

POSITION DESCRIPTION

Communities of hope, joy and wonder where all are welcome.

Coordinator

Position Number	000334
Classification	Coordinator 1.0 under the NSW and ACT Catholic Systemic Schools Enterprise Agreement 2023
Reports To	Principal
Location	St Monica's Primary School, Evatt ACT

Organisation Overview

The Catholic Education, Archdiocese of Canberra and Goulburn (CECG) plays a crucial role in education in both the Australian Capital Territory (ACT) and New South Wales (NSW). It covers 88,000 square kilometres, encompassing the entire ACT and extending from Pambula on the south coast to Crookwell in the north and to the western point of Lake Cargelligo. CECG operates 56 schools and nine early learning centres and is responsible for educating over 22,000 students. It also employs over 4,000 professionals who are the driving force behind our education system.

Position Overview	The Coordinator is responsible for fulfilling teaching duties and employing various management strategies and technologies to execute leadership tasks effectively. This role involves overseeing and enhancing teaching and learning quality, guiding, implementing curriculum changes, and ensuring consistent and high-quality program delivery across the school. Additionally, the Coordinator supports teachers in understanding and applying innovative instructional methods, managing student behaviour, organising, and supervising relief staff, and collaborates with colleagues to design, develop, and achieve the objectives outlined in the school's annual improvement plan. The Coordinator's role is essential in fostering a productive and supportive learning environment that aligns with the school's long-term goals.
Position Duties	<ul style="list-style-type: none"> • Lead and support the implementation of CECG's Catalyst Program and High Impact Teaching Practices in the school through active engagement in professional learning, professional reading, professional conversations, and support processes. • Work with staff to incorporate new developments in teaching and learning. • Ensure teaching programs cater for a range of individual needs and learning styles and work with teachers to meet the identified learning needs of students, modifying curriculum and assessment where appropriate. • Develop an individual professional learning plan and participate in appropriate professional development activities.

	<ul style="list-style-type: none"> • Develop effective and appropriate relationships with and between members of the community – students, staff and parents. • Provide prompt and timely follow-up with parents, students and other staff on issues that emerge for each student and ensure that department staff also communicate in a timely fashion with stakeholders. • Work with and support classroom teachers, enabling them to respond appropriately to individual circumstances and situations. • Work with relevant staff and other members of the community, to manage departmental processes for example, staff and student allocations, excursions, and the purchase of resources. • Ensure effective administrative processes, including holding productive meetings, and maintaining accurate records. • Take responsibility for maintaining a safe and secure environment. • Ensure that all staff are alerted each term or semester to individual students who require accommodations or adjustments.
Selection Criteria	<ol style="list-style-type: none"> 1. A comprehensive understanding of Catalyst initiatives and High Impact Teaching Practices and the ability to provide appropriate support and feedback to teaching staff. 2. The capacity to plan and lead initiatives that enhance student learning and wellbeing outcomes and, promote classroom practices that create supportive and safe environments for all students, 3. Demonstrated capability to supervise staff across a range of areas, to promote their own and the school's professional development goals. 4. Demonstrated excellence in verbal and written communication skills. This includes high-level mediation and conflict resolution skills and interpersonal skills to engage and build community. 5. The ability to exercise sound judgement, including dealing with confidential matters.
Qualifications	<ul style="list-style-type: none"> • Bachelor of Teaching or Master of Teaching. • Working with Vulnerable People (WWVP) registration. • Teaching Quality Institute (TQI) accreditation.

Registration and Accreditation

Employment with CECG is conditional upon employees having or obtaining a valid and current working with children registration and accreditation for teaching.

Registrations and accreditations for teaching and working with children are administered under state and territory law. Employees required to perform work or access information in both the ACT and NSW are required to have valid registrations for both regions. The registrations are as follows:

ACT

NSW

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| <ul style="list-style-type: none">• Working with Vulnerable People Check (WwVP)• Teaching Quality Institute (TQI) | <ul style="list-style-type: none">• Working with Children Check (WwCC)• NSW Education Standards Authority (NESA) |
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CECG employees are required to meet the expectations for accreditation in accordance with the Accreditation to Work Teach and Lead Policy in Catholic Education Policy.

Personal information collected in the course of employment will only be used for the purpose it is given in accordance with privacy law and the CECG Privacy Policy – [Click here.](#)