



CAMBERWELL HIGH SCHOOL

ROLE DESCRIPTIONS

**LEADING TEACHER:
EDUCATIONAL LEADERSHIP**

TENURE: 2018-2021
UPDATED: August 2018

LEADING TEACHERS- EDUCATIONAL LEADERSHIP 2018-2021

Context

The school completed a year of review in 2017 and the current Strategic Plan (2018 – 2021) is available on the school website.

The Leadership Team, chaired by the Principal and consisting of all Leading Teachers and Assistant Principals meet 3-4 times per term to focus on developing the strategic direction for the school.

The Strategic Learning Team consists of all Leading Teachers and both Assistant Principals. The team meet 3-4 times per term and oversees the implementation of the strategic direction of the school.

2018 Leading Teacher Structure: Ten Leading Teachers with the following areas of responsibility in addition to their Educational Leadership role:

- Sub-School (3)
 - Junior Sub-school Leader -Years 7-9
 - Senior Sub-school Leaders - Years 10-12
 - Independent Learner Leader
- Teaching and Learning (4)
 - Languages and Humanities
 - Maths and Science
 - Health PE and Sport
 - Arts and Technology
- Learning Improvement (3)
 - Learning Community
 - Learning Innovation
 - Learning Growth, and School Organisation

In addition to the role descriptions provided, candidates are advised to read and familiarise themselves with the following document available on the school's website: *Vision for Learning*

Leading Teacher Application Process

All Leading Teacher positions are advertised as Educational Leadership Roles. Candidates are invited to provide a written application for Educational Leadership. In applying it is expected that candidates are willing to be considered for a number of Leading Teacher roles. Candidates who are shortlisted for interview will be asked to nominate 2-3 preferences for areas of specific responsibility. Following the completion of the selection process a determination will be made by the Principal as to the most suitable area of responsibility for each of the candidates.

Leading Teacher Role and Responsibilities

As outlined in the Victorian Government Schools Agreement 2017

Educational Leadership at Camberwell High School

Strategic Direction

- Lead change proactively to ensure the implementation of key DET initiatives and the Camberwell High School Vision.

- Demonstrate a commitment to the school's Strategic Plan goals and priorities, and play an active role in the achievement of relevant goals
- Lead and manage the implementation of whole school improvement strategies
- Participate as active members of the Leadership Team and the Strategic Learning Team

Leading Learning

- Lead a significant area of the school with a high degree of independence
- Model innovative teaching practice incorporating relevant technologies effectively
- Lead the school in pedagogy, curriculum and assessment
- Lead the development, implementation, delivery and evaluation of curriculum programs across the school
- Ensure that the curriculum is responsive to student needs and provides learning challenges for all
- Develop the capacity of all staff to use student data to differentiate learning, monitor growth and provide accurate assessment

Leading the Learning Community

- Articulate the school vision and engage with the school community, ensuring it is fully informed about school programs and is provided with comprehensive information and regular updates
- Develop the skills and knowledge of teaching staff through professional learning
- Lead and manage staff performance and development
- Work collaboratively with key members of the Leadership Team to ensure that induction processes are supportive and comprehensive
- Represent the school at events within and beyond the school community
- Act as a mentor to graduate teachers and provide support to teachers new to the school

Key Selection Criteria Check Agreement

- SC1** Demonstrated high level understanding of initiatives in student learning including the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the capacity to provide leadership in the alignment of teaching and learning in accordance with the Victorian curriculum.
- SC2** Demonstrated outstanding classroom teaching and leadership skills and capacity to implement high impact classroom teaching strategies, to lead colleagues to continually improve teaching and learning and to enable all students to achieve their full potential.
- SC3** Demonstrated outstanding ability to monitor and assess student learning data at the individual, cohort and whole school level and to use this data to inform teaching for improved student learning.
- SC4** Demonstrated outstanding written and verbal communication skills and high level interpersonal skills including the ability to establish and maintain collaborative relationships with parents, other employees and the broader school community focused on student learning, wellbeing and engagement.
- SC5** Demonstrated commitment and capacity to actively contribute to and to manage major curriculum or student activities and a commitment to continually improving teaching quality and capacity through the application of knowledge, skills and expertise derived from ongoing professional development and learning.

