



Position Description

Position Title	Stage Leader 9 & 10
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
School	Galen Catholic College
Location	<i>Wangaratta</i>
Enterprise Agreement	Catholic Education Multi-Enterprise Agreement 2022
Position of Leadership	POL 2
Time Release	12 periods per cycle
Status	Fixed Term – 3 years (2025 - 2027)
Reports to	Deputy Principal - Learning, Teaching and Innovation

Our Organisation

Catholic Education Sandhurst Limited (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 Victorian Catholic Education Authority (VCEA), 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 employing authority for 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 and parishes, 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, wellbeing and inclusion of all children and young people, a 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
- in leadership encompassing 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

Respect for the dignity and potential of each person 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.

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 own distinct contribution to make in a sense of genuine partnership.

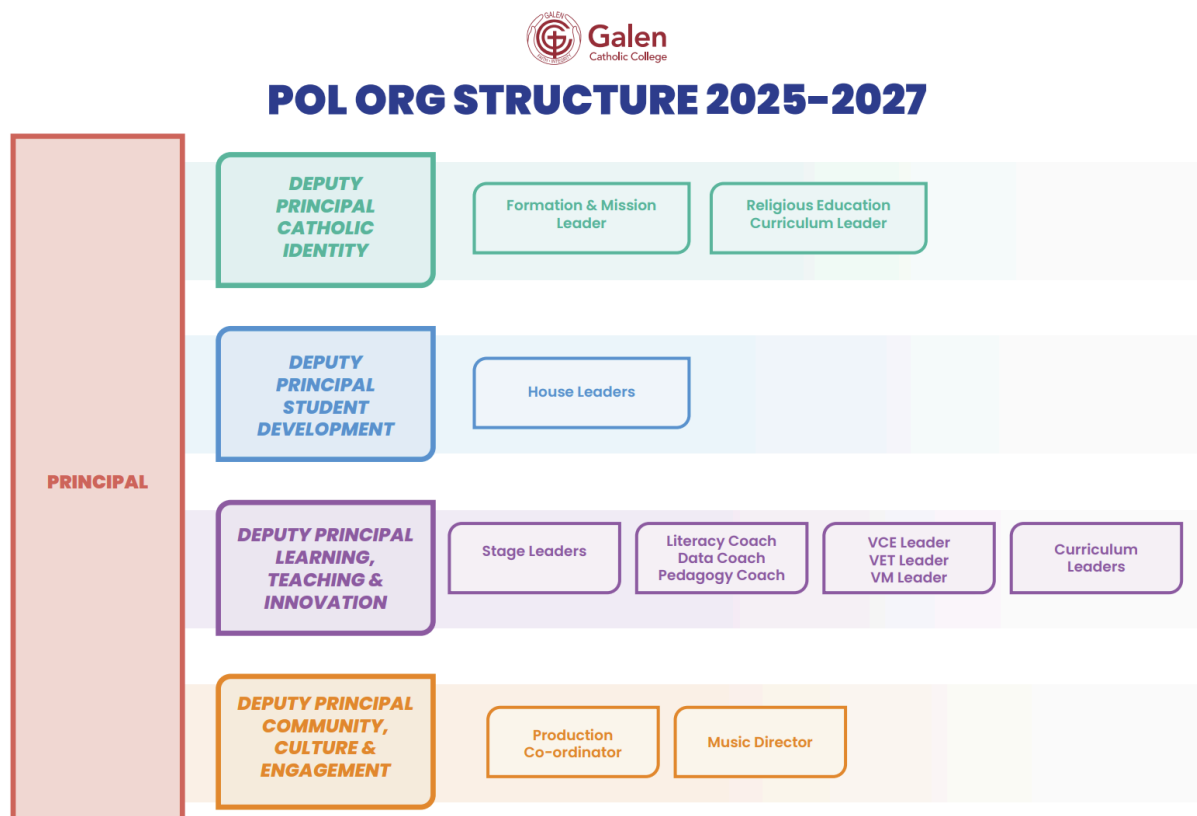
School Summary

Established in 1974 Galen Catholic College was founded by the Marist Brothers and Brigidine Sisters. Today we continue to build a Catholic community based on the core values “the love of learning”. Our secondary college offers the widest curriculum in Wangaratta with options including VCE, VET, and School Based Apprenticeships.

Position Summary

The Learning Stage Leader for Years 9 and 10 plays a crucial leadership role within the learning and teaching team, overseeing the academic and extracurricular development of students in their formative middle years. This role is dedicated to ensuring that students are well prepared for their senior years by providing a rigorous and supportive learning environment. The Learning Stage Leader will work closely with teachers, students, and parents to promote a culture of excellence and engagement and will make a significant impact on the academic and personal growth of Year 9 and 10 students, guiding them towards success as they prepare for their senior years and future endeavors.

Position of Leadership Structure – 2025 - 2027



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 student 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 student centred 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 leading a Catholic school. They are as follows:

- Leading the Catholic School
- Leading a 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

<p>Leading Learning Programs in Year 9 and 10.</p>	<ul style="list-style-type: none"> ● Lead with high expectations for year 9 and 10 students and staff by offering high levels of support. ● Conduct teacher meetings when appropriate. ● In collaboration with the Deputy Principal Learning Teaching and Innovation and Timetabler, recommend and evaluate learning programs that meet the needs and interests of the year 9 and 10 students. ● Consult with the House Leaders ensuring that families of students at risk are informed and provided with the opportunity for dialogue.
<p>Track, analyse and use data to promote best practice and learning growth.</p>	<ul style="list-style-type: none"> ● Consult with the Deputy Principal - Learning, Teaching and Innovation and Data Coach to monitor, analyse and respond to appropriate learning data for year 9 and 10 students. ● Promoting a culture of growth by celebrating and commending student learning growth and achievement within our community. ● Support the leadership of the college's assessment program including but not limited to NAPLAN, PAT and Examinations. ● Share relevant data trends and observations with the Pedagogy Leader, Literacy Leader, and Learning Diversity team and collaborate on creating appropriate interventions and supports. ● Support the development of Professional Learning Communities within our college.
<p>Leading the transition processes including subject selection for students coming into and leaving the year level</p>	<ul style="list-style-type: none"> ● Liaising with the other appropriate leaders to develop and share student information that supports all aspects of students' transition. ● Leading Year 9 and 10 students through the process of subject selection to the next year level. ● To welcome new year 9 and 10 families and students to our college through enrolment meetings, creating a learning program that suits their individual needs. ● To manage student groupings within the elective structure at year 9 and 10 in order to provide safe, inclusive and positive learning environments.
<p>Community, Communication and Partnerships</p>	<ul style="list-style-type: none"> ● Take a leadership role on camps, incursions, excursions and assemblies as required. ● Communicate regularly with members of our community. ● Promote parental and carer engagement as a key aspect of raising the achievement of all students. ● Support an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander

	<p>histories, cultures and languages and other culturally and linguistically diverse communities.</p> <ul style="list-style-type: none"> ● Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success. ● Identify and implement strategies to meet the diverse needs of students and their families. ● Promote and model the Catholic mission of the college.
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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 own health and safety along with the safety of others. It is expected that all employees comply with 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 wellbeing 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 responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure 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 First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, 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 are 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

Essential	Qualifications and Registrations	<ul style="list-style-type: none"> VIT Registration.
	Knowledge and Experience	<ul style="list-style-type: none"> Demonstrated educational leadership experience ideally within a Catholic setting. Demonstrated leadership in literacy improvement in schools
	Commitment to Catholic Education	<ul style="list-style-type: none"> A commitment to lead the ethos of a Catholic school and its mission. A capacity to lead and instill in our community a respect for each other in accordance with the teachings of Jesus Christ. A capacity to integrate the Church's teachings into all aspects of curriculum. CECV Accreditation to Teach in a Catholic School (or working towards).
	Commitment to Child Safety	<ul style="list-style-type: none"> A demonstrated understanding of child safety. A demonstrated understanding of appropriate behaviours when engaging with children. Provide students with a child-safe environment and proactively monitor and support student wellbeing. Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.
	Skills and Attributes	<ul style="list-style-type: none"> Excellent communication and interpersonal skills to engage and inspire stakeholders. Demonstrated ability to work collaboratively and facilitate dynamic teamwork. Commitment to ongoing personal and professional growth. Capacity to analyse a range of educational data including PAT and NAPLAN.

Desirable		<ul style="list-style-type: none">• A Masters qualification in Educational, Literacy or Instructional Leadership
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