



POSITION TITLE:	Leader – Head of Arts
SECTION:	MacKillop Catholic College, Mount Peter
REPORTS TO:	College Principal
CLASSIFICATION:	Remuneration in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland</i> Middle Leader Tier 2
AUTHORISATION:	Executive Director

CATHOLIC EDUCATION SERVICES – DIOCESE OF CAIRNS

Catholic Education Services in the Diocese of Cairns is a dynamic and growing organisation that is actively inviting schools to co-create with us, schools that are places of rich learning for now and into the 22nd Century.

Our vision is to *offer every student in every school a world class education enriched by their lived encounter with the Catholic Faith.*

Catholic Education Services is committed to this vision through co-leadership with schools to build communities of learning that provide a safe, nurturing and academically challenging environment. Our schools are places where we create opportunities for every student and every staff member so that they are inspired to contribute to our society, innovate, explore possibilities, and achieve excellence.

Catholic Education Services in the Diocese of Cairns embraces thirty (30) schools including twenty (20) primary schools, two (2) Prep to Year 12 colleges and eight (8) secondary colleges. One of these colleges is a Special Assistance College with campuses in Cairns, Cooktown, and Edmonton. This community also includes Catholic Education Services located in Cairns itself. Over the next five years there are two new schools planned.

All schools and colleges, except three, are within a two-hour drive of Cairns. Cooktown, Waibeni Island (Thursday Island) and Weipa are accessed by daily flights and located in some of the most beautiful parts of the country. In total, there are 11,500 students and 1,500 staff.

MacKillop Catholic College, Mount Peter, is a contemporary P-12 Catholic school. Founded in 2016 with Prep to Year 3, it will grow to Prep to Year 12 in 2025.

Leadership and strategic management of Catholic Education Services is the responsibility of the Executive Director of Catholic Education. Through a team of professionals, and in Co-Leadership with principals, the Executive Director manages and facilitates a number of significant delegations which include:

- Support of the mission of the Church as delivered through Catholic Education
- Support of schools by providing services that strengthen school capacity
- Provision of leadership and forward planning to develop organisational capability
- Distribution to schools of government allocated funds and their accountability
- Monitoring quality of schools and compliance/accountability with requirements of governments, Church, and parents

MacKillop Catholic College, Mount Peter

1 MacKillop Rd (Cnr Mount Peter Rd),
Mount Peter QLD 4869
m: PO Box 1027, Edmonton QLD 4869
p: 07 4081 7600

e: office.mountpeter@cns.catholic.edu.au
w: www.mackillopcatholiccollege.qld.edu.au
ABN: 42 498 340 094



- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach

Our staff are supported to experience success and satisfaction in their vital role.

Cairns also offers many lifestyle opportunities that can be found in few other places and is surrounded by World Heritage listed areas including the Great Barrier Reef and the Daintree Rainforest, all within an hour's journey from the growing City of Cairns. It is the gateway to our Asian neighbours with direct flights to China, Japan and Singapore as well as having direct flights to all the east coast capital cities, Darwin, and Queensland's Sunshine and Gold Coasts.

MACKILLOP CATHOLIC COLLEGE, MOUNT PETER

MacKillop Catholic College (www.mackillopcatholiccollege.qld.edu.au), a master-planned Prep to Year 12 College, was established in 2016 with Prep-Year 3 classes. The College will progressively develop by year levels and the first Year 12 cohort graduating in 2025. Guided by the authentic discipleship of Saint Mary MacKillop of the Cross, and the Josephite tradition, our mission, to *inspire hearts, minds and spirits*, is grