



# Position Description

<b>Position Title:</b>	Catholic Identity Leader
<b>Organisation:</b>	Catholic Education Sandhurst Limited (CES Ltd)
<b>School:</b>	St Mary's School
<b>Location:</b>	Echuca
<b>Enterprise Agreement:</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Position of Leadership:</b>	POL 3
<b>Time Release:</b>	FTE 0.6 / 0.4 Classroom
<b>Status:</b>	Fixed Term: 3 Year contract (2025 - 2028)
<b>Reports to:</b>	Principal - Jasmine Ryan

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## Our Organisation

Catholic Education Sandhurst (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 3 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Executive Director of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational, and service matters to Catholic schools within the Diocese.



The Executive Director and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the authority that employs its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

## **Our Vision**

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, sacramental and nurturing learning environments drawn from the Catholic tradition in each of the diocesan school communities.

At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, well-being and inclusion of all children and young people, pursuit of excellence in all levels of learning and creating communities of welcome, hospitality and inclusion.

### **We believe:**

- That the values of the Gospel are central to who we are, what we do, and how we act.
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition.
- That a strong sense of community is dependent on the quality of our collegial relationships.
- That each person's potential is fostered through the dedicated ministry of Catholic Education.
- Leadership encompasses vision, innovation, and empowerment.

## **Our Values**

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

### **Principles of Catholic Social Teaching**

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

### **Respect**

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## **Partnerships**

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

## **Faith**

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its distinct contribution to make in a sense of genuine partnership.

## **Position Summary**

The Catholic Identity leader is a faithful witness inspired by the Catholic Story. They promote the dignity of each person and develop the potential of all. The leader will provide opportunities for families, students and staff to foster and deepen a relationship with God. The Leader Of Pedagogy: Catholic Identity will foster within the school a practical concern for others, especially the marginalised. The Catholic Identity leader values Indigenous cultures, and reconciliation and understands the multicultural nature of Australia.

The Leader Of Pedagogy: Catholic Identity is responsible for leading, planning, coordinating and implementing a comprehensive School-wide Catholic Identity practice and relevant curriculum program that supports the School and Diocese's educational belief in Catholic Identity. The key responsibility of the role is to support all in the community in knowing and nurturing a relationship with Jesus Christ.

The Leader Of Pedagogy: Catholic Identity is to support and collaborate within the leadership team in effectively and purposefully managing the planning, delivery, evaluation and improvement of the school. The incumbent works closely with the Principal in enacting the school's strategic direction, including the strategic deployment of resources, and aims to support improved learning outcomes for all students engendering faith education and



Catholic identity.

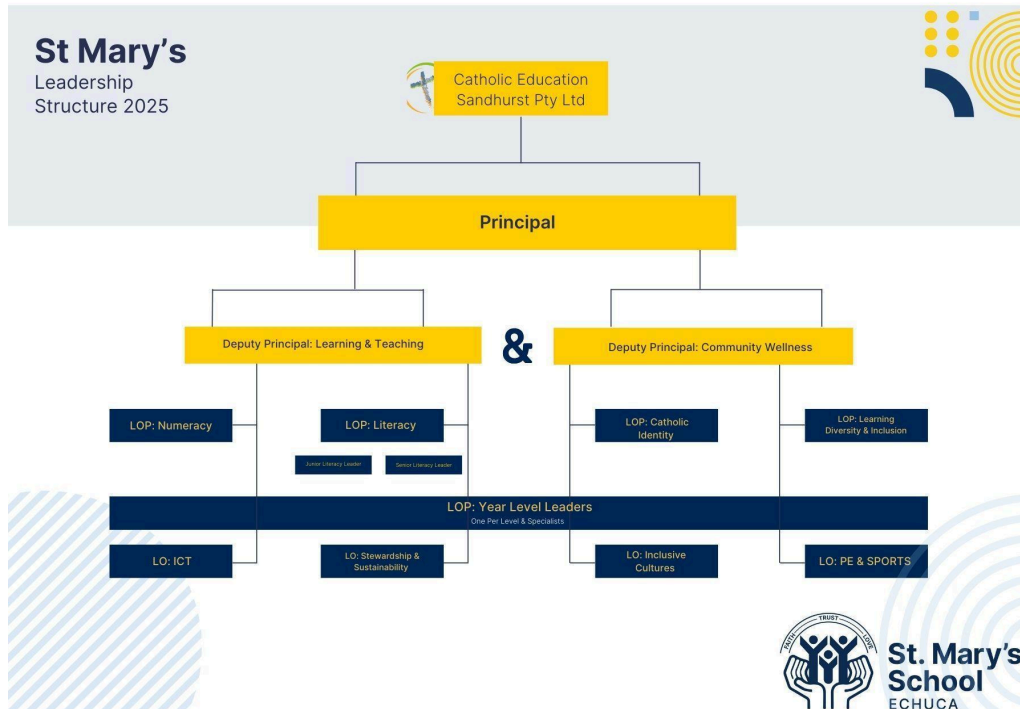
The Leader Of Pedagogy: Catholic Identity will build connections with the Parish and model and engage in authentic dialogue that nurtures “right relationships”. The Catholic Identity Leader will be a member of the St.Mary’s Leadership team contributing to the planning and leading the strategic intentions of the school and Diocese.

***The primary objective of the role is to:***

- ***Curriculum Leadership:*** Oversee curriculum planning, implementation, and alignment with diocese and school goals; lead its development and refinement.
- ***Teaching and Learning Improvement:*** Enhance teaching quality through best practices, feedback, coaching, and professional development.
- ***Data Analysis and Accountability:*** Analyse learner performance data to identify trends for informed teaching strategies and resource allocation.
- ***Learner Progression:*** Promote consistent progression for all learners, including those with diverse needs.
- ***Team Leadership and Collaboration:*** Cultivate a collaborative team culture with clear expectations and open communication.
- ***Resource Management:*** Efficiently manage resources, including time and budget, and organise meetings and professional development.
- ***Policy & Procedure Implementation:*** Ensure consistent application of school policies and processes and contribute to policy development and compliance.
- ***Building Relationships:*** Foster positive relationships with learners, staff, parents, and the community; remain approachable and responsive.
- ***Innovation and Change Management:*** Lead change initiatives, encourage continuous improvement, and stay informed on educational trends.
- ***Communication:*** Act as a liaison between executive leadership and teachers, ensuring effective information flow and representing team and individual concerns.



## Position of Leadership Structure



## Leadership Framework

This role will work within the CES Ltd Leadership Framework. The framework sets out that leadership in a Catholic school creates a vision for a community in which all may have life and have it in abundance (John 10:10) and where students flourishing is the core purpose. Leaders in Catholic schools are guided by religious, professional, ethical, and moral principles and pursue this vision in service of the community. Servant leadership is at the core of all levels of leadership in the Catholic school. The leadership vision is learner-centered with a growth mindset that is guided by a belief in the dignity and potential of the human person.

Leadership in a Catholic school includes seven professional practices that are valued as critical elements in a leading Catholic school. They are as follows:



- Leading the Catholic School
- Leading Well community
- Leading Learning and Teaching
- Developing Self and Others
- Leading Improvement, Innovation and Change
- Leading the Management of the School
- Engaging and working with the Community

## Key Responsibilities

### Contemporary Teaching

- Work in collaboration with the Leadership team to fulfil the strategic plan of the school
- Regularly focus and respond to the Enhancing Catholic Schools Identity data
- Co-ordinate staff support for social justice opportunities provided to students
- Work collaboratively with leaders, teachers and learners to organise, plan and lead staff and learner liturgies, faith and feast, spirituality formation days/sessions
- Use data to evaluate Catholic Identity needs within the School and collaborate with Leadership, Curriculum Leaders and classroom teachers to interpret and use assessment data to improve student Catholic Identity and target teaching
- Support curriculum differentiation for Catholic Identity to cater for the range of abilities, interests and backgrounds of all students
- Understand and embed CESL Catholic Identity Curriculum requirements: Source of Life
- Embrace the use of information and communications technologies to enhance learning
- Coordinate and report on the operation of Catholic Identity across the school
- Give appropriate time to lesson planning and organisation
- Understand state and national course requirements
- Embrace the use of information and communications technologies to enhance learning
- Lead and support the writing of formal academic reports that conform to report writing guidelines each semester



### **Pastoral Care and Child Safety**

- 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
- Assist in the provision of a child-safe environment for Learners.
- Demonstrate a duty of care to Learners about their physical and mental wellbeing.
- Proactively monitor and support Learner wellbeing
- Exercise pastoral care in a manner that reflects school values
- Implement strategies that promote a healthy and positive learning environment
- Attend school improvement meetings (SIP) and professional learning community (PLC) meetings as scheduled and required per employee contracts
- Attend school assemblies
- Attend school liturgical celebrations
- Attend school-organised activities as outlined in TIL events

### **Curriculum Development**

- Lead Catholic Identity curriculum and instruction; pedagogy to be based on current reading and research
- To model and teach the School's Agreed Practices and Procedures of Catholic Identity
- Work with Curriculum Leaders and Classroom Teachers to plan, implement and review CESL learning programs to support student Catholic Identity development using the School and CESL Agreed Practices
- Set school-wide goals that are data-informed to drive continuous growth and improvement
- Explore opportunities to educate the community about the Charism of the school and Catholic Identity
- Collaborate with staff and students to develop the school's charism in our community through initiatives such as prayer, faith celebrations and partnerships
- Lead the school's Charism curriculum in consultation with the local parish and CESL Sandhurst
- Plan, develop, review and evaluate curriculum in year-level teams
- Collaboratively lead and facilitate the active living of our social justice initiatives: Caritas, Clean Up, Australia Day
- Explore opportunities to consolidate and/or establish links with local, national and global faith initiatives, including faith celebrations such as youth events and social justice initiatives
- Explore and further develop partnerships in the local community and parishes that extend and publicise the faith life of the school including publications in local



