POSITION DESCRIPTION

POSITION TITLE:	**Curriculum Leader – Mathematics**
SECTION:	**Middle Leadership**
REPORTS TO:	**Deputy Principal – Secondary**
CLASSIFICATION:	**Middle Leadership – Tier 2**
AWARD:	**Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland 2015 - 2019**
LOCATION:	**Columba Catholic College, Charters Towers**

OUR ORGANISATION

Townsville Catholic Education (TCE) supports 29 schools within the Diocese, located throughout a diverse region including urban and rural environments extending to Mount Isa to the west, Proserpine to the south and north to Ingham. TCE provides a diverse range of education choices including primary, secondary and Prep-to-Year 12. Each setting provides a high educational standard in a caring and a stimulating environment. The Diocese has a growing Indigenous education program and some of our schools offering both boarding and day-student facilities.

TCE employs in excess of 2,500 teaching, professional and ancillary/support employees to fulfil our mission of providing quality educational services through our Catholic school communities. A Catholic education involves much more than simply teaching the educational basics. It encourages students to embrace Catholic values and faith while providing them with an excellent education and diverse life experiences that will prepare them to be a contributing member of the community in their adult lives.

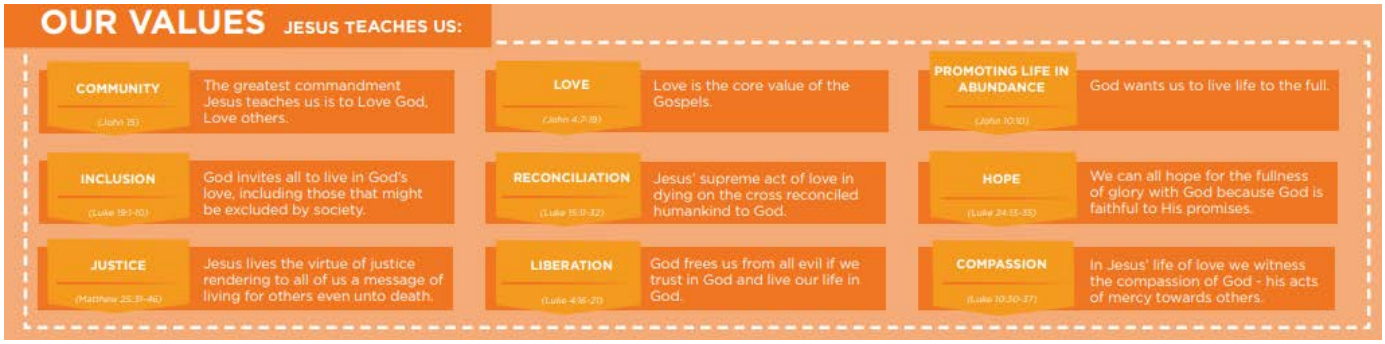
The proud reputation Catholic schools enjoy within the Diocese today is based on the strong tradition built by religious orders who found Catholic Education in the Townsville Diocese in 1872.

Please visit our website for additional information https://www.tsv.catholic.edu.au/

OUR SYSTEM VISION

"The promotion of the human person is the goal of the Catholic school"

THE CATHOLIC SCHOOL ON THE THRESHOLD OF THE THIRD MILLENNIUM, 1998



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ABOUT THE ROLE

Columba Catholic College, Charters Towers is a vibrant, affordable P-12 Catholic College catering for the full needs of families and students. Being co-educational, students can find their own special niche for learning and personal growth. The P-12 setting gives students access to a wide range of subjects and opportunities, matched to current and emerging pathways and occupations.

The Curriculum Leader – Mathematics supports the mission of Columba Catholic College, Charters Towers through leadership of the learning and teaching program. The Curriculum Leader will ensure that appropriate pedagogies are developed and implemented at all levels and will ensure quality of student learning and the effectiveness of teacher practice through appropriate supervision. The Curriculum Leader will utilise thorough analysis of current data to inform decisions and develop appropriate partnerships within and outside of the college, along with prudently administering available resources.

The Curriculum Leader – Mathematics demonstrates leadership in three dimensions: leadership of teaching and learning, human leadership and strategic leadership. The Curriculum Leader also demonstrates an understanding of, commitment to and support for the values and ethos of Catholic education.

