

SACRED HEART GIRLS' COLLEGE POSITIONS OF LEADERSHIP 2024-2026



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About Sacred Heart Girls' College

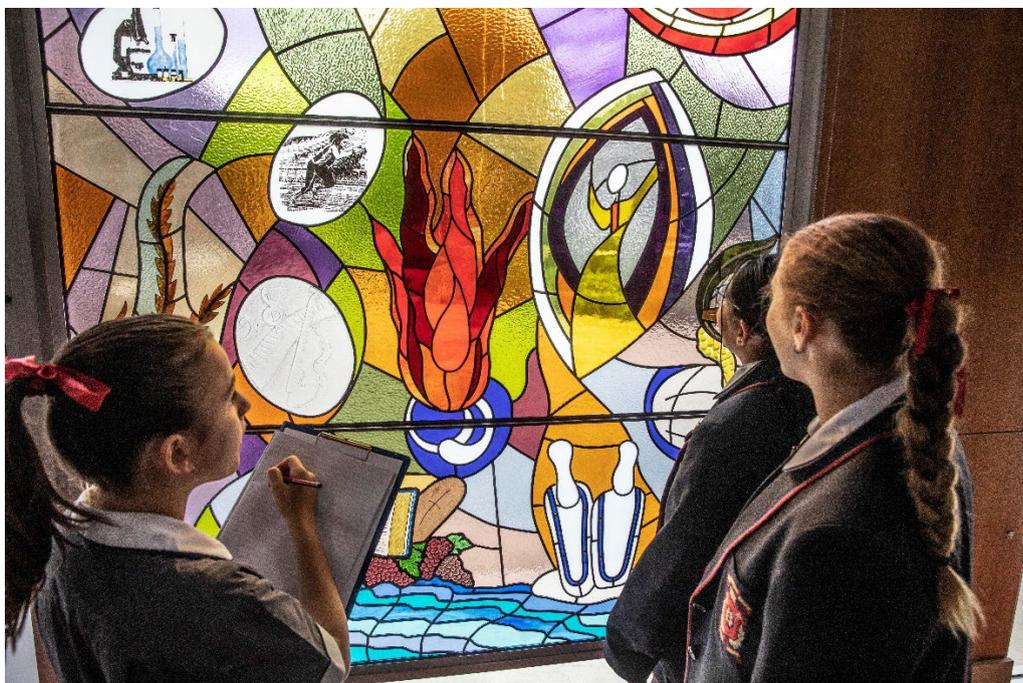
Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and strengthening our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community

Sacred Heart Girls' College was established by the Sisters of Our Lady of the Missions in 1957. While the Sisters no longer administer the College, their spirit and influence remain in both the spiritual and academic life of the school. Sacred Heart successfully integrates the aim of academic excellence with personal development, social justice and Gospel centred servant leadership. It provides a safe and supportive environment conducive to the achievement of individual success in learning and the fostering of confident young women.

The community of approximately 950 students and over 100 specialist staff is one where gospel values are not only taught but also lived. The emphasis is on respect for others, for the environment and an awareness of our social responsibility. Euphrasie Barbier, the foundress of Our Lady of the Missions, had a dream 'that all people would be loved, honoured and respected for the wonderful gifts of their difference and the amazing gifts of our oneness'. At Sacred Heart we seek to live this dream as we educate young women for our contemporary world.



Leadership at Sacred Heart Girls' College

All staff members are expected to support the College's mission to empower young people to engage in critical reflection leading to positive action for our world. The College community's success is shaped by their energy, skills, talents and shared sense of mission.

In addition, the expectation is that all staff support the Catholic ethos of the College, work with the Leadership Team in ways respectful of the Catholic and RNDM spirit of the College, support the College's [Mission and Vision statements](#) and assist in the implementation of the [Strategic Plan](#) and College Improvement Plan.

The formal leadership structure which exists allows some staff to undertake additional leadership responsibilities known as Positions of Leadership (POLs). Holders of POLs play a vital role in influencing the members of their team to achieve the College mission and goals.



Selection Criteria for Positions of Leadership

Attributes

- Respect for the mission, identity and guiding principles of education in the Presentation tradition at Sacred Heart Girls' College.
- A passion for teaching.
- A resourceful capacity for work.
- Perseverance, sensitivity, courage and patience in the face of complex and challenging situations.
- Authenticity, trustworthiness and reliability.
- Optimism, confidence and enthusiasm when motivating others.
- Readiness to actively contribute to committee work.

Dispositions

- Collaborative and flexible participation in professional settings.
- Openness to change and to learning in all situations.
- An approachable and active listener.
- A high level of motivation to ensure learning and teaching standards foster student achievement and success.
- Determination to achieve the goals set for success each year.
- Empathy and commitment to the learning needs of Sacred Heart's students.

Skills & Capabilities

- Demonstrated ability to communicate clearly, personably and effectively in ways that engage staff
- The ability to work collaboratively, flexibly, independently and creatively in a demanding environment
- Excellent capabilities in the integration of ICT appropriate to contemporary education
- The ability to successfully use the time allocation to fulfil the responsibilities of this position of leadership
- The capacity to reflect on one's leadership performance and style
- The ability to implement effective and efficient work practices
- The ability to locate information quickly and accurately
- The capacity to multi-task and pay close attention to detail
- The capacity to maintain professional relationships with organisations on behalf of the College where necessary

In addition, applicants who apply for Positions of Leadership (POLs) should be able to articulate and demonstrate a commitment to the following selection criteria:

- Understanding of and commitment to the strategic direction of Sacred Heart Girls' College.
- Ability to develop an Annual Action Plan based upon the strategic direction of the College.
- Demonstrates a range of experiences outside/inside the College.
- Ability to communicate with parents, teachers and students.
- Openness to new ideas and processes.
- Commitment to constant improvement.
- Demonstration of organisational skills.
- Suitability as a role model for teaching staff and student body.
- Ability to work collaboratively and be supportive of the Principal and the College Leadership Team.

Application Process

External Applicants

Applicants are asked to provide a cover letter, addressed to the Principal, of no more than two pages, addressing the major responsibilities of the role, a current CV and College Application form.

Internal Applicants

Applicants are asked to complete the Application Form provided.

POL Application & Interview Process

Role Descriptions for all Positions of Leadership (POL) are available in this booklet.

Applicants may apply for more than one Position of Leadership

Applications for Positions of Leadership must be submitted by **9.00am on Monday 26 June 2023.**

Applications are invited from internal and external candidates.

Interviews

The interview panel will consist of three people taken from the following:

- Principal
- Member/s of the Leadership Team
- Member/s of the Consultative Committee
- Janine Enright (Educational Consultant)

Post Interview

The Principal or member of the Leadership Team will notify applicants of the outcome of the interview as soon as practicable after the interview.

Successful applicants will be issued with a letter of appointment, documenting the tenure and conditions of appointment.

Tenure

POL appointments will have tenure for three years.

Within the three-year cycle the opportunity to participate in an appraisal process will be provided. This will normally be in the second year of the appointment.

SACRED HEART GIRLS' COLLEGE

POSITIONS OF LEADERSHIP 2024 – 2026

Position	POL Level	Time Allowance (periods / cycle)
POL 4		
Director of College Organisation	4	30
Director of Learning Innovation	4	24 (not advertised)
Director of Learning Innovation	4	24 (not advertised)
Director of Student Wellbeing	4	24 (not advertised)
POL 3		
Learning Diversity Leader	3	30 (not advertised)
Learning Leader English	3	12
Learning Leader Health and Physical Education	3	12
Learning Leader Humanities	3	12
Learning Leader Languages	3	12
Learning Leader Mathematics	3	12 (not advertised)
Learning Leader Religious Education	3	12
Learning Leader Science	3	12
Learning Leader Technologies	3	12
Learning Leader The Arts	3	12
VCE Leader	3	17
Year 7 Level Leader	3	12
Year 8 Level Leader	3	12
Year 9 Level Leader	3	12
Year 10 Level Leader	3	12
Year 11 Level Leader	3	12
Year 12 Level Leader	3	12
POL 2		
Director of Music	2	8 (not advertised)
Director of Outdoor Education	2	11
Extras Co-ordinator	2	11
Literacy Leader (with EAL)	2	10
Numeracy Leader	2	9
Musical Production Co-ordinator (2 year cycle)	2	6
Year 7 Transition Co-ordinator	2	6
POL 1		
Enrichment Co-ordinator	1	8
Senior Leadership and SRC Coordinator	1	6
Strive Co-ordinator	1	6

POL payments as of 1 January 2023

POL 1	POL 2	POL 3	POL 4
\$2,981	\$6,019	\$9,161	\$12,387

Principal's Appointment

Position		Time Allowance (periods / cycle)
Liturgy and Retreats	\$7,500	9
Liturgy and Retreats	\$7,500	9
Social Justice	\$7,500	9
RNDM	\$7,500	9

Denotes position not vacant for application



Timeline For Application Process - POSITIONS OF LEADERSHIP: 2024-2026

Wednesday 7 June	Application process launched to staff (staff briefing)
Friday 9 June	Email containing application information given to staff
Monday 26 June (9.00am)	Completed applications submitted to Jenny Bilton humanresources@shgc.vic.edu.au
Friday 30 June	Interview Panels and Timeline developed and communicated to staff
Wednesday 12 July	Interview process begins
Friday 28 July	All appointments finalised



SACRED HEART GIRLS' COLLEGE

Director Of College Organisation

Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and strengthening our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community.

The Director of College Organisation holds a significant position of leadership within the College and as such is expected to commit to the mission, vision and values of the College and carry out leadership that reflects the vision and values articulated in the College Mission Statement and in accordance with the College Strategic Plan and the Annual Action Plan. The Director of College Organisation is appointed by the Principal and is responsible for the efficient and effective day-to-day operations of all educational aspects of the College. The Director of College Organisation is a member of the College Leadership Team and is directly accountable to the Principal. The Director of College Organisation will provide cultural, educational, human and technical leadership to the College.

ROLE RESPONSIBILITIES

CULTURAL LEADERSHIP

- Provide students with a child-safe environment and be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety.
- Actively and collaboratively promote, maintain and enhance the Catholic identity of the school
- Be a positive role model and actively and publicly promote and support the College, its mission, vision and values
- Where appropriate, share with the Principal in being a presence in the school and the wider community
- Participate in whole school improvement
- Demonstrate commitment to achieving best practice
- Actively contribute to and engage in all Leadership Team responsibilities
- Actively and collaboratively uphold a commitment to social justice and action in the school and the wider community
- Contribute to the facilitation of the human resource management and development processes within the College

Specific duties

- Report regularly to staff on matters relating to College organisation
- Support members of the Leadership Team in working with the College community in implementing the Strategic and Annual Action Plans
- Attend meetings of the Leadership Team and participate in whole school decision making
- Maintain the day to day educational operations of the College

EDUCATIONAL LEADERSHIP

- Contribute to the development of structures and processes that ensure the College is meeting the learning needs of all students
- Demonstrate knowledge and understanding of current educational trends
- Develop and implement daily organisational structures and a timetable that supports quality teaching and learning
- Ensure the supervision and conduct of school excursions and incursions is in accordance with CECV, MACS, school policy guidelines and legal requirements

Specific duties

- Construct the College timetable and amend when necessary
- Liaise with Learning Leaders, if necessary, where work needs to be provided for a class whose teacher is absent
- Work with relevant personnel in the organisation and staffing of programs such as pastoral programs and co-curricular activities
- Ensure College programs and events are organised so that there is minimal disruption to regular classroom learning and teaching
- Attend Leadership formation days scheduled by the College and identified on the annual calendar

HUMAN LEADERSHIP

- Develop personal and professional goals for improvement
- Encourage and build leadership capacity of personnel with whom you work
- Demonstrate excellent interpersonal skills and the capacity for effective communication
- Oversee the work of the Extras Co-ordinator
- Facilitate procedures and processes that ensure collaboration and transparency in the development of the College timetable
- Work with staff responsible for co-curricular activities to ensure programs are conducted in accordance with school policy and guidelines
- Oversee the teacher pre-service program

Specific duties

- Work with the Principal to develop annual personal and professional goals which are specific, measurable, achievable, relevant and timely. Monitor progress in achieving these goals and report to the Principal on their progress
- Pass on CRT CVs and expressions of interest to HR
- Engage the services of CRTS on the register when necessary
- Take responsibility for the placement of pre-service teachers and oversee their induction and supervision by subject teachers
- Liaise with the Principal, Deputy Principal Staff, Deputy Principal Learning and Teaching and Learning Leaders on the allocation of teaching loads
- Inform staff in a timely manner, of major changes to scheduled arrangements
- Work with the Extras Co-ordinator in effective College organisation to plan for upcoming events

TECHNICAL AND ORGANISATIONAL LEADERSHIP

- Demonstrate high levels of organisational and administrative skills
- Plan, organise and co-ordinate programs and processes relating to whole school events
- Ensure relevant policies and procedures are developed, implemented and systematically reviewed

- Lead a timetable committee in the development of the College Timetable
- Lead a calendar committee in the development of the College Calendar
- Oversee and take responsibility for the preparation and ongoing maintenance of the College calendar

Specific duties

- Print and distribute timetables to staff and students at appropriate times
- Ensure class lists and subject information are up to date and readily available for staff in SIMON
- Regularly update changes to class lists as a result of subject changes
- Compile student subject choices and present to Leadership in a timely manner in order to develop the timetable
- Oversee the Extras Co-ordinator to keep accurate records of staff absences and extras/replacement allocations
- Lead the College Planning Team to ensure student incursions, excursions and staff professional learning have minimal disruption to the learning program
- Ensure staff understand and follow the correct procedures for notifying the college when they are unable to attend work or when they need to leave work during school hours
- Compile and oversee supervision and duty rosters making changes when required and communicating this to relevant staff
- Compile meeting rosters
- Work with the Deputy Principal Learning and Teaching in the development of the college examination program, and staff the examinations accordingly
- Oversee the logistics of whole school events such as photographs and immunisations
- In conjunction with the Deputy Principal, Student Wellbeing and the Year Level Leaders, allocate students to homerooms
- Undertake appropriate teaching duties
- Delegate tasks to the Timetable Committee members as required
- Work with the planning group in maintaining the calendar and update when necessary

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Principal
Internal Liaisons	Leadership Team, Planning Team, Staffing Team, Timetable Team, Calendar Team, Staff and Students
External Liaisons	CECV, MACS, Timetable Program Suppliers
Conditions	POL Level 4, Time release: 30 periods per cycle
Appointment Time	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

Director Of Outdoor Education

Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

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- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community

The Director of Outdoor Education is appointed by the Principal and under the direction of the Deputy Principal, Learning and Teaching, is responsible for leadership and co-ordination of the College Outdoor Education Experiential Program.

The Director of Outdoor Education seeks to cultivate the holistic development of students and provides leadership, that enables students to learn through active engagement in direct, guided experience. The Director of Outdoor Education facilitates the delivery of effective outdoor education programs, which orient the learner to be shaped and formed by their learning encounters, in alignment with the broader Sacred Heart Girls' College vision, and strategic directions of the College. The Director of Outdoor Education will provide cultural, educational, human and technical leadership to the College.

ROLE RESPONSIBILITIES

CULTURAL LEADERSHIP

- Be a positive role model and actively and publicly promote and support the College, its mission, vision and values
- Where appropriate, share with the Principal and members of the College Leadership Team in being a presence in the school and the wider community
- Actively and publicly advocate for the Outdoor Education Experiential Program

Specific duties

- Provide students with a child-safe environment and be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Support members of the College Leadership Team in working with the College community in implementing the Strategic Plan and the Annual Action Plan
- Convene Outdoor Education planning meetings, information evenings, student and staff briefings prior to participation in the program
- Regularly report to the Deputy Principal Learning and Teaching on matters relating to the Outdoor Education Experiential Program
- Take opportunities to showcase Outdoor Education activities
- Write an annual report for the College publication Cordis
- Contribute to College newsletters, staff and student bulletins

EDUCATIONAL LEADERSHIP

- Demonstrate a commitment to achieving best practice in matters relating to Outdoor Education Programs
- Demonstrate passion, expertise and excellence in the area
- Design, implement and/or oversee innovative programs that ensure improved outcomes for every student
- Keep abreast of emerging issues in relation to Outdoor Education Programs and practices
- Build in processes for review and evaluation of SHGC outdoor education programs and practices

Specific duties

- Oversee specific programs and policies
- Work with the Director of College Organisation on the allocation of teaching staff for Outdoor Activities Programs
- Liaise with the Year Level Leaders regarding suitable activities for Year Level Camps
- Work with colleagues to ensure College expectations during Outdoor Activities Programs are met
- Ensure the provision of adequate materials and resources for all activities in the Outdoor Activities Programs
- Participate in Outdoor Education Experiential Program as required
- Undertake regular reviews of the Outdoor Education Experiential Program
- Support teachers in ensuring student outcomes for Outdoor Education are maximised
- Liaise with Deputy Principal Learning and Teaching regarding curriculum links
- Have a thorough working knowledge of emergency management procedures, CEM & SHGC policies and practices
- Conduct staff and student reviews and evaluations of the Outdoor Education Experiential Program including post-activity debriefs
- Attend Leadership formation days scheduled by the College and identified on the annual calendar

HUMAN LEADERSHIP

- Demonstrate excellent interpersonal skills and the capacity for effective communication
- Work in partnership with the College and parents in the provision of the Outdoor Education Experiential Program
- Facilitate processes that ensure collaborative consultation, effective communication, sensitivity and respectful responses to student needs

Specific duties

- Liaise with outdoor education providers, communicating College requirements and expectations, building positive relationships with the providers and their staff
- Oversee the work of relevant support staff
- Work with the Deputy Principal Student Wellbeing and the Learning Diversity Leader to ensure all students are catered for and supported in the program
- Support teachers to fulfil their responsibilities and the College expectations with respect to Outdoor Education activities
- Provide leadership and mentoring for the PE/Sport/Outdoor Education Assistant
- Keep staff informed about relevant decisions and issues affecting the programs
- Provide accurate and up to date medical and other relevant information to OE providers, relevant staff members, group leaders, Year Level Leaders and Leadership Team prior to camps
- Support teachers to ensure activities are carried out in safe learning environments
- Communicate to parents the nature of the activities and risk management strategies prior to the camps
- Act as a 24-hour contact and provide regular and timely updates to the Leadership Team during activities
- Maintain a current Level 2 First Aid Certificate

TECHNICAL AND ORGANISATIONAL LEADERSHIP

- Lead, co-ordinate and manage the Outdoor Education Experiential Program
- Maintain records in accordance with College policy and practices.
- Demonstrate high levels of organisational and administrative skills
- Plan, develop, organise and co-ordinate programs and processes relating to Outdoor Education
- Liaise closely with relevant people such as Principal, Deputy Principals, Year Level Leaders, Homeroom Teachers, Learning Support staff, and parents

Specific duties

- Manage the tender process for the Outdoor Education Experiential Program
- Maintain records in accordance with College policy and practices, ensuring accurate and up to date student and staff records
- Oversee the planning, organisation and running of the Outdoor Education Experiential Program
- Liaise with Year Level Leaders to ensure documentation is submitted prior to activities
- Manage all resources which will include budget and equipment
- Oversee risk management strategies in consultation with the provider and the College Leadership Team
- Circulate information, equipment, materials and resources to students, staff and parents as required
- Maintain an inventory of College Outdoor Education equipment and resources
- Review and update program information on the College website
- Ensure all relevant areas of responsibility comply with Occupational Health and Safety standards

VARIATION TO THE POSITION

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Deputy Principal Learning and Teaching
Internal Liaisons	Leadership Team, Deputy Principal Student Wellbeing, Year Level Leaders, Staff and Students
External Liaisons	Outdoor Education Providers, parents
Conditions	POL Level 2, Time release: 11 periods / cycle
Appointment Time	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

POSITION DESCRIPTION

Enrichment Co-Ordinator

Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

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- Celebrating and strengthening our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community.

The Enrichment Co-ordinator plays a crucial role in creating a vibrant and engaging learning environment for Sacred Heart Girls' College students. This position is responsible for developing and implementing a diverse range of extracurricular programs and activities that promote intellectual, social, and personal growth. The Enrichment Co-ordinator fosters a culture of curiosity, creativity, and collaboration while encouraging students to explore their interests and expand their horizons with and beyond the regular curriculum.

The Enrichment Coordinator's primary responsibility is to support talented students and to provide opportunities to enrich their learning beyond the classroom. The role requires planning, implementation, co-ordination, support, and evaluation of programs for identified students. The Enrichment Coordinator is part of the Learning Diversity Team, and their focus is to assist teachers with meeting the needs of talented students within the classroom and to facilitate opportunities beyond the classroom.

RESPONSIBILITIES

Child Safety

- Provide students with a child-safe environment and be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety

Program Development

- Assisting with the identification of talented students need advanced learning opportunities across all year levels
- Promote, design, plan, and implement a comprehensive enrichment program that caters to the diverse interests and needs of talented Sacred Heart Girls' College students.

Activity Coordination

- Organise and coordinate various enrichment activities, clubs, workshops, and events to provide students with opportunities for growth and development. Ensure a well-balanced schedule that offers a wide range of options and accommodates students' different interests and strengths.

Curriculum Enhancement

- Collaborate with the Deputy Principal Learning and Teaching and the Learning Diversity Leader to identify areas where enrichment activities can supplement and enhance the regular curriculum. Develop connections between the enrichment program and classroom learning to promote a holistic educational experience.

Student Engagement

- Inspire, motivate, and encourage students to participate actively in enrichment activities. Foster an inclusive and supportive environment that values each student's unique talents, interests, and perspectives.

Mentorship and Guidance

- Serve as a mentor and guide for students, providing support and advice regarding participation in enrichment activities. Help students set goals, explore their passions, and develop skills.

Collaboration

- Work closely with learning area staff and other stakeholders to identify opportunities for collaboration and create synergies between the enrichment program and other school initiatives. Collaborate with external organisations, experts, and community members to cater for and support talented students with advanced learning needs

Evaluation and Feedback

- Assess the effectiveness and impact of enrichment activities through regular evaluation and feedback processes. Collect evidence and insights to inform future program planning and adjust as necessary

QUALIFICATIONS, EXPERIENCE

- VIT Registered teacher
- Previous experience in designing and implementing enrichment programs in a secondary setting (highly regarded)

SKILLS AND ATTRIBUTES

- Demonstrated leadership and mentorship skills
- Creativity, flexibility, and a passion for inspiring and empowering students
- Strong understanding of adolescent development, learning styles, and student engagement strategies
- Familiarity with current educational trends, best practices, and technology integration in education
- Ability to communicate effectively with students, parents, staff, and community members
- Knowledge of resources, organisations, and opportunities that can support the enrichment program
- Excellent organisational and time management skills

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Learning Diversity Leader
Internal Liaisons	Deputy Principal Learning and Teaching, Learning Leaders, Year Level Leaders, Staff
External Liaisons	External organisations, experts, and community members
Conditions	<p>Full-time, POL Level 1, Time release: 8 periods per cycle</p> <p>Attend Leadership formation days scheduled by the College and identified on the annual calendar</p> <p>Note: This position may require working after school hours and occasional weekend commitments.</p>
Appointment Time	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

Extras Co-Ordinator

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- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community.

The Extras Co-ordinator is a member of the Planning Team and performs their duties under the direction of the Director of College Organisation. They work to ensure all students have adequate supervision throughout the day in classes, in the yard, for onsite and offsite activities, during exams and for special events. The Extras Co-ordinator will liaise with the Director of College Organisation, to ensure the Director is well informed about relevant day-to-day occurrences. The Extras Co-ordinator is expected to be proficient with aspects of the *Timetabler* Program pertaining to the allocation and recording of extras.

The Extras Co-ordinator will provide students with a Child-Safe environment and be familiar with and comply with the school's Child-Safe Policy and Code of Conduct, and any other policies or procedures relating to Child Safety. They will ensure all relevant areas of responsibility comply with Occupational Health and Safety standards

POSITION RESPONSIBILITIES

PRE-PLANNED ALLOCATION OF EXTRAS

- Organise the allocation of extras and duties for calendared and diarised events
- Maintain accurate and up to date records of staff extras allocations

Specific duties

- Attend Planning Team meetings
- Monitor calendared events and allocate staff extras ahead of time
- Organise Casual Relief Teachers (CRTs) as required
- Assist the Director of College Organisation in ensuring new CRTs have relevant documentation relating to VIT registration and personnel records
- Ensure new CRTs are appropriately inducted to the College
- Alert the Principal of any staff who may be experiencing serious health or wellbeing concerns

ALLOCATION OF EXTRAS AT SHORT NOTICE

- Organise the allocation of extras and duties in response to unplanned staff absences
- Maintain accurate and up-to-date records of staff extras allocations

Specific duties

- Collect messages left on voicemail
- Allocate equitably daily extras and in lieu allocations
- Post “Today’s Extras” list by 8:15 am (teaching and non-teaching staff)
- Provide a hard copy of “Today’s Extras Bulletin” to the Principal when required
- Save a copy of “Today’s Extras Bulletin” to General Access
- Record absences in *Timetabler* Program
- Communicate to staff, including CRTs, specific requirements
- Monitor the distribution of work left for extras
- Organise replacements for yard duty and other duties of absent teacher
- Where late notification occurs, make amendments to “Today’s Extras Bulletin” and notify relevant staff affected by the changes
- Organise staff to supervise classes where a staff member becomes absent during the course of the day
- Provide copies of CRT timetables to Finance for payroll calculations.

VARIATION TO THE POSITION

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

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Other duties as required by and negotiated with the Principal and/or Deputy Principal Learning and Teaching.

Reports to	Director of College Organisation
Internal Liaisons	Leadership Team, Planning Team, Staff
Conditions	POL Level 2, Time release: 11 periods per cycle
Appointment Time	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

Learning Leader

We are a Catholic faith community enriched by the RNDM charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and nurturing our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with the school, local and global communities

Learning Leaders hold a significant position of leadership within the College and as such are expected to commit to the vision and values of the College and carry out leadership that reflects the vision and values articulated in the College Mission Statement and in accordance with the College Strategic Plan and the Annual Action Plan. Learning Leaders are appointed by the Principal and are responsible to the Deputy Principal Learning and Teaching for both strategic and practical aspects of curriculum and Learning and teaching from Years 7 to 12.

Learning Leaders must display a passion for learning, be excellent classroom teachers, model innovative and inspiring classroom practices and be well versed in contemporary educational pedagogy. He/she must develop and implement evidence based pedagogical and assessment approaches that are both responsive to best practice and improve student learning outcomes. As well as lead the development of learning programs that are academically rigorous, challenging and engaging. The Learning Leader will provide cultural, educational, human and technical leadership to the College.

POSITION RESPONSIBILITIES

CULTURAL LEADERSHIP

- Provide students with a child-safe environment
- Be a positive role model and actively and publicly promote and support the College, its mission, vision and values
- Where appropriate, share with the Principal and members of the College Leadership Team in being a presence in the school and the wider community
- Foster a positive learning culture within the team that is compatible with the College ethos and expectations
- Actively and publicly advocate for their Learning area

Specific duties:

- Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Support members of the College Leadership Team in working with the College community in implementing the Strategic Plan and the Annual Action Plan
- Regularly report to the Deputy Principal Learning and Teaching on matters relating to learning and teaching in their Learning area
- Produce content on learning and teaching, including showcasing student performance for various College forums, publications, reports, online platforms

- Write an annual report for the College publication Cordis
- Work with the Deputy Principals in relation to the organisation of relevant activities and events that occur at the whole school and year levels within and outside school hours

EDUCATIONAL LEADERSHIP

- Develop a vision for exemplary practice and student engagement informed by the College Strategic Plan.
- Implement and/or oversee innovative learning and teaching and learning programs that ensure improved learning outcomes for every student that are personal, relevant, engaging and formative
- Have a thorough knowledge of contemporary best practice approaches to learning and teaching including awareness of innovations in pedagogy and technologies influencing the learning landscape for girls' education
- Demonstrate passion, expertise and excellence in teaching in the curriculum area
- Create an environment for curriculum and performance planning, change and review that connects each teacher to professional improvement within the Australian Professional Standards for Teachers (APST) Framework
- Actively support initiatives and activities associated with the Learning Area. Be a presence as part of the extra-curricular program.

Specific duties

- Set and share with the Deputy Principal Learning and Teaching, annual goals for the learning and teaching program centred on best practice and successful student outcomes, and plan how the goals will be successfully achieved
- Demonstrate exemplary practice and high expectations, leading colleagues to encourage students to pursue challenging learning goals and take responsibility for their learning
- Support teachers to ensure the delivery and documentation of relevant and differentiated courses appropriate for each year level and student
- Ensure student performance data is appropriately analysed and used to inform the learning and teaching program
- Collaborate with the Learning Diversity staff, Literacy and Numeracy Co-ordinators to ensure particular student needs are met and opportunities for students are provided beyond the curriculum – internally and externally
- Liaise with Deputy Principal Students, Year Level Leaders and Counsellors on students at risk, and collaborate on support strategies
- Actively contribute to Learning Leaders' meetings
- Facilitate regular and well-structured team meetings that ensure professional dialogue around student learning, professional practice and curriculum quality
- Support colleagues to ensure College expectations in the classrooms are met
- Undertake regular reviews of learning and teaching practices and programs including assessment using multiple sources of evidence, data and feedback
- Work with the Deputy Principal Learning and Teaching on the subject selection process including giving advice to students
- Maintain up-to-date knowledge of curriculum initiatives and directions, learning and assessment policies and procedures as interpreted and implemented by the College, VCAA, ACARA, MACS and CECV
- Encourage student participation in curriculum related activities within and beyond the school
- Attend Leadership formation days scheduled by the College and identified on the annual calendar

HUMAN LEADERSHIP

- Capacity to reflect on one's own leadership performance and style
- Demonstrate excellent interpersonal skills and facilitate processes that ensure collaborative consultation, effective communication, sensitivity and respectful responses to student learning needs in a variety of settings
- Reflect with colleagues on the successes of a culture that connects high levels of engagement and high expectations with student responsibility for their learning

- Encourage and build leadership capacity of members of the team
- Inform and invite comment from colleagues, parents and students about the educational direction, curriculum issues and reporting and accountability processes
- Identify, initiate and build on opportunities that engage parents/guardians in both the progress of their children's learning and in the educational priorities of the College
- Implement innovative, inclusive programs that are responsive to student, parents and community needs
- Encourage student voice as part of the learning and teaching program

Specific duties:

- Set annual goals with colleagues that connect them to improvement within the APST Framework
- Advocate for, participate in and lead high quality professional learning opportunities for colleagues that focus on improved professional practice and student learning
- Lead the resolution of issues and concerns relating to curriculum and pedagogy and facilitate informed decisions with individuals and teams
- Support subject teachers to fulfil their responsibilities and the College expectations with respect to learning and teaching
- Keep staff informed about relevant decisions and issues
- Support subject teachers to ensure classrooms are safe learning environments
- Liaise with parents as required on matters relating to learning and teaching in the Learning area
- Liaise with the Deputy Principal Learning and Teaching on the allocation of teaching loads

TECHNICAL AND ORGANISATIONAL LEADERSHIP

- Demonstrate high levels of organisational and administrative skills
- Maintain records in accordance with College policy and practices
- Plan, develop, organise and co-ordinate programs and processes relating to the curriculum, learning and teaching
- Liaise closely with all relevant persons in ensuring student learning outcomes are met

Specific duties

- Manage timelines, multiple deadlines and meticulous when completing tasks
- Generate professional learning opportunities for staff by, circulating professional reading, promoting involvement in professional associations, encouraging attendance at applicable conferences, seminars or workshops
- Initiate the review and update of curriculum documentation
- Oversee the planning, organisation and running of excursions and co-curricular activities such as Learning area weeks, competitions and displays
- Manage the Learning area resources which will include budget, equipment and rooms where appropriate
- Maintain accurate and accessible records in accordance with College policy and practices
- Record, publish and retain agendas and minutes of Learning area meetings
- Assist in the updating of handbooks, booklists and other related materials
- Oversee the accuracy and appropriateness of semester report templates
- Oversee the writing and copying of exams

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Deputy Principal Learning and Teaching
Internal Liaisons	Leadership Team, Deputy Principal Student Wellbeing, Learning Diversity Leader, Year Level Leaders, Counsellors, Staff and Students,
External Liaisons	AITSL, VCAA, ACARA, MACS, CECV, relevant Professional Associations
Conditions	POL Level 3, Time release: 12 periods per cycle
Appointment Time	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

Literacy Leader

Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and strengthening our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community.

The Literacy Leader is appointed by the Principal and is responsible to the Deputy Principal, Learning and Teaching for aspects of curriculum, teaching and learning of literacy from Years 7 to 12. The Literacy Leader holds a significant position of leadership within the College and as such, is expected to commit to the vision and values of the College and carry out leadership that reflects the vision and values articulated in the College Mission and Vision Statements and in accordance with the College Strategic Plan and the Annual Action Plan. The Literacy Co-ordinator will provide cultural, educational, human and technical leadership to the College.

RESPONSIBILITIES

CULTURAL

- Provide students with a child-safe environment and be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety.
- Be a positive role model and actively and publicly promote and support the College, its mission, vision and values
- Where appropriate, share with the Principal and members of the College Leadership Team in being a presence in the school and the wider community
- Foster a positive learning culture within the team that is compatible with the College ethos and expectations
- Actively and publicly advocate for literacy

Specific duties

- Support members of the College Leadership Team in working with the College community in implementing the Strategic Plan and the Annual Action Plan
- Participate in Learning Diversity Team meetings
- Convene relevant team meetings
- Regularly report to the Deputy Principal, Learning and Teaching on matters relating to literacy
- Write an annual report for the College publication *Cordis*
- Contribute to promoting the College through digital and print mediums
- Attend MACS Literacy Improvement Network meetings

EDUCATIONAL LEADERSHIP

- Demonstrate a commitment to achieving best practice in matters relating to learning and teaching, assessment and reporting
- Demonstrate passion, expertise and excellence in teaching literacy
- Implement and/or oversee innovative teaching and learning programs that ensure improved learning outcomes for every student
- Be responsible for implementation of appropriate student learning strategies in relation to literacy, including EAL
- Oversee the learning and teaching of EAL students
- Keep abreast of emerging curriculum, teaching and learning issues

Specific duties

- Meet regularly with the relevant teams on matters relating to literacy
- Work with the Learning Leaders to ensure the provision of adequate materials and resources for literacy
- Undertake regular reviews of learning and teaching practices and programs including assessment
- Support teachers in ensuring student learning is maximised
- Liaise with the Registrar in identifying EAL students new to the school and provide appropriate curriculum access
- Oversee the learning and teaching of EAL students from enrolment, through learning and teaching, assessing and reporting.
- Liaise with the VCE Leader in applying for EAL status through VCAA and support those students undertaking Units 3 & 4 EAL studies
- Work with English teachers to ensure the EAL curriculum standards are met
- Administer MYAT testing and analyse results of supplementary writing task to inform classroom practice
- Work collaboratively with teachers in using NAPLAN data diagnostically to inform teaching and learning practices
- Analyse student data to inform teaching and improve educational outcomes in literacy
- Meet with the Transition Team to review data and identify students requiring literacy interventions
- Attend Leadership formation days scheduled by the College and identified on the annual calendar

HUMAN LEADERSHIP

- Demonstrate excellent interpersonal skills and the capacity for effective communication
- Demonstrate effective leadership with respect to whole school improvements in literacy
- Encourage and build teaching capacity of members within relevant teams
- Work in partnership with parents in the education of their daughters
- Facilitate processes that ensure collaborative consultation, effective communication, sensitivity and respectful responses to student learning needs
- Implement innovative, inclusive programs that are responsive to student, parents and community needs
- Provide a climate conducive to professional discourse and collaboration

Specific duties

- Set goals with appropriate teams and monitor them
- Provide appropriate support to staff in relation to the teaching of literacy and EAL
- Oversee the work of relevant literacy support staff
- Work closely with Learning Leaders, subject teachers and Learning Support staff to ensure the needs of all students are identified and supported
- Keep staff informed about relevant decisions and issues affecting literacy
- Support subject teachers to ensure classrooms are safe learning environments
- Liaise with parents as required on matters relating to learning and teaching in the area of literacy
- Initiate, encourage and recommend professional learning for members of literacy teams

TECHNICAL AND ORGANISATIONAL LEADERSHIP

- Lead, co-ordinate and manage Literacy Teams
- Maintain records in accordance with College policy and practices.
- Demonstrate high levels of organisational and administrative skills
- Plan, develop, organise and co-ordinate programs and processes relating to the curriculum, learning and teaching
- Liaise closely with relevant people such as subject teachers, Homeroom Teachers, Learning Leaders and Learning Support

Specific duties

- Maintain student records in accordance with College policy and practices
- Manage and implement a literacy support timetable with literacy support teachers
- Keep agendas and minutes of meetings
- Prepare budgets
- Authorise and manage relevant expenditure
- Oversee the maintenance of resources
- Circulate information, materials and resources to teachers

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Deputy Principal Learning and Teaching
Internal Liaisons	Leadership Team, Deputy Principal Student Wellbeing, Learning Diversity Leader, VCE Leader, Learning Leaders, Staff, Students, parents
External Liaisons	Relevant Professional Associations
Conditions	POL Level 2, Time release: 10 periods per cycle
Appointment Time	2024-20226 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

Mission And Ministry Team- Liturgy And Retreat

We are a Catholic faith community enriched by the RNDM charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and nurturing our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources.
- Working in partnership with the school, local and global communities.

As a leader in the College and a member of the Mission and Ministry Team, the Liturgy and Retreats Leader exercises a shared responsibility to ensure that the mission of the Catholic Church is brought to life in the College through a practical and lived response to the person and message of Christ and the example of Euphrasie Barbier.

The Mission and Ministry Team consists of the following positions:

- Liturgy and Retreat Leader (2 positions)
- RNDM Partnership in Mission Leader
- Social Justice Leader
- Religious Education Learning Leader

Primarily, the Liturgy and Retreat Leader is responsible for enhancing the Catholic Identity of the College through facilitating faith experiences. The Liturgy and Retreat Leader will take an active and collaborative role as a member of the Mission and Ministry Team to lead, promote, support, maintain, enhance, review and evaluate processes for reflection, prayer and liturgical celebrations. This leadership position is a visible role, with an active involvement in leading prayer and liturgy.

The work of the Liturgy and Retreat Leader will be guided by:

- Jesus Christ and his teachings as understood and passed on through the charism of the RNDM Sisters
- Other Catholic Church teachings, principles and values; including those related to Catholic Social Teaching
- College strategic plans, policies and procedures

The Liturgy and Retreat Leaders through their presence and work provide students with a child-safe environment and are familiar with and comply with the College's child-safe policy and code of conduct, and any other policies or procedures relating to child safety. They will maintain a clean and safe workspace and abide by the workplace health and safety policies and procedures of the College.

AREAS OF RESPONSIBILITY

Religious / Faith Leadership

- Provide inclusive opportunities and facilitate involvement for staff, students and parents to express the spiritual and devotional elements of their faith through retreats, reflection days, liturgical celebrations and prayer
- Work with the Mission and Ministry Team and other College leaders to integrate RNDM perspectives into liturgies, celebrations, assemblies and other events
- Lead the student leadership groups involved in prayer, liturgies and retreats
- Ensure symbols, celebrations of the liturgical seasons, feast days and places for prayer are visible and promoted
- Work in conjunction with the Social Justice Leader in embedding Catholic Social Teaching as part of praying and celebrating.
- Work towards providing opportunities for student involvement in other faith experiences in the broader church community

Educative Leadership

- Work in collaboration with the Religious Education Learning Leader in offering liturgical and faith formation activities which support the Religious Education Program
- Encourage and provide suitable training opportunities for students to volunteer as altar servers, Extraordinary Ministers of the Eucharist, etc.
- Assist in the selection and development of Faith and Liturgy Leaders Years 7 to 12
- Work with the College Student Leaders, especially Deputy College Captain Faith in preparing and supporting them in their leadership
- Assist and support Homeroom teachers in their efforts to pray with their students in Homeroom
- Provide prayer resources for Homeroom and Morning staff prayer rosters.
- Provide assistance for staff to develop and implement classroom liturgies
- Support staff in involvement in the student retreat program

Community Leadership

- Communicate with visiting Priests to ensure meaningful liturgical experiences are provided for the College community
- Seek ways of engaging recent graduates from the College in suitable experiences, such as retreats and reflection days that will enrich and develop their faith life and that of students at the College.

Organisational Leadership

- Take an active role within the Mission and Ministry Team, including sharing in charring meetings, contributing to agendas, ensuring minutes are kept and reporting to the whole staff on matters relevant to the specific portfolio
- Maintaining records of student involvement in faith activities for commendations
- Be responsible for all administration tasks relating to the Liturgy and Retreat program.
- Manage the Liturgy and Retreat budget

SUCCESS CRITERIA

Knowledge & Understandings

- Be an enthusiastic and competent teacher of Religious Education and have Accreditation to Teach in a Catholic School or be working towards his qualification
- An interest in and desire to contribute to the educational vision of the College
- A willingness to keep up to date with contemporary Catholic teachings as they relate to this portfolio.

Attributes & Dispositions

- Commitment to the Mission, Vision, Values and Catholic identity of Sacred Heart Girls' College
- Ability to advocate for the importance of meaningful faith experiences
- Self-directed and highly motivated
- Open to change and to learning.

Skills & Capabilities

- Effective teamwork and collaboration skills
- Ability to work flexibly, independently, and creatively
- Capacity to maintain professional relationships within, and external to, the College community
- Initiative, drive, and a strong sense of professionalism
- Excellent communication skills, including public speaking skills
- Excellent IT Skills, especially in the use of MS Office applications
- Ability to implement effective and efficient work practices
- Be organised, managing conflicting priorities in order to meet deadlines
- Ability to integrate habits and practices of ongoing review and evaluation to ensure continuous improvement and development of the role.

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls’ College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Principal
Internal Liaisons	Mission and Ministry Team, Leadership Team, staff, students
Conditions	Principal Appointment: Allowance: \$7,500. Time release: 9 periods per cycle
Appointment Time	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

Mission And Ministry Team - RNDM Partnership In Mission Leader

We are a Catholic faith community enriched by the RNDM charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and nurturing our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources.
- Working in partnership with the school, local and global communities.

As a leader in the College and a member of the Mission and Ministry Team, the RNDM Partnership in Mission Leader exercises a shared responsibility to ensure that the mission of the Catholic Church is brought to life in the College through a practical and lived response to the person and message of Christ and the example of Euphrasie Barbier.

The Mission and Ministry Team consists of the following positions:

- Liturgies and Retreats Leader (2 positions)
- RNDM Partnership in Mission Leader
- Social Justice Leader
- Religious Education Learning Leader

Primarily the RNDM Partnership In Mission Leader works to develop within the College community an understanding and appreciation of the history and heritage of the College as expressed in the charism of the Sisters of Our Lady of the Missions (RNDM) and in their association with the College. The RNDM Partnership In Mission Leader leads the College community in strengthening the relationship with the RNDM Sisters through a whole school approach to, and ongoing support of, the RNDM ministries and provide leadership through personal example.

The work of the RNDM Partnership In Mission Leader will be guided by:

- Jesus Christ and his teachings as understood and passed on through the charism of the RNDM Sisters
- Other Catholic Church teachings, principles and values; especially those related to Catholic Social Justice
- College strategic plans, policies and procedures

The RNDM Partnership in Mission Leader through their presence and work provide students with a child-safe environment and are familiar with and comply with the College's child-safe policy and code of conduct, and any other policies or procedures relating to child safety. The RNDM Partnership In Mission Leader will maintain a clean and safe workspace and abide by the workplace health and safety policies and procedures of the College.

AREAS OF RESPONSIBILITY

Religious / Faith Leadership

- Work with the Mission and Ministry Team and other College leaders to integrate RNDM perspectives into liturgies, celebrations, assemblies and other events such as the Feast of the Visitation Assembly
- Foster staff and students' faith development and experiences through immersion and outreach programs
- Liaise with the Learning Leader – Religious Education to support RNDM perspectives experienced through the Religious Education curriculum
- Work in conjunction with the Social Justice Leader in embedding Social Justice Teachings as part of the Partnership In Mission agenda

Educative Leadership

- Educate the College community through multimodal communication about the history, mission, charism and ministries of the RNDM Sisters throughout the world. Celebrate and share with the community the connections the College has to the RNDM Sisters.
- Lead, develop, implement, support and review immersion programs and connections with the RNDM Sisters.
- Work with Learning Leaders to ensure RNDM perspectives are integrated into the broader curriculum. Act as a resource person for teachers as they incorporate the work of the RNDM Sisters into their curriculum planning

Community Leadership

- Build links with RNDM Sisters and relevant agencies related to their work.
- Provide guidance and support to the SRC RNDM Representatives in the organisation of activities to promote the work of the RNDM Sisters
- Raise awareness and support the work of the RNDM Sisters through College fundraising activities such as the College Walkathon, Trivia Night, Casual Dress Days, Raffles etc.

Organisational Leadership

- Take an active role within the Mission and Ministry Team, including sharing in chairing meetings, contributing to agendas, ensuring minutes are kept and reporting to the whole staff on matters relevant to the specific portfolio.
- Maintaining records of student involvement in RNDM activities for commendations and the House Cup award system.
- Seek opportunities to promote RNDM Partnership In Mission activities to both the SHGC and broader communities through digital media, Cordis, Superne and other avenues
- Be responsible for all administration relating to the College Immersion Program and other activities organised through the area of Partnership In Mission.

SUCCESS CRITERIA

Knowledge & Understandings

- a knowledge of the history and present day work of the RNDM Sisters in Australia and in the broader world context
- an interest in and desire to contribute to the educational vision of the College through an RNDM lens
- a willingness to keep up to date with contemporary Catholic teachings in relation to social issues

Attributes & Dispositions

- commitment to the Mission, Vision, Values and Catholic identity of Sacred Heart Girls' College
- passion, compassion, empathy and courage in sharing the RNDM story with the College community
- approachability as an active listener, negotiator, and advocate
- demonstrate initiative, drive, and a strong sense of professionalism
- be self-directed and highly motivated
- be open to change and to learning

Skills & Capabilities

- ability to work collaboratively, flexibly, independently, and creatively
- capacity to maintain professional relationships within, and external to, the College community
- excellent communication skills, including public speaking skills
- excellent IT Skills, especially in the use of MS Office applications
- ability to implement effective and efficient work practices
- be organised, managing conflicting priorities in order to meet deadlines
- ability to integrate habits and practices of ongoing review and evaluation to ensure continuous improvement and development of the role

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Principal
Internal Liaisons	Mission and Ministry Team, Leadership Team, staff, students
Conditions	Principal Appointment: Allowance: \$7,500. Time release: 9 periods per cycle
Appointment Time	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

Mission And Ministry Team - Social Justice Leader

We are a Catholic faith community enriched by the RNDM charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and nurturing our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources.
- Working in partnership with the school, local and global communities.

As a leader in the College and a member of the Mission and Ministry Team, the Social Justice Leader exercises a shared responsibility to ensure that the mission of the Catholic Church is brought to life in the College through a practical and lived response to the person and message of Christ and the example of Euphrasie Barbier.

The Mission and Ministry Team consists of the following positions:

- Liturgies and Retreats Leader (2 positions)
- RNDM Partnership in Mission Leader
- Social Justice Leader
- Religious Education Learning Leader

Primarily, the Social Justice Leader is responsible for raising awareness about Social Justice, and for the promotion of all initiatives related to Social Justice and Mission at Sacred Heart Girls' College.

The work of the Social Justice Leader will be guided by:

- Jesus Christ and his teachings as understood and passed on through the charism of the RNDM Sisters
- Other Catholic Church teachings, principles and values; especially those related to Catholic Social Justice
- College strategic plans, policies and procedures

The Social Justice Leader through their presence and work provide students with a child-safe environment and are familiar with and comply with the College's child-safe policy and code of conduct, and any other policies or procedures relating to child safety. The Social Justice Leader will maintain a clean and safe workspace and abide by the workplace health and safety policies and procedures of the College.

AREAS OF RESPONSIBILITY

The Social Justice Leader has four major areas of responsibility:

- organising, resourcing and conducting learning for students and staff related to understanding social justice and raising awareness of social justice issues
- encouraging and supporting participation in social justice activities at an individual and College level
- liaising with Catholic social justice agencies and engaging with the Catholic social agenda
- facilitating action for justice and fundraising for the College community.

The following duties are aligned to the major areas of responsibility:

Education, information and awareness raising

The Social Justice Leader raises awareness of social justice issues and organises and facilitates learning for students and staff related to understanding social justice. This involves:

- liaising with the Deputy Principal Learning and Teaching to arrange appropriate professional learning for staff on justice education
- in collaboration with the Deputy Principal Learning and Teaching and Learning Leaders, promoting the study of justice issues across the curriculum in all subject areas
- organising participation in appropriate professional learning including Caritas, Vinnies, Australian Council for Religious Against the Trafficking of Humans (ACRATH)
- creatively commemorating International Women's Day and other relevant United Nations days
- in collaboration with the SRC Social Justice student leaders, maintaining a current Social Justice noticeboard and effective communication flow through assemblies, the College newsletter, etc.
- ensuring that justice events are chronicled for archives, Superne, Cordis and other such publications.

Participation in Justice Activities

The Social Justice Leader encourages and supports Sacred Heart Girls' College's participation in justice activities at an individual and College level. This includes:

- fostering involvement in appropriate justice initiatives:
 - Organising student attendance at justice conferences and activities such as Caritas Australia's Just Leadership Day
 - In collaboration with the Reconciliation Leader mentoring the College Fire Carriers and the engagement of students in reconciliation activities such as Reconciliation Week
- supporting the College Sustainability program by developing and coordinating sustainability programs throughout the College.

Commitment to the Catholic justice agenda

The Social Justice Leader liaises with Catholic Social Justice agencies and engages the College with the Catholic justice agenda by:

- supporting the work of agencies mandated by the Archdiocese of Melbourne: Caritas Australia, Vinnies, Aboriginal Catholic Ministry Melbourne, ACRATH and others as appropriate.

College community fundraising and action

The Social Justice Leader promotes and facilitates the College's House and year-level action for justice and fundraising, in collaboration with the Deputy Principal Student Wellbeing and Student Leadership Coordinator. This is done by:

- mentoring Social Justice Leaders through:
 - Acting as staff liaison for the College Vinnies group

- Supporting the work of the SRC Social Justice Leaders
- assisting with meeting organisation
- supporting House and year level social justice endeavours
- Coordinating student involvement in any social justice competitions run by external organisations
- Fundraising and material aid for Caritas’ Project Compassion campaign and Vinnies
- Maintaining records of student involvement in social justice activities for commendations and the House Cup award system.

SUCCESS CRITERIA

Knowledge & Understandings

- a sound knowledge of Catholic Church teachings, principles and values; especially those related to Catholic Social Justice
- an interest in and desire to contribute to the educational vision of the College.

Attributes & Dispositions

- commitment to the Mission, Vision, Values and Catholic identity of Sacred Heart Girls’ College
- passion, compassion and empathy
- approachability as an active listener, negotiator, and advocate
- demonstrate initiative, drive, and a strong sense of professionalism
- Value and appreciate ways of being, doing, and thinking other than our own
- be open to change and to learning.

Skills & Capabilities

- ability to work collaboratively, flexibly, independently, and creatively
- capacity to maintain professional relationships within, and external to, the College community
- excellent communication skills, including public speaking skills
- excellent IT Skills, especially in the use of MS Office applications
- ability to implement effective and efficient work practices
- be organised, managing conflicting priorities in order to meet deadlines
- ability to integrate habits and practices of ongoing review and evaluation to ensure continuous improvement and development of the role

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls’ College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Principal
Internal Liaisons	Mission and Ministry Team, Leadership Team, staff, students
Conditions	Principal Appointment: Allowance: \$7,500. Time release: 9 periods per cycle
Appointment Time	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

Musical Production Co-Ordinator

Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and strengthening our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community.

Performing Arts is recognised as contributing to the holistic development of the young person. It is a vehicle for increased student engagement and connectivity with the College community. It is in this context that Performing Arts is strategically placed within the student wellbeing portfolio.

The Musical Production Co-ordinator is appointed by the Principal and is responsible to the Deputy Principal Students for the creation and presentation of the College Production in collaboration with Salesian College and members of the Performing Arts teams. The Musical Production Co-ordinator will provide cultural, educational, human and technical leadership to the cast and crew of the Production.

The Musical Production Co-ordinator works in conjunction with relevant staff from Sacred Heart Girls' College and Salesian College. The Colleges work together through a Memorandum of Understanding outlining the responsibilities of each. The Colleges take leadership responsibility for the Musical Production in alternate years.

POSITION RESPONSIBILITIES

CULTURAL LEADERSHIP

- Promote and support the College, its vision, mission and values
- Be a positive role model actively and publicly advocating the value of Performing Arts
- Provide students with a child-safe environment and be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Work with members of the Leadership Team and staff in the organisation of the Musical Production

Specific duties

- Regularly report to the Leadership Team on progress of the Musical Production
- Convene and/or participate in relevant meetings

EDUCATIONAL LEADERSHIP

- Demonstrate passion, expertise and excellence in leading staff and students in the Arts
- Ensure the Musical Production is inclusive, varied and relevant, valuing the abilities, interests and characteristics of all students

Specific duties

- Meet regularly with the Deputy Principal Students to ensure College expectations align with those espoused through the Musical Production
- Support teachers in ensuring student participation is maximised

HUMAN LEADERSHIP

- Provide a climate conducive to professional discourse and collaboration
- Lead, co-ordinate and manage the Musical Production Team
- Build rapport, provide guidance and assistance to young performers.
- Demonstrate effective communication and negotiation skills
- Facilitate processes that ensure collaborative consultation, effective communication, sensitivity and respectful responses to student needs

Specific duties

- Encourage and support staff in leading and assisting in school productions
- Liaise with parents/guardians as required on matters relating to student participation in the Musical Production
- Mentor and support student leaders in the area of Performing Arts

TECHNICAL AND ORGANISATIONAL LEADERSHIP

- Display strong organisational and time management skills
- Maintain records in accordance with College policy and practices
- Liaise closely with relevant people such as Production Team members and Performing Arts teachers

Specific duties

- In consultation with the Leadership Team, oversee the planning, organisation of the College Musical Production
- Ensure students are well supervised and participate in a safe environment
- Develop promotional activities and displays relating to the College Musical
- Keep agendas and minutes of meetings
- With the Director of Business Operations oversee and monitor the production budget
- Circulate information, materials and resources to the Production Team and relevant staff

VARIATION TO THE POSITION

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Deputy Principal Students
Internal Liaisons	Leadership Team, Learning Leader – Arts, Staff and Students
External Liaisons	Salesian College, Organisations associated with delivering a College production
Conditions	POL 2 Time Release: 6 periods / cycle
Appointment Time	2024-2025



SACRED HEART GIRLS' COLLEGE

Numeracy Leader

Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and strengthening our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community

The Numeracy Leader holds an important leadership position within the College and as such is expected to commit to the vision and values of the College and carry out leadership that reflects the vision and values articulated in the College Mission Statement and in accordance with the College Strategic Plan and the Annual Action Plan. The Numeracy Leader is appointed by the Principal and is responsible to the Deputy Principal Learning and Teaching for both strategic and practical aspects of numeracy education from Years 7 to 12. The Numeracy Leader will provide cultural, educational, human and technical leadership to the College.

ROLE RESPONSIBILITIES

CULTURAL LEADERSHIP

- Provide students with a child-safe environment and be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety.
- Be a positive role model and actively and publicly promote and support the College, its mission, vision and values
- Where appropriate, share with the Principal and members of the College Leadership Team in being a presence in the school and the wider community
- Actively and publicly advocate for numeracy.

Specific duties

- Support members of the College Leadership Team in working with the College community in implementing the Strategic Plan and the Annual Action Plan
- Participate in relevant Learning Leaders' meetings
- Convene relevant team meetings
- Regularly report to the Deputy Principal Learning and Teaching on matters relating to numeracy
- Contribute to College digital media and printed publications as appropriate

EDUCATIONAL LEADERSHIP

- Demonstrate a commitment to achieving best practice in matters relating to learning and teaching, assessment and reporting
- Demonstrate passion, expertise and excellence in teaching numeracy

- Be responsible for implementation of appropriate student learning strategies and programs in relation to numeracy
- Keep abreast of emerging curriculum, teaching and learning issues.

Specific duties

- Design and implement processes to identify students who require numeracy support
- Strive to establish positive, supportive relationships which empower students to access numeracy support, and establish ongoing communication with their parents
- Reflect on teaching of students who require numeracy support with a view to ongoing improvement of practice across all areas of curriculum
- Meet regularly with relevant teams on matters relating to numeracy
- Liaise with the Deputy Principal Learning and Teaching on the allocation of numeracy support
- Work with the Learning Leader Mathematics to ensure the program complements curriculum goals and adequate materials and resources for numeracy
- Undertake regular reviews of learning and teaching practices and programs including assessment
- Support teachers in ensuring student learning is maximised
- Administer MYAT testing and ensure its use as a diagnostic tool
- Analyse student data to inform teaching and improve educational outcomes in numeracy
- Provide input into the transition process (Years 6 to 7)
- Attend Leadership formation days scheduled by the College and identified on the annual calendar.

HUMAN LEADERSHIP

- Demonstrate excellent interpersonal skills and the capacity for effective communication
- Demonstrate effective leadership with respect to whole school improvements in numeracy
- Encourage and build teaching capacity of members within relevant teams
- Work in partnership with parents in the education of their daughters
- Facilitate processes that ensure collaborative consultation, effective communication, sensitivity and respectful responses to student learning needs
- Implement innovative, inclusive programs that are responsive to student, parents and community needs
- Provide a climate conducive to professional discourse and collaboration.

Specific duties

- Set goals with appropriate teams and monitor them
- Provide appropriate support to staff in relation to the teaching of numeracy
- Oversee the work of relevant support staff
- Work closely with Heads of Department, subject teachers and Learning Support staff to ensure the needs of all students are identified and supported
- Keep staff informed about relevant decisions and issues affecting numeracy
- Support subject teachers to ensure classrooms are safe learning environments
- Liaise with parents as required on matters relating to learning and teaching in the area of numeracy
- Initiate, encourage and recommend professional learning for members of numeracy teams.

TECHNICAL AND ORGANISATIONAL LEADERSHIP

- Lead, co-ordinate and manage Numeracy Teams
- Maintain records in accordance with College policy and practices.
- Demonstrate high levels of organisational and administrative skills
- Plan, develop, organise and co-ordinate programs and processes relating to the curriculum, learning and teaching
- Liaise closely with relevant people such as subject teachers, Homeroom Teachers, Heads of Department and Learning Support.

Specific duties

- Maintain records in accordance with College policy and practices
- Keep agendas and minutes of meetings
- Prepare and manage budgets; authorise and manage relevant expenditure
- Oversee the maintenance of resources
- Circulate information, materials and resources to relevant teachers.

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Deputy Principal Learning and Teaching
Internal Liaisons	Leadership Team, Learning Diversity Leader, VCE Leader, Learning Leaders, Staff, Students, parents
External Liaisons	Relevant Professional Associations
Conditions	POL level 2, Time Release: 9 periods
Appointment Concludes	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

Senior Leadership And SRC Co-ordinator

Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and strengthening our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community

The Senior Leadership and SRC Co-ordinator is appointed by the Principal and is responsible to the Director of Student Wellbeing for aspects of House and Student Leadership in the College. The Senior Leadership and SRC Co-ordinator is expected to commit to the vision and values of the College and carry out leadership that reflects the vision and values articulated in the College Mission and Vision Statements and in accordance with the College Strategic Plan and the Annual Action Plan. The Student Leadership and House Co-ordinator will provide cultural, pastoral, human and technical leadership to the College community through their involvement in the House, Student Representative Council (SRC) and student leadership development programs.

ROLE RESPONSIBILITIES

The Senior Leadership and SRC Co-ordinator will:

Provide cultural leadership to student leaders

- Be a positive role model to colleagues and students and actively and publicly promote and support the College, its mission, vision and values
- Provide students with a Child-Safe environment and be familiar with and comply with the College's Child-Safe policy and Code of Conduct, and any other policies or procedures relating to Child Safety
- Be a visible and active presence among the student body
- Work with the Director of Student Wellbeing in relation to the organisation of relevant activities and events at the whole school and House levels within and outside school hours

Specific duties

- Work with the Director of Student Wellbeing in leading the review, development and implementation of student led programs and activities
- Participate in relevant meetings with House, SRC and student leader meetings
- Liaise with the Director of Student Wellbeing on matters relating to student and House leadership
- Write an annual report for the College publication *Cordis*
- Facilitate student leaders contributing to College printed and online media
- Liaise with student leaders to convene student leadership group meetings
- Manage the development, implementation and review of the House Cup
- Attend Staff Leadership formation days scheduled by the College and identified on the annual calendar

Provide pastoral leadership to student leaders

- Demonstrate a commitment to achieving best practice in matters relating to student leadership and development
- Oversee innovative programs related to the student body and implemented through student leadership, SRC and House activities
- Promote opportunities for student voice through programs and activities
- Facilitate student leadership handover

Specific duties

- Support the Year 11 Level Leader in the organisation of Student Leader Appointments
- Attend regular meetings with the Director of Student Wellbeing
- Organise and facilitate the College Student Leadership formation camp
- Work closely with the Director of Student Wellbeing to ensure the needs of Student Leaders are identified and supported

Provide human leadership to student leaders

- Demonstrate excellent interpersonal skills and the capacity for effective communication
- Demonstrate effective leadership of the College Student Leadership team by encouraging and building leadership capacity of team members
- Facilitate processes that ensure collaborative consultation, effective communication, sensitivity and respectful responses to student needs
- Implement innovative, inclusive programs that are responsive to College needs

Specific duties

- Develop, with students, capacity for student voice and facilitate student initiatives
- Act as Staff Liaison for the Student Representative Council (SRC)
- Organise student attendance at student leadership conferences
- Set goals with all teams and monitor progress in achieving set goals
- Assist student leaders to fulfil their responsibilities in line with College expectations
- Work with Student Leaders to keep staff informed of activities and events associated with student leadership, House and SRC activities

Provide technical and organisational leadership to the Student Leaders

- Demonstrate high levels of organisational and administrative skills
- Maintain records in accordance with College policy and practices
- Facilitate and manage Student Leadership teams

Specific duties

- Ensure SRC meeting protocols are followed: attendance rolls, agendas, minutes
- Develop a meeting schedule in consultation with the Student Leaders and share this schedule with the College Planning Team.
- Support the SRC to develop a calendar of events relating to RNDM, Faith in Action, fundraising, environment and student wellbeing
- Facilitate regular meetings with student leaders
- Manage record keeping associated with the House Cup

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Director of Student Wellbeing
Internal Liaisons	Deputy Principal Students, Leadership Team, Year Level Leaders, Teachers, Staff, Students
External Liaisons	As appropriate
Conditions	POL level 1, Time Release: 6 periods
Appointment Time	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

STRIVE Co-ordinator

Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and strengthening our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community.