Sub-school Leadership(3)

- Sub-school Leader - Years 7-9
- Sub-school Leader - Years 10-12
- Independent Learner Leader

Sub School Leader

Responsibilities

The Sub-school Leadership team works collaboratively to meet the goals and targets of the Strategic Plan

Leading Learning

- Lead the sub school to ensure that all students are supported in their learning to achieve optimal progress, successful transitions through school and access to appropriate pathways
- Actively promote student voice to ascertain areas for improvement in student learning, develop plans for action and communicate these to the whole community
- Lead the development and implementation of the wellbeing framework and the celebration planner

Leading Staff

- Build the capacity of staff to ensure a positive learning environment for all, and to consistently implement school and DET policies and procedures
- Lead and develop the expertise of Student Learning Leaders / House Leaders in fulfilling their roles
- Direct the work of the ES staff to support students, parents and staff in the Sub School
- Lead the staff in ensuring the full and consistent implementation of the school's Engagement and Wellbeing Policy (including Behaviour for Learning)

Leading the Community

- Ensure Student Learning Leaders / House Leaders develop strong home-school partnerships through effective communication with parents and guardians in regard to individual student progress
- With the Independent Learner Leader, provide opportunities for parent and student feedback at each year level and ensure appropriate actions are implemented
- In conjunction with Assistant Principals and other staff, assist with the planning of and participation in relevant school community events
- Build strong communication and school representation with feeder Primary and Network schools

Managerial Leadership

- Actively participate as a member of the Sub-school team to develop action plans in regard to the relevant goals of the Strategic Plan
- Facilitate meetings with staff to ensure the consistent implementation of school policies and procedures
- Ensure that all relevant school policies and practices are documented, implemented and reviewed
- Liaise with regional school representatives on matters relevant to students
- Ensure the School complies with all requirements regarding internal and external studies and testing arrangements
- Oversee the enrolment, transition and exiting of all students

Sub-school Leadership (continued)

Independent Learner Leader

Responsibilities

The Sub-school Leadership team works collaboratively to meet the goals and targets of the Strategic Plan

Leading Learning

- Lead the further development, documentation and implementation of a whole school plan to develop independent learners
- Build community understanding of how the school is building independent learners, explaining the purpose and relationship of the various elements such as student led conferences, portfolios and Learning to Learn

Leading Staff

- Build the capacity of all teachers to develop students as independent learners through professional learning on pedagogical practice
- Lead staff in the development and implementation of models, tools and resources that develop independent learners
- Lead the Learning Mentors in the implementation of initiatives such as student led conferences, learning portfolios, learning mentor conferencing, learning to learn and Signpost days

Leading the Community

- With the Sub-school Leaders, develop strong home-school partnerships to develop students as independent learners
- In conjunction with Assistant Principals and other staff, assist with the planning of and participation in relevant school community events
- With the Sub-school Leaders, provide opportunities for parent and student feedback at each year level and ensure appropriate actions are implemented

Managerial Leadership

- Actively participate as a member of the Sub-school team to develop action plans in regard to the relevant goals of the Strategic Plan
- Facilitate meetings with staff to ensure the consistent implementation of school policies and procedures
- Ensure that all relevant school policies and practices are documented, implemented and reviewed
- Oversee the organisation of student led conferences, including the preparation of mentors and students, and communication with parents, students and staff
- Oversee the documentation and communication of all independent learning programs.
- Liaise with the Learning Community Leader to develop, implement, evaluate and refine the Community of Learners plan in regard to independent learners

Teaching and Learning Team Leaders (4)

- Languages and Humanities
- Maths and Science
- Health PE and Sport
- Arts and Technology

Responsibilities

The Teaching and Learning Team Leaders work as a collaborative team to meet the goals and targets in the Strategic Plan.

