

Trinity
Catholic College
Lismore

LEADER OF LEARNING - MATHEMATICS APPLICATION PACKAGE TRINITY CATHOLIC COLLEGE LISMORE

Trinity Catholic College Lismore is a co-educational College for students in Years 7 to 12 with an enrolment of approximately 900 students. The College is located in Lismore, occupying two sites following the 2022 flood events: Year 7-10 students are educated at our campus on the site of Southern Cross University (R Block) and our Year 11-12 students are educated at our Trinity campus on the grounds of St John's College Woodlawn. This arrangement will exist until the College's Master Planning process is finalised.

The College traces its foundation to 1886 when the Presentation Sisters began St. Mary's College, an independent school for girls. This also marks the foundation of Catholic Education in Lismore. The Marist Brothers opened St. Joseph's High School in 1911 and the two schools operated independently until they amalgamated in 1985 to form Trinity Catholic College. Both Religious Orders maintain an active involvement and interest in the College. The charisms of St. Marcellin Champagnat, Founder of the Marist Brothers and Nano Nagle, Founder of the Presentation Sisters, the spirit of Mary, the Mother of Jesus permeates all aspects of College life.

Trinity Catholic College Lismore invites applications for the following position:

Leader of Learning - Mathematics.

This is a full time permanent teaching position and a
3 year Leader of Learning contract commencing in January 2023.

Applicants Must:

- Have a current NSW Working with Children Check & evidence of COVID19 double vaccination status.
- NESAAccreditation.
- Be willing and able to participate in and support the religious dimension of the College.
- A valid driver's license.

Criteria:

- Provide evidence and suitable qualifications in the specialised faculty area.
- Capacity to lead and work as a member of a committed team of professional teachers, dedicated to providing quality teaching and learning in partnership with the parent community.
- A demonstrated ability to meet the needs of diverse learners.
- Capacity to add value to the [College's Vision for Learning](#).

Applications should be no more than 3 pages and include:

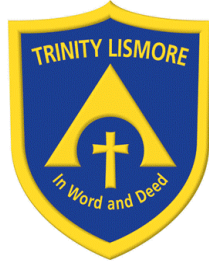
- A cover letter that explicitly addresses the above criteria.
- A concise CV, including the nomination of three (3) referees.

Applications must be emailed in a single PDF or Word file to:

Principal – Mr Jesse Smith via email: principal@trinitylismore.nsw.edu.au.

Applications Close: Friday 19 August 2022 at 4.00pm.

Child protection legislation requires preferred applicants to be subject to employment screening.



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Mission Statement

Enabling students to achieve the fullness of life. (John 10:10)

Vision Statement

Trinity Catholic College is inspired by Jesus Christ and shaped by the values and traditions of the Presentation Sisters and the Marist Brothers. The College is a contemporary faith community committed to nurturing each student in an innovative and supportive learning environment.

The Trinity family is dedicated to educating young people who strive for excellence and are courageous, compassionate and inclusive. We seek to instill a spirit of service and inspire them to act with integrity and contribute to their community 'In Word and Deed'.

The College Motto

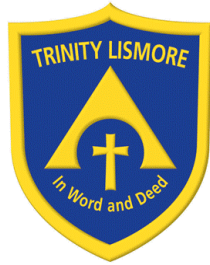
"In Word and Deed" echoes the Marian spirit of the community which is identifiable in the strong sense of family, love of the poor and marginalised and emphasis on the development of the whole person.

Selection Criteria - Leader of Learning Mathematics

Applicants need to show evidence of successful educational leadership.

This must be demonstrated through:

- An understanding and appreciation of the Catholic identity and mission of the College as imbued by the charisms of Venerable Nano Nagle and Saint Marcellin Champagnat.
- An ability to lead and build the capacity of team members to achieve best practice.
- An ability to problem solve through informed collaboration.
- An ability to embed a culture of high performance that leads to improved learning and wellbeing outcomes for students and staff.
- An ability to work as part of a professional team and make positive contributions to staff professional culture.
- An ability to drive an innovation agenda.
- An ability to effectively engage, communicate and mediate with students, families and staff.
- An ability to comply with all legislative, administrative, and child protection requirements at all times.



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POSITION DESCRIPTION LEADER OF LEARNING

Position Title: Leader of Learning

Accountable To: Assistant Principal Learning & Teaching through the Director of Learning

Overall Purpose of the Position:

The Leader of Learning is appointed to assist the Principal by providing effective, high-quality leadership in a particular area of teaching and learning, in accordance with the philosophy and values of Trinity Catholic College Lismore. The Leader of Learning has overall responsibility for their KLA and custodianship of the College's Vision for Learning.