The Year 9 Strive program is an interdisciplinary learning experience designed to develop in our students the skills, knowledge and dispositions to enable them to *“become confident and creative individuals, successful lifelong learners, and active and informed members of the community”*.

This program has been developed to provide students with active learning experiences and empower them to be active participants in their own learning and growth. The focus of the program is to develop students' skills such as critical and creative thinking, problem solving, collaboration and effective communication. The STRIVE program occurs one whole day per fortnight and includes a four day Investigating Melbourne experience.

The STRIVE Co-ordinator is appointed by the Principal and carries out their duties under the direction of the Deputy Principal Learning and Teaching, assumes overall responsibility for the promotion, development, implementation, and organisation of the STRIVE program. This includes ensuring that all aspects of the program comply with the College's child safe policy, code of conduct, and other policies or procedures in order to provide students with a child-safe environment whilst participating in the program.

RESPONSIBILITIES

Program Development

- Refine the program rationale to ensure it is responsive to student learning outcomes each year
- Develop, plan and implement the STRIVE program that meets the program aims and objectives
- Conduct research on best practices and emerging trends in integrated learning to inform program development.
- Collaborate with teachers to analyse student data, evaluate program effectiveness, and make data-driven instructional decisions.
- Design engaging and authentic assessment tasks.
- Collaborate with the Year 9 Level Leader to ensure the integration of Social Emotional Learning skills in the program
- Develop, in conjunction with the STRIVE team, student resources and materials

Curriculum Alignment

- Collaborate with subject-area teachers to align the integrated programs with existing curriculum frameworks and standards.
- Identify opportunities for integrating concepts, themes, and skills across various subject areas, ensuring a cohesive and comprehensive learning experience.
- Assist teachers in developing interdisciplinary units, projects, and assessments that promote integrated learning.

Leadership

- Develop a collaborative STRIVE team that is modelled to students throughout the program
- In conjunction with the Learning Innovation Team, ensure the STRIVE program reflects innovative teaching practices.
- Convene the STRIVE team teacher meetings, and meet regularly with a Director of Learning Innovation
- Liaise with Learning Diversity Leader to ensure program is accessible to all students
- Promote the program through Parent evenings, Open Mornings, the College website, social media and other College publications.

Curriculum Documentation

- Work with STRIVE team to ensure curriculum documentation is up to date and regularly reviewed.
- Ensure assessment requirements are met and reported upon

Collaboration and Communication

- Foster collaboration among teachers, encouraging the exchange of ideas, resources, and best practices related to integrated learning.
- Collaborate with community organisations, businesses, and universities to create opportunities for real-world connections and partnerships that enhance integrated learning experiences.

Professional Development

- Provide ongoing support and resources to teachers, including modeling effective instructional practices and offering feedback and guidance.
- Stay updated on the latest research and practices in integrated learning and share this knowledge with the school community.

Organisational

- Manage arrangements for City Days and other excursions.
- Develop and manage budget.
- Liaise with the Director of Organisation in scheduling and planning offsite days and activities.

SELECTION CRITERIA

- Knowledge of curriculum design, educational standards, and assessment practices.
- Excellent communication and interpersonal skills to collaborate with Directors of Learning Innovation, teachers, and other stakeholders.
- Strong organisational and project management abilities.
- A passion for innovative teaching practices and a commitment to promoting integrated learning.

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Director Learning Innovation
Internal Liaisons	Deputy Principal Learning and Teaching, Learning Diversity Leader, Learning Leaders, Staff, Students, parents
External Liaisons	Business and Community Organisations
Conditions	POL Level 1, Time release: 6 periods per cycle
Appointment Time	2024-20226 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

VCE Leader

Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and strengthening our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community.

The VCE Leader holds a significant position of leadership within the College and as such is expected to commit to the vision and values of the College and carry out leadership that reflects the vision and values articulated in the College Mission Statement and in accordance with the College Strategic Plan and the Annual Action Plan.

The VCE Leader supports the implementation and management of the Victorian Certificate of Education (VCE) at Sacred Heart Girls' College. The VCE Leader has a particular responsibility for supporting programs and policies aligned with the VCE. Such leadership needs to be informed by a contemporary vision of Catholic education in the Sacred Heart Girls' College context, which is Gospel based, student centred, inclusive and holistic. The VCE Leader will communicate this vision and, in consultation with the Deputy Principals, Learning Area Leaders, Year Level Leaders and all teachers at the VCE level, determine policies, procedures, planning and implementation strategies in relation to curriculum, pedagogy, assessment, reporting, professional learning, resources and facilities provision. The VCE Leader will provide cultural, educational, human and technical leadership to the College.

ROLE RESPONSIBILITIES

CULTURAL LEADERSHIP

- Provide students with a Child-Safe environment by being familiar with and complying with the school's Child-Safe policy and code of conduct, and any other policies or procedures relating to child safety
- Be a positive role model and actively and publicly promote and support the College, its mission, vision and values
- Foster a nurturing and supportive climate which allows VCE students, irrespective of their needs, to develop their full potential in all aspects of their school life
- Have a comprehensive knowledge of Learning and Teaching and current developments in learning and teaching pedagogy

Specific duties

- Regularly report to the Deputy Principal Learning and Teaching on matters relating to learning and teaching at VCE level
- Support members of the College Leadership Team in working with the College community in implementing the Strategic Plan and the Annual Action Plan

- Work with the Deputy Principal Learning and Teaching in formulating, maintaining and regularly reviewing College VCE Policy to ensure it remains consistent with VCAA requirements. This will include, but is not limited to, College Policy on matters relating to authentication, extensions of time, satisfactory completion and attendance
- Be responsible for all communication and documentation to and from VCAA
- Contribute to College publications

EDUCATIONAL LEADERSHIP

- Support and promote pedagogies that provide the best opportunity to enhance learning for girls' cognisant with emerging trends in girls' education
- Demonstrate a commitment to achieving best practice in matters relating to learning and teaching, assessment and reporting at VCE level
- Be a highly effective teacher who is able to model best practice and assist teachers to develop their pedagogical practices
- Keep abreast of emerging curriculum, learning and teaching trends relating to VCE

Specific duties

- Review, evaluate and develop College policies, procedures and practices relating to the implementation of the VCE and ensure these are followed. Bring to the attention of the Principal and relevant Deputy Principals, any matters contravening policy or acceptable practice
- Support teachers in ensuring student learning is maximised
- Participate in Learning Leader meetings as required
- Develop and implement coherent, challenging and rich courses according to the VCE Vocational Major curriculum. This is done in consultation with other staff members and under the guidance of the Deputy Principal Learning and Teaching
- Lead VCE VM Learning Area meetings, which focus on learning (student learning, professional learning, professional dialogue and sharing of practice). Circulate agenda and minutes to the Deputy Principal Learning and Teaching
- Set goals for the VCE VM Learning Area in line with College priorities each year and report on the progress of these goals
- Liaise with VCE teachers on a regular basis to ensure they are kept informed regarding VCE matters and issues
- Support VCE teachers in the implementation of the VCE
- Work with the VCE teachers to ensure that all School Assessed Coursework and School Assessed Tasks are correctly administered
- Distribute VCE results reports to teachers. Work with the Deputy Principal, Learning and Teaching to assist teachers to analyse their results to ensure improved learning and teaching
- Organise information evenings for parent and students in association with other staff
- Attend Leadership formation days scheduled by the College and identified on the annual calendar

HUMAN LEADERSHIP

- Lead a team of teachers to achieve the desired educational outcomes
- Work in partnership with parents/guardians in the education of their daughters at the VCE level
- Facilitate processes that ensure collaborative consultation, effective communication, sensitivity and respectful responses to student learning and wellbeing needs
- Implement innovative, inclusive programs that are responsive to student, parents and community needs
- Provide a climate conducive to professional discourse and collaboration
- Encourage staff to seek professional learning opportunities to improve the learning and teaching program at VCE

Specific duties

- Ensure VCE information, policies, procedure and practices are clearly communicated to parents/guardians, students and staff
- Provide appropriate support to VCE teachers
- Support the Careers Counsellor in relation to tertiary applications
- Liaise with the Deputy Principal – Students, the Learning Diversity Leader, other leaders and teachers, as appropriate, regarding concerns about individual student’s progress
- Support subject teachers to fulfil their responsibilities and the College expectations with respect to learning and teaching at the VCE level
- Keep staff informed about relevant decisions and issues relating to the VCE
- Support subject teachers to ensure VCE classrooms are safe learning environments
- Facilitate and encourage professional learning relevant to the VCE

TECHNICAL AND ORGANISATIONAL LEADERSHIP

- Lead, co-ordinate and manage the implementation of the VCE
- Be responsible for accurately maintaining the VASS database. This includes overseeing the entry of student enrolment details, student coursework scores, student results, class lists, etc.
- Demonstrate high levels of organisational and administrative skills
- Plan, develop, organise and co-ordinate programs and processes relating to the VCE
- Work with the Deputy Principals in relation to the organisation of relevant activities and events that occur at the whole school and year levels within and outside school hours

Specific duties

- Efficient communication, management and administration of all VCAA requirements relating to the implementation of the VCE
- Maintain records in accordance with College policy and practices
- Co-ordinate all applications relating to Special Provision and ensure such provisions are enacted
- Manage resources which will include budget and equipment
- Publish a detailed timetable of Unit 3&4 SACs, and SATS and Units 1&2 school based assessment at the beginning of the year
- Work with the Examination Chief Supervisor to implement and oversee the conduct of the Units 3&4 trial examinations and VCAA final exams in line with VCAA requirements
- Convene VCE related meetings
- Review and update relevant sections of the subject selection handbooks
- Oversee the collection and distribution of VCE results from VASS

VARIATION TO ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls’ College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Deputy Principal Learning and Teaching
Internal Liaisons	Leadership Team, Deputy Principal Student Wellbeing, Learning Diversity Leader, Year Level Leaders, Counsellors, Staff and Students,
External Liaisons	VCAA, MACS, CECV
Conditions	POL Level 3, Time release: 17 periods per cycle
Appointment Time	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

Year 7 Transition Co-ordinator

Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and strengthening our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community.