Leading Learning

- Lead the implementation of decisions made by the Leadership Team or the Strategic Learning Team
- Lead the Teaching and Learning Team in meeting specific goals, particularly relating to improving student outcomes as measured by AusVELs, VCE, VET and VCAL results
- Ensure the development, documentation, implementation, delivery and evaluation of curriculum programs, using the CHS Learning Design Process
- Lead the incorporation of literacy for learning strategies in all learning programs

Leading Staff

- Build the capacity of the Teaching and Learning Team in implementing high impact teaching and learning strategies
- Optimise student learning outcomes through leading the allocation of teaching allotments in consultation with team members
- Support the professional and personal wellbeing of the teaching and learning team members

Leading the Community

- Build understanding in the wider school community through communication of the school's curriculum and vision for learning
- Lead and represent the Teaching and Learning Team at relevant school events
- Build strong communication and represent the school with Feeder Primary and Network schools and professional organisations

Managerial Leadership

- Provide managerial leadership through setting meeting agendas and timely communication
- Assume overall responsibility for budgets, resources and submissions for funding
- Ensure all documentation regarding teaching and learning programs is regularly reviewed and updated
- Direct the work of relevant Education Support Staff

Learning Improvement Leaders (3)

- Learning Community Leader
- Learning Innovation Leader
- Learning Growth and School Organisation Leader

Responsibilities

The Learning Improvement Leaders work as a collaborative team to meet the goals and targets of the Strategic Plan.

Leading Learning

- Lead the implementation of decisions made by the Leadership Team or the Strategic Learning Team
- Understand and articulate the goals of the Strategic Plan and advocate across the school community for improvement

Leading Staff

- Develop and provide school-based high quality professional learning to build the capacity of teachers in the use of high impact learning and teaching strategies
- Develop and implement the consistent use of data for school improvement in line with Strategic Plan goals
- Develop and implement an effective approach to classroom observation and peer feedback
- Develop and implement an effective approach to student learning feedback, from student to teacher and from teacher to student
- Actively promote effective practices in the use of technologies to support learning
- Promote shared accountability between colleagues, building a culture of professional responsibility in teams

Leading the Community

- Build understanding in the wider school community through communication of the school's vision for learning
- Communicate the school's vision for learning through documentation and presentations to staff, students and parents

Managerial Leadership

Each of the (3) Learning Improvement Leaders has responsibility for the implementation of significant aspects of learning and school organisation with the school community.

Learning Community Leader:

- In consultation with the Leadership Team, develop the school professional learning plan, and lead its implementation through the Professional Learning Committee
- Identify, plan and provide access to professional learning appropriate to individual needs
- Lead the development of the Performance and Development Process for teachers and Education Support Staff in collaboration with the Leadership Team
- Lead the induction of new staff and oversee VIT graduates
- Further develop, implement, evaluate and refine the Community of Learners plan
- Lead professional learning in the use of technology as a learning tool
- Oversee the student teacher program, including liaison with individuals and institutions, allocation, induction, and in school management

Learning Innovation Leader

- Enhance student learning opportunities through the continuous development of learning programs that:
 - respond to student and parent feedback
 - ensure appropriate pathways for all students
 - align with government initiatives
 - are informed by educational research
 - promote community partnerships
- Lead the development and implementation of learning programs that incorporate the Victorian Curriculum Capabilities: Critical and Creative Thinking, Ethical, Intercultural, Personal and Social
- Lead the development and implementation of integrated learning including in the Science, Technology, Engineering, Arts and Mathematics areas (STEAM)
- Lead the school's FISO improvement area
- Lead the elearning program, including selection and management of hardware and promote the use of technology as a learning tool across the school

Learning Growth and School Organisation Leader

- Lead the further development, implementation and evaluation of the school data plan
- Lead assessment and reporting across the school, managing the work of the Report Coordinator and ensuring timelines are prepared, monitored and met
- In consultation with the Leadership Team and Strategic Learning Team oversee the development of timetables and the school's workforce plan which promote the strategic direction of the school and improved student learning outcomes
- Direct the work of the Daily Organiser to best support students, staff and parents in planning for significant school events
- Proactively source high quality replacements for short-term, non-advertised staff vacancies in consultation with the Principal Class
- Lead the consultative process of the school particularly in regard to workforce planning and timetabling, chair the Consultative Committee, circulate the agenda, provide the minutes and implement decisions