The Leader of Learning has responsibility for developing high standards of learning and teaching in their KLA and also plays a major role in the development of school policy and practice.

The Leader of Learning exercises effective leadership of their KLA by using their knowledge and skills to ensure that students receive quality education consistent with:

1. The Catholic faith and ethos of the College;
2. Legislative requirements;
3. The particular syllabi the Leader is charged with implementing; and
4. The College's Vision for Learning & Pedagogical Framework.

Key Leadership Accountabilities:

- Lead and build the capacity of team members to achieve best practice.
- Problem solve through informed collaboration.
- Embed a culture of high performance.
- Drive an innovation agenda.

Key Tasks and Responsibilities include but are not limited to:

- Promotion of innovative practices in learning and teaching through the lens of Trinity's Vision for Learning.
- Oversight of the KLA's teaching programmes, assessment and reporting processes.
- Leadership and support of staff in their KLA.
- Planning and improvement processes.
- Student management processes.
- Ensuring the implementation of NESAs and other curriculum requirements to meet registration and accreditation requirements.
- Conducting regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.
- Developing and implementing relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities, including the NCCD.
- Leading staff in their professional growth and development.
- Ensuring the College's Vision for Learning & School Wide Pedagogy is a lived reality in the KLA.
- Any other task as specified/requested by the College Principal.

Key Accountabilities of the Role:

Leadership of Mission

- Actively upholding the Catholic identity and mission of Trinity Catholic College.
- Leading regular prayer, evangelisation, reflection and liturgical celebration as a school community.
- Exercising pastoral care and wellbeing to all students and staff.
- Fostering parish, school and parent partnerships.
- Permeating the College's learning and curriculum offerings with the Catholic Worldview.
- Actively promoting attitudes based on Gospel values and nurturing a socially active community in harmony with College values.

Leadership of Learning

- Ensuring the College's Vision for Learning and School Wide Pedagogy is integrated into the College's philosophy, policies, curriculum structures and classroom practices.
- Promoting and modelling classroom pedagogy that maximises student learning and incorporates the principles of contemporary learning (including eLearning).
- Leading teachers to integrate an analysis of student assessment data into overall program evaluation to inform and improve teaching and learning programs.
- Promoting high levels of engagement by students in learning processes and positive attitudes to study and school work.
- Promoting and leading ongoing professional development that stimulates collaborative and cooperative relationships between staff and students.
- Leading colleagues to engage with strategies, such as the four critical questions, to support high quality professional learning opportunities that focus on improved student learning, engagement and wellbeing outcomes.
- Implement timely and appropriate moderation processes to ensure teachers are checking the assessment standards of their classes.
- Engaging with professional networks to maintain currency and identify emerging educational trends.

Leadership of Pastoral Care

- Developing and maintaining an environment where excellence in teaching and learning is highly valued and learners feel safe, supported and secure.
- Leading colleagues to develop differentiated teaching and learning programs to meet the needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds including Aboriginal and Torres Strait Island students
- Leading and supporting colleagues to ensure the full participation of students with a disability and compliance with legislative and College policies including the NCCD.
- Evaluating and monitoring teaching and learning practices in the school to ensure students' experiences, including their home and culture, are valued and respected.
- Initiating and leading colleagues to implement effective classroom management strategies that promote student responsibility for their own learning.
- Modelling high developed restorative practices when working with students, staff and parents.

Leadership of High Performance Culture

- Using the Australian Professional Standards for Teachers, College's Vision for Learning and the professional learning needs of colleagues to plan and lead the development of professional learning initiatives within KLAs.
- Establishing and reviewing practices that promote a positive climate of professionalism, high standards, trust and respect within the team.
- Supporting the College's culture of high expectations through effective collaborative planning and monitoring of student and staff learning.
- Modelling practices that support staff to engage professionally with colleagues, parents/carers and the community.
- Maintaining a climate for accepting and providing constructive feedback and recognition of achievement.
- Work with colleagues to develop and review teaching strategies so that students and staff are highly engaged through innovation, critical and creative thinking and problem solving.
- Leading initiatives to evaluate and develop pedagogical content knowledge that improves student learning and teacher capacity.
- Ensuring personal responsibility for one's ongoing professional learning and development.