The Year 7 Transition Co-ordinator holds a position of leadership within the College and as such is expected to commit to the vision and values of the College and carry out leadership that reflects the vision and values articulated in the College Mission Statement and in accordance with the College Strategic Plan and Annual Action Plan.

The Year 7 Transition Co-ordinator works closely with the Director of Student Wellbeing and the Year 7 Level Leader for the development, implementation and review of the Years 6-7 transition program.

ROLE RESPONSIBILITIES

Provide cultural leadership to the Year 7 level

- Be a positive role model and actively and publicly promote and support the College, its mission, vision and values
- Foster a nurturing and supportive climate within the year level that is compatible with the College ethos and expectations
- Be a visible presence within the year level
- Work with the Director Student Wellbeing and Year 7 Level Leader in relation to the organisation of relevant activities and events within and outside school hours
- Where appropriate, share with the Principal and members of the College Leadership Team in being a presence in the school and the wider community

Specific duties

- Provide students with a Child-Safe environment and be familiar with and comply with the school's Child-Safe Policy and Code of Conduct, and any other policies or procedures relating to Child Safety
- Work with the Director Student Wellbeing and the Year 7 Level Leader on the presentation and format of relevant Information nights
- Seek opportunities to communicate Transition program features and student achievements within and outside the school through publications such as College newsletters, staff and student bulletins
- Ensure all relevant areas of responsibility comply with Occupational Health and Safety standards

Provide leadership in the area of transition for the College's incoming Year 7 students

- Demonstrate a commitment to achieving best practice in matters relating to transition
- Lead staff in transition matters within the year level
- Oversee evidence-based innovative programs and policies that ensure the College is meeting the personal, social, emotional, physical, intellectual and spiritual needs of its incoming students

Specific duties

- Implement relevant programs and policies
- Liaise with the priority parish primary schools and other schools at the Co-ordinator's discretion to arrange information sharing and school visits
- Oversee the primary school transition visit program
- Support the Year 7 Homeroom Teachers in meeting the wellbeing needs of students
- Work with the Director Student Wellbeing and the Year 7 Level Leader in the development and implementation of the Year 7 transition and orientation programs
- Work with the Deputy Principals, Director of College Organisation, Director of Student Wellbeing and the Year 7 Level Leader in the organisation of events such as, transition interviews, orientation evening for parents and orientation day for students
- Oversee the Peer Support and Big Sister/Little Sister programs
- Convene and/or participate in relevant meetings regarding transition matters

Provide human leadership to the Year 7 level

- Demonstrate excellent interpersonal skills and the capacity for effective communication
- Work in partnership with parents/guardians in the transition of their daughters
- Facilitate processes that ensure collaborative consultation, effective communication, sensitivity and respectful responses to student needs
- Implement evidence-based innovative, inclusive programs that are responsive to student, parent and community needs
- Facilitate a climate conducive to professional discourse and collaboration

Specific duties

- Work closely with the Director Student Wellbeing, Year 7 Level Leader, Year 7 Homeroom Teachers, Learning Diversity Leader and Community Relations and Engagement Leader to ensure the needs of all incoming students are identified and supported
- Work with the Learning Diversity Leader specifically, in ensuring that the learning needs of all students are met and that those requiring support or enrichment are identified and communicated to relevant staff
- Liaise with the Years 10 and 12 Learning Leaders in the provision of the Years 7 & 10 Peer Support program and Years 7 & 11 Big Sister / Little Sister program
- Assist Homeroom Teachers to fulfil their responsibilities and the College expectations with respect to student transition
- Liaise with parents/carers as required
- Inform staff regarding transition activities and events
- Conduct individual student interviews in Term One to identify any transition concerns and communicate these to the Year 7 Level Leader for action
- Attend Leadership formation days scheduled by the College and identified on the annual calendar

Provide technical and organisational leadership to the Year 7 level

- Demonstrate high levels of organisational and administrative skills
- Maintain records in accordance with College policy and practices
- Liaise closely with relevant people including relevant leaders, Homeroom Teachers and Community Relations and Engagement Leader

Specific duties

- Communicate with primary school principals and teachers regarding transition visits and required documentation
- Collect, collate and arrange for the storage of confidential information about incoming students
- Organise meetings/briefings with relevant staff as required
- Maintain accurate records

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Director Student Wellbeing
Internal Liaisons	Year 7 Level Leader, Leadership Team, Learning Diversity Leader, Community Relations and Engagement Leader, Year 7 Homeroom Teachers, Staff, Students
External Liaisons	MACS, Primary Schools
Conditions	POL level 2, Time Release: 6 periods / cycle
Appointment Time	2024-2026 (with a mid-term appraisal)



SACRED HEART GIRLS' COLLEGE

Year Level Leader

Sacred Heart Girls' College is a Catholic faith community enriched by the Our Lady of the Missions charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and strengthening our Catholic identity, history and heritage
- Creating an authentic, challenging, collaborative and safe learning environment
- Building a culture of excellence
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Working in partnership with parents and the broader community.

The Year Level Leader is appointed by the Principal and is responsible to the Deputy Principal Students for wellbeing for learning. The Year Level Leader holds a significant position of leadership within the College and as such is expected to commit to the vision and values of the College and carry out leadership that reflects the vision and values articulated in the College Mission and Vision Statements and in accordance with the College Strategic Plan and Annual Action Plan. The Year Level Leader will provide cultural, pastoral, human and technical leadership to the relevant year level.

POSITION RESPONSIBILITIES

CULTURAL LEADERSHIP

- Be a positive role model and actively and publicly promote and support the College, its mission, vision and values.
- Foster a positive climate within the year level that is compatible with the College ethos and expectations
- Where appropriate, share with the Principal and members of the College Leadership Team in being a presence in the school and the wider community
- Be a visible active presence within the year level
- Work with the Deputy Principal Students and/or Director Student Wellbeing in relation to the organisation of relevant activities and events that occur at the whole school and year level within and outside school hours
- Develop a climate conducive to professional discourse and collaboration

Specific duties

- Provide students with a child-safe environment in line with the Child Safe Standards and be familiar with and comply with the school's Child-Safe Policy and Code of Conduct, and any other policies or procedures relating to child safety
- Support members of the Leadership Team in working with the College community in implementing the College Strategic Plan and the Annual Action Plan
- Participate in relevant meetings such as Year Level Leaders' meetings
- Actively promote, organise and engage in, year level activities
- Support relevant members of the Mission & Ministry Team regarding the planning and implementation of retreats and other activities relevant to their Year Level
- Facilitate student voice and agency

- Work with the Deputy Principals and the Director of Student Wellbeing on the presentation and format of Year Level Information nights
- Write annual report for the College publication Cordis
- Promote the College through digital and print mediums

PASTORAL LEADERSHIP

- Work with Deputy Principal Students and Counsellors in development of student support and safety plans
- Demonstrate a commitment to achieving evidenced-based best practice in matters relating to wellbeing for learning
- Lead staff in wellbeing for learning matters
- Lead staff in the development, implementation and review of innovative programs that ensure the College is meeting the holistic needs of students

Specific duties

- Meet regularly with Homeroom Teachers to discuss wellbeing and administrative matters concerning the year level and support Homeroom Teachers in monitoring the wellbeing of students.
- Attend PSG meetings and parent meetings as required
- Lead Year Level Assemblies
- Attend Year Level Leader meetings
- Attend wellbeing meetings with the Deputy Principal Students and College Counsellor to monitor individual student wellbeing
- Ensure Homeroom sessions are conducted in accordance with College expectations

HUMAN LEADERSHIP

- Demonstrate excellent interpersonal and communication skills
- Demonstrate effective leadership of the Homeroom Teachers' Team
- Encourage and build leadership capacity of students and staff
- Work in partnership with parents/carers in the education of their children
- Facilitate processes and practices to ensure collaborative consultation, effective communication, sensitivity and respectful responses to student needs
- Implement evidenced-based innovative, inclusive programs that are responsive to student, parent and community needs
- Work in collaboration with Director of Student Wellbeing, Counsellors and Homeroom Teachers to develop and deliver a targeted Wellbeing for Learning Program

Specific duties

- Facilitate and support student voice and agency within the year level
- Convene student homeroom representative meetings
- Convene year level subject teachers' meetings as required
- Liaise with parents/guardians as required regarding student matters
- Liaise in a timely manner with the Deputy Principal Students regarding serious student concerns or issues
- Keep staff informed about pertinent decisions and issues affecting the whole year level
- Keep staff informed about year level activities and events
- Keep parents/carers informed about decisions and issues affecting the year level and events and activities specific to that year level
- Attend Leadership formation days scheduled by the College and identified on the annual calendar

TECHNICAL AND ORGANISATIONAL LEADERSHIP

- Demonstrate high levels of organisational and administrative skills
- Maintain records in accordance with College policy and practices

- Plan, organise and co-ordinate programs and processes relating to wellbeing for learning
- Lead, coordinate and manage the year level team

Specific duties

- Lead staff in student compliance in conjunction with the Deputy Principal Students
- Ensure year level attendance records are accurately maintained and absences followed up as per College policy
- Oversee student incident and detention entries and actions
- Maintain accurate notes regarding students
- Ensure any pertinent information regarding a student is uploaded to SIMON as appropriate
- Manage all resources including budget, equipment, rooms
- Oversee the accuracy and appropriateness of Homeroom Reports as per Assessment and Reporting Guidelines

VARIATION TO THE ROLE

The principal, or delegate may assign other duties from time to time, which are broadly consistent with the role or vary the Position Description, after consultation, in response to the changing needs of the College.

TERMS AND CONDITIONS

The successful candidate will be provided with a Staff Handbook that sets out the expectations and requirements of employment at the College. Child protection legislation requires preferred applicants to be subject to employment screening. Sacred Heart Girls' College supports the principles of equal opportunity employment and encourages diversity in the workplace.

Reports to	Deputy Principal Students
Internal Liaisons	Leadership Team, Counsellors, Learning Diversity Leader, Director of Student Wellbeing, Community Relations and Engagement Team, Transition Team, staff and students
External Liaisons	Relevant agencies, parents/carers
Conditions	POL level 3, Time release 12 periods per cycle As part of the Year Level Leader duties, they will attract 1 period allowance to be an active participant in the Year Level Wellbeing period for Years 7-8 and 10-12.
Appointment Time	2024-2026 (with mid-term appraisal)