



Learning Leader

Reports to:	The relevant Director of Learning & Growth
POL Level	3
Time Allowance:	15 periods, per cycle (0.32)
Tenure:	2026 - 2028

Thomas Carr College is a dynamic Catholic learning community guided by our Gospel values. Our Catholic faith has a vital role to fulfil in the education of our students; it is at the very core of our purpose and identity. Each Thomas Carr College staff member bears witness to these values in their interactions with staff, students, families and the community.

This role description is written in light of the Mission and Vision Statements of the College. Our community is characterised by a strong set of values that underpin the way we live. We enact those values by respecting and honouring our collective heritage while looking with imagination to the future. All dimensions of life at the College, including the work of the Learning Leader, are aimed at supporting the growing, learning person: the young people whom the College serves.

All leaders at the College accept responsibility for working with staff teams, through collaborative leadership for growth, in the development of a positive school climate supporting high expectations and high levels of success for all students.

COMMITMENT TO FAITH

All positions at Thomas Carr College are based on the Christian model of servant leadership exemplified by Jesus Christ and given witness to by our founder Archbishop Thomas Carr. It is expected of all employed at Thomas Carr College that they:

- Accept and model the Catholic educational philosophy of the school.
- Develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work by their teaching and other work and by personal example, striving to help students to understand, accept and appreciate Catholic teaching and values.
- Comply with the accreditation policy of the CECV to teach in a Catholic school.

THOMAS CARR IS A CHILD SAFE SCHOOL

Thomas Carr College holds the care, safety and wellbeing of its students to be at the core of all we do. The College is resolutely committed to ensuring that all staff of the College act in a manner that promotes the inherent dignity of each of our young people and their fundamental right to be respected and nurtured in a safe school environment. This commitment includes regular and appropriate learning opportunities in relation to child safety and young people's protection and wellbeing.

We also commit to listening to, and taking seriously, all concerns voiced by students, staff, parents and caregivers, volunteers, contractors and clergy. We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.



OVERVIEW

The Learning Leader contributes to the core strategic focus of the College to build a culture of expert teaching where teachers:

- Challenge all students to achieve their personal best.
- Believe all students can learn.
- Have high levels of knowledge and understanding of their method areas.
- Can guide student learning to desirable surface and deep outcomes.
- Can successfully monitor learning and provide feedback that assists students to progress.
- Can attend to the more attitudinal attributes of learning (especially developing self-efficacy and mastery motivation).
- Can provide defensible evidence of positive impacts of their teaching on student learning.

The Learning Leader will support subject teachers, fostering excellence in teaching, professionalism of practice and a spirit of cooperation and collegiality within the Learning Area.

KEY RESPONSIBILITIES

- Actively support the College's Mission and Vision Statement.
- Foster a culture of excellence by overseeing the provision of a quality curriculum that is consistent with the College's School Improvement Plan.
- Maintain a sound understanding of educational trends and draw upon education research and best practice to maintain a high degree of learning and teaching across the College.
- Foster a culture of professional collaboration which draws on expertise and research from the wider educational community to improve student outcomes.
- Work with the Director of Learning and Growth: Progression to use student outcomes data to set goals and targets for improved student learning outcomes and to design improvement strategies within this learning area and related Learning Area portfolio.
- Set high expectations for both staff and students in relation to learning outcomes.
- Work collaboratively with Director of Learning and Growth: Pedagogy to establish a common language for learning and teaching via the College's Model of Instructional Practice.
- Provide effective educational leadership to promote the Learning Area curriculum and build the collective efficacy of staff involved in teaching and learning.
- Support the development of the College's Master Plan in terms of the learning environment and use of pedagogical spaces to enhance learning and teaching.
- Work with the Director of Learning and Growth: Curriculum to ensure all curriculum is mapped and documented across the College.
- Oversee and monitor the quality of learning and teaching through course audits and related curriculum mapping of all subjects within this learning area as per the Victorian Curriculum, VCAA and any other curriculum requirements.
- Coordinate the annual review of existing courses, assessments and teaching methods with reference to the school's mission, student needs and current educational practices.
- Work with the Digital Learning Leader and the Learning Area to develop curriculum materials and lessons that integrate the effective use of digital technologies and other digital resources to improve student learning within this learning area.
- Monitor the classroom learning environment to ensure it fosters the conditions for learning and is reflective of a high performing school.



- Support the Director of Learning and Growth: Progression to coordinate the arrangements for the subject selection process and specific subject requirements within this learning area for Years 7 to 12.
- Actively contribute to the subject selection process including attendance at key parent information sessions, assemblies and other related events.
- Prepare the annual Resource (Booklist) List for the learning area.
- Purchase, maintain and develop resources for the learning area, liaising with key staff including Technicians and other educational support staff as required.
- Manage the Learning Area budget.
- Assist the Director of Learning and Growth: Progression and Director of Learning and Growth: Curriculum in the implementation of the College's Assessment and Reporting policy and procedures.
- Work with the Learning Area to develop authentic formative assessments at Year 7 to 10 and Key Learning Tasks at Year 11 and 12.
- Work with the Learning Area to develop robust summative assessments at Year 7 to 10 and School Assessed Coursework at Year 11 and 12.
- Work with teachers of the Learning Area to provide differentiated teaching and learning for all students, including:
 - students with disability
 - gifted and talented students
 - students who are learning English as an additional language or dialect (EAL/D).
- Liaise with members of the Learning Diversity Team to provide advice and assist in individual learning pathways for funded and non-funded students.
- Facilitate the review of assessment practices and processes including the use of data to inform teaching and assessment practices in the delivery of all curriculum.
- Work the Learning Area in consultation with the Director of Learning and Growth: Progression to develop and facilitate material required for examinations.
- Work in cooperation with the Director of Learning and Growth: Progression, Director of Learning and Growth: Curriculum and other key staff in the implementation of the Year 7 to 10 and VCE/VM Academic Intervention Process.
- Co-ordinate the collation of data and other achievements to promote student participation and achievement within the responsibility of the Learning Area portfolio.
- Participate in the College's coaching and observation programs.
- Mentor and support teachers in the delivery of the curriculum and pathways of the Learning Area.
- Support new staff and beginning teachers regarding assessment and reporting, and other learning and teaching requirements.
- Be an active and visible presence in the learning environment in support of teachers and educational support staff.
- Facilitate regular meetings, professional learning and staff workshops for teachers and support staff of the Learning Area.
- Support the appointment process of new staff.
- Support the work of the Deputy Principal: Learning and Teaching and other key staff to provide the necessary subject information to assist with the development of the College's Timetable including staff loads.
- Actively promote the Learning Area at College events such as College Open Days and Expo, as required.



- Contribute to a performance and development culture by supporting senior leadership in the Professional Learning Communities (PLC) structure, with a focus on developing collective teacher efficacy and action research into College-wide pedagogical practice.
- Model collaborative and empathic leadership.
- Oversee the work of the Learning Area Technician, where relevant.

LEARNING AREA SPECIFIC COLLABORATIONS:

- Religious Education – Deputy Principal: Faith and Mission

ALL LEARNING AREA LEADER TEAM ENGAGEMENT:

- Chair of the Learning Area Team
- Member of the Learning Leadership Team

LEARNING AREA SPECIFIC TEAM ENGAGEMENT:

- Religious Education – Member of the Faith and Mission Team

Through mutual agreement some variation in the specified responsibilities may take place during the term of appointment as a part of a normal process of ongoing evaluation of the College's operations.

All employees at Thomas Carr College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004, the Equal Opportunity Act and CECV Commitment Statement to Child Safety.

ATTRIBUTES

1. A firm belief in and commitment to the Mission and Vision of the College and an ability to articulate and promote these.
2. Demonstrated ability to work in a collaborative environment skilled at developing sustained relationships with staff, students and parents.
3. A clear vision for learning and Religious Education teaching based on contemporary educational thought and practice.
4. Demonstrated ability to develop and lead within a learning environment that enables the pursuit of excellence, including planning, implementation and evaluation.
5. Proven commitment to ongoing growth as a leader and teacher.
6. Demonstrated excellence in the use of digital technologies in an educational setting.
7. Excellent communication, administrative and organisational skills.

QUALIFICATIONS

- Appropriate tertiary qualifications
- VIT Registration
- CECV Accreditation to Teach in a Catholic School (or working towards)

Thomas Carr College is an equal opportunity employer that promotes the safety, wellbeing and inclusion of all children.