Key Accountabilities

The position of Curriculum Leader is responsible for:

- Leading the overall coordination of designated curriculum areas taught in the college
- The application of contemporary learning and teaching research and data analysis to classroom practice through professional development and supervision of staff engaged in these areas
- Supervision of teachers engaged in an area of curriculum
- Induction of new teachers within an area of curriculum
- Pastoral care of staff engaged in a designated area of curriculum
- Contributing to the leadership of the college through active participation in staff and middle leadership meetings
- Regularly communicating with the College Leadership Team regarding issues of interest or concern.
- Other appropriate duties as required by the Principal and College Leadership Team.

The Curriculum Leader will be responsible to achieve this by:

- Coordinating the development of work programs according to national, state and local requirements
- Coordinating assessment, moderation and reporting programs, and ensuring adequate record keeping
- Keeping abreast of developments within the curriculum area through on-going professional reading and research, and providing for the professional learning of staff with these developments
- Engaging in professional discourse with staff on an individual and departmental basis with regular meetings
- Supervising the quality of student learning through analysis of student performance data and addressing areas of concern through appropriate interventions
- Managing financial material resources within the area of responsibility including the formulation of budgets and the expenditure of allocated funds.

Additionally, the Middle Leader will support the strategic dimensions of:
Faith and Mission Leadership:

- Communicates a clear vision of and support for the college's mission and underlying values and ethos
- Demonstrates a sound understanding of Church tradition, teaching and culture
- Fosters the spiritual life of the school
- Facilitates Christian community service and social justice
- Seeks opportunities for personal faith development and to nurture personal spirituality

- Demonstrates commitment to the integration and transmission of Gospel values through the curriculum
- Models exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

Educational Leadership:

- Keeps abreast of developments within the area of responsibility through on-going professional reading and research, and providing for the professional learning of staff in line with these developments
- Keeps abreast of knowledge of current trends in curriculum development and QCAA requirements via practice in national, state and local panels
- Keeps abreast of developments in the areas of contemporary curriculum, learning and reaching through on-going professional reading and research, and providing for the professional learning of the whole staff in line with these developments
- Motivates and develops others in educational practice
- Ensures learning outcomes are promoted and advanced
- Oversees the recording of student achievement, both within the Learning Area and for school records, and supporting subject teachers in determining levels of achievement
- Co-ordinates and/or develops and/or evaluates work programs and unit outlines according to national, state and local requirements
- Co-ordinates assessment, moderation and reporting programs, and the keeping of appropriate records
- Ensures departmental staff follow the work programs, apply the agreed test instruments, mark according to the agreed scheme and within the agreed time frame
- Engages in professional discourse with staff on an individual and departmental basis through regular meetings
- Supervises the quality of teaching practice through activities such as collegial planning, moderation, classroom observation, and facilitation of reflective teaching practice
- Develops and promotes the school as an authentic, professional, learning community
- Demonstrates professional activity through membership of professional associations and on-going professional development
- Demonstrates an ability to analyse school curriculum data to determine areas of success and areas for improvement and to develop plans to address these
- Demonstrates and leads by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.

Staff Leadership:

- Demonstrates a commitment to collaborative practices in the creation of community
- Develops and maintains a co-operative relationship between staff and senior administration
- Demonstrates effective interpersonal skills that provide Gospel values
- Commits to the promotion of parent involvement in the life of the school
- Enacts collaborative leadership strategies
- Value-adds to the overall mission of the school; assisting the Principal and the Leadership Team in the employment and evaluation of teachers and staff within the department
- Relates professionally to other staff members so as to provide a role model of successful educational practice and to challenge inappropriate practice at all levels
- Uses comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers
- Deploys, manages and develops staff to ensure best practice for students

- Providing for the induction of beginning teachers and their ongoing mentoring programs in collaboration with Senior Leadership positions and other Curriculum Leaders
- Oversee pre-service professional experience
- Demonstrates an empathy with young people and an ability to relate positively with them.

Strategic Leadership:

- Works within and contribute to the school's vision
- Demonstrates high level skills in oral and written communication
- Demonstrates high level skills in organisation, communication, time management, delegation, supervision and ICT literacy
- Contributes to the leadership of the school through active participation in staff and middle leadership meetings
- Communicates departmental decisions, issues and concerns with the Principal or his/her delegated person
- Liaises with other school staff when and where necessary and appropriate.

Organisational Leadership:

- Supports effective communication and decision-making processes
- Manages resources within the area of responsibility ensuring adherence to budgets and expenditure of funds
- Supports and contributes to the effective collaboration with school communities
- Uses a range of data management methods to ensure an effective and safe learning environment
- Supports and contributes to the development of school policies in collaboration with the school community
- Contributes to the stewardship of resources, including accountability for administration of the school funds
- Ensures duty of care is carried out for students and staff, in accordance with legislative, compliance and policy requirements
- Celebrates success and acknowledges the contributors of others
- Maintains effective administration practices, including reporting and evaluation
- Clarifies the connection between the school vision and values and the operational tasks which support them.

STATEMENT OF RESPONSIBILITY

The carriage of the role will always presume the role-holder's responsibility to act cognisant of, and in harmony with, the Mission and Purpose of Catholic Education and Catholic Education policies.

The employee will be expected to abide by the *Statement of Principles for Employment in Catholic schools*, the *Staff Code of Conduct* and other Diocesan guidelines.

Employees will maintain appropriate confidentiality, sensitivity and empathy in the execution and management of all matters

Employees will demonstrate a willingness and acceptance to initiate and participate in relevant training and professional development opportunities.

Each employee is responsible for ensuring his/her health, safety and wellbeing and is expected to not willingly place at risk the health and safety of one's self or others.

Employees will:

- Adhere to Work Health and Safety instructions
- Promote a commitment to safe work practices
- Be familiar with workplace incident, hazard and accident reporting and emergency procedures

- Take reasonable action to avoid, eliminate or minimise risk and hazards
- Utilise personal protective equipment
- Participate in the development of a safe and healthy workplace
- Seek information and advice as necessary and comply with instructions.

ABOUT YOU

Experience

- A personal commitment to the ethos of Catholic Education and to the faith leadership of the college
- Capacity to coordinate and inspire development in a collaborative team setting
- A demonstrated commitment to engaging in and organising effective professional development opportunities
- A demonstrated ability to analyse college curriculum data to determine areas of success and areas for improvement and to develop plans to address these.
- Demonstrated experience and success as a classroom teacher and ability to manage a curriculum area.

Knowledge

- Understanding the charism and Catholic Identity of the college and the implications on the delivery of education in our college
- Established knowledge of, and experience in, curriculum initiatives including but not limited to:
    - Implementation of the Australian Curriculum or
    - QCAA senior secondary programs and documentation,
    - Integrating ICT into effective learning and teaching
    - Staff professional development.
- A broad vision that extends beyond subject boundaries
- An ability to relate professionally to other staff and role model success in the classroom and to challenge inappropriate teaching practice.

Skills

- Highly effective oral and written communication skills
- Developed collaborative or distributed leadership skills that will enable and empower others to collaborate effectively to achieve the outcomes
- A demonstrated ability to develop and sustain productive working relationships and communicate across primary and secondary college settings
- Initiative, perseverance and the acceptance of responsibility
- Ability to foster cooperation and collegiality
- Exceptional organisational skills.

Mandatory Criteria/Professional Registration/Other

- Appropriate Tertiary qualification with registration or eligibility for registration with Queensland College of Teachers
- Current Driver's Licence
- Ability to travel from time to time within the Catholic Diocese of Townsville
- Ability to perform the physical requirements of the role in a safe manner.

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Desirable Criteria

- Demonstrates active pastoral engagement, authentic witness, sacramental participation and leadership in the life of the Church
- Professional activity through membership of professional association/s and on-going professional development.

Some employees may be subject to pre-employment medical assessments during the selection process. Depending on the nature of the role, it may be necessary for successful applicants to be immunised against certain preventable diseases in order to minimise the risk of transmission.

HOW YOU WILL BE ASSESSED

As a Curriculum Leader (Tier 2) your leadership success will be assessed on your ability to use your vision and values, experience, knowledge, skills and competencies, confidentially with good judgement and wisdom. You will be assessed on your ability to demonstrate the following four capabilities within context to the six dimensions of leadership detailed above.

THE LEADER'S CAPABILITIES

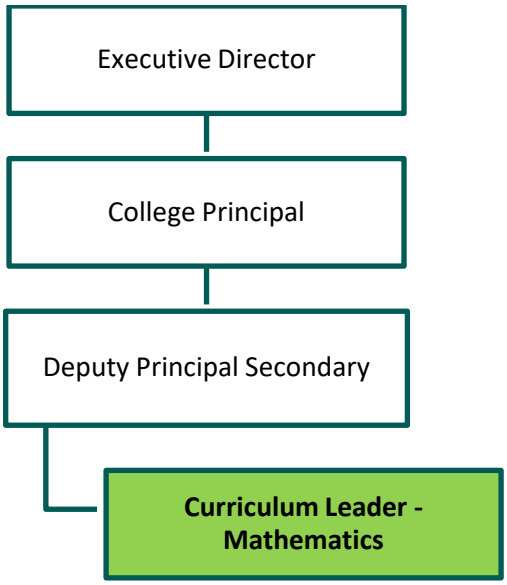
The four sets of Middle Leader Capabilities indicated below incorporate the qualities, attitudes, dispositions and observed behaviours that serve to inspire and motivate others across the 6 core dimensions of the Leadership Model. They have been grouped against the capability areas developed by the Australian Institute of Teaching and School Leadership (AITSL).

<table>
<tr><th colspan="2">Capabilities</th></tr>
<tr><th>Vision and Values</th><th>Knowledge and Understanding - Professional</th></tr>
<tr><td>Demonstrates a clear vision of and support for the school's mission and its underlying values and ethos</td><td>Is knowledgeable about contemporary directions and specific issues in education</td></tr>
<tr><td rowspan="2">Demonstrates a broad vision that extends beyond subject boundaries, initiative, perseverance, acceptance of responsibility, effective organisational skill, ability to communicate appropriately and ability to foster cooperation and collegiality</td><td>Takes part in professional activity through membership of professional associations and on-going professional development</td></tr>
<tr><td>Models life-long learning</td></tr>
<tr><td>Takes time to reflect on personal motivations, beliefs, values and behaviours</td><td>Displays accountability for work and focuses on intended results</td></tr>
<tr><td>Values and encourages the views and input of others</td><td>Builds organisational capability and responsiveness through others</td></tr>
<tr><td>Embodies the Catholic vision in the school's goals, policies, programs, structures and operations</td><td>Nurtures effective learning environments for a diverse range of students</td></tr>
<tr><td>Applies ethical standards to complex and value-sensitive situations</td><td>Is an effective coach and is able to respond clearly and able to give and receive feedback</td></tr>
<tr><td>Values staff input and views</td><td>Makes decisions collaboratively and equitably</td></tr>
<tr><th>Personal</th><th>Interpersonal</th></tr>
<tr><td>Listens actively and objectively articulates what has been heard</td><td>Treats staff as professionals, trusting them implicitly to perform their roles</td></tr>
<tr><td>Exemplifies honesty and integrity</td><td>Is an example of faith, hope and love</td></tr>
<tr><td>Responds to staff and community issues and concerns</td><td>Displays confidence, curiosity, enthusiasm, optimism and resilience</td></tr>
<tr><td>Is present to and visible in the school community</td><td>Displays emotional intelligence in working with individuals and groups</td></tr>
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Acts as a genuine, thoughtful, caring and compassionate person	Affirms the work of others and demonstrates a genuine interest in and concern for people
Effectively integrates work and personal life – caring for personal well-being	Builds an inclusive, trusting community by forging personal and professional bonds with others
Understands the need for the health and well-being of others	Cultivates productive working relationships
Is consistent, trustworthy and level-headed.	Deals openly with difference and successfully negotiates solutions.

REPORTING & OTHER RELATIONSHIPS

The Curriculum Leader –Mathematics is accountable in the first instance to the Deputy Principal – Secondary and then to the Principal. The Curriculum Leader consults and liaises with other TCEO personnel, Principals in schools, and other Diocesan staff/committees, where appropriate.



ACKNOWLEDGEMENT

I have read, understood and acknowledge the scope and responsibility of the position outlined in this position description.

Employee Name: _____

Signature: _____ **Date:** _____

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