	<ul style="list-style-type: none"> <li>Church and media</li> <li>Develop assessment instruments in a collegial manner where whole group assessment takes place and in line with the assessment schedule</li> <li>Create and evaluate online resources to enrich the curriculum</li> <li>Attend Collaborative Planning meetings as scheduled as required</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Have current knowledge of the curriculum and pedagogical initiatives in all teaching areas</li> <li>Commit to ongoing professional learning</li> <li>Be open to researching areas of interest relevant to directions provided in the school's strategic plan</li> <li>Participate in the staff appraisal process</li> </ul>
<b>General and Administrative Duties</b>	<ul style="list-style-type: none"> <li>Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures</li> <li>Maintain currency of first aid, mandatory reporting and anaphylaxis training</li> <li>Demonstrate a duty of care to Learners about their physical and mental well-being</li> <li>Attend all relevant school meetings and after-school services/assemblies, sporting events, mass, community and faith days, camps, excursions, and incursions as well as professional learning opportunities</li> </ul>

Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

## Mandatory Responsibilities and Requirements

### Compliance with CES Ltd Policies and Procedures

All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

### Compliance with Occupational Health and Safety

All CES Ltd employees have a responsibility to take reasonable care of their health and safety along with the safety of others. It is expected that all employees comply with the





policies, safe work procedures, instructions, and rules of CES Ltd's OH&S Management System.

All employees must report any hazards or any other health, safety, or well-being issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.

All employees who have a responsibility to supervise/lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, being aware of tasks being undertaken by employees and ensuring that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.

Depending on the role some employees will be required to provide evidence of successful completion of a First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

## Compliance and Child Safety Legislation

CES Ltd is committed to creating and maintaining a child-safe school environment in which all Learners feel safe and are safe. They do this by promoting the safety, well-being, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd is committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

## Key Selection Criteria

<b>Essential</b>	<b>Qualifications &amp; Registrations</b>	
		<ul style="list-style-type: none"><li>• Maintain current Victorian Institute of Teaching (VIT) registration</li><li>• Live out the guiding beliefs and values of the Catholic Church</li><li>• Comply with the CECV Accreditation Policy to hold Accreditation to Teach in a Catholic School</li><li>• Complete the Disabilities Standards for Education professional learning course and Protecting Children</li><li>• Mandatory Reporting and other Obligations</li></ul>



		<ul style="list-style-type: none"> <li>• (PROTECT) online learning annually</li> </ul>
	<b>Knowledge &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Commit and support CESL &amp; whole school goals and improvement</li> <li>• Understand diocesan, state and national course requirements</li> <li>• Knowledge of key curriculum resources and pedagogies</li> <li>• Experience in planning and implementing masses, liturgies and learning and teaching of RE curriculum</li> </ul>
	<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• Demonstrated commitment to Catholic Education and Catholic Identity along with an understanding and willingness to work within the Catholic ethos, traditions, and practices of the Diocese of Sandhurst.</li> <li>• Continued and purposeful professional learning of Catholic Identity and Religious education to ensure TAP (Teacher Accreditation Platform) are met.</li> </ul>
	<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Willing to undergo or provide a current and satisfactory working with children check</li> <li>• Cooperate with the employer concerning any action taken by the employer to comply with any Child Safe requirement imposed by or under the Act</li> <li>• Comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety</li> </ul>
	<b>Skills &amp; Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to work collaboratively as part of a highly effective leadership team</li> <li>• The capacity to provide leadership that is characterised by a desire for continuous improvement, lateral thinking, and innovation.</li> <li>• A proven capacity to work independently and effectively in the face of changing priorities, deadlines and pressures.</li> <li>• Well-developed interpersonal and communication skills and the ability to liaise and communicate effectively with others.</li> <li>• High capabilities of oral and written communication, including the ability to professionally communicate with children, parents and the school community</li> <li>• Proficiency in the use of information and communication technologies</li> <li>• High level of organisational skills</li> <li>• A commitment to ongoing Professional Learning</li> </ul>
<b>Desirable</b>	<b>Leadership Experience</b>	<ul style="list-style-type: none"> <li>• Professional learning focusing on the leadership of Religious Education &amp; Catholic identity</li> <li>• Leadership experience of any kind</li> <li>• Professional goal setting, prioritised leadership</li> </ul>



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		<ul style="list-style-type: none"><li>• Additional study within the area EG: Course / Masters</li></ul>
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