 leading the staff in a range of professional development activities and experiences and assisting in the organisation, implementation and evaluation of Staff Development days;
- 5.8 contributing to the recruitment, shortlisting, interviewing, appointment, induction, development and retention of quality staff;
- 5.9 mentoring staff;
- 5.10 coordinating community celebrations of academic achievement and effort;
- 5.11 responding to and recording parental enquires on a range of matters;
- 5.12 networking with other EREA and associated schools, Catholic Schools Broken Bay, AIS, CSNSW and other relevant bodies and associations;
- 5.13 maintaining and enhancing staff morale;
- 5.14 working as a member of the Leadership Team within the wider College community;
- 5.15 being actively involved in the College's cocurricular activities;
- 5.16 working closely with staff in areas affecting classroom management, efficiency and professional standards;
- 5.17 providing ongoing professional guidance, support and feedback for staff involved in Teacher Performance Reviews; teachers in their first years of service; teachers newly appointed to the College; and more experienced members of staff in conformity with the requirements of NESA;



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- 5.18 assisting parents to be more fully informed about the education of their sons;
- 5.19 contributing articles regularly to the weekly College newsletter, Woodchatta and other publications;
- 5.20 seeking opportunities to promote the College in the wider community;
- 5.21 challenging and assisting teachers to be proficient and competent classroom practitioners and addressing areas for development in members of staff in a structured, just and comprehensive manner.

Other duties as assigned from time to time by the Principal

Reviewed: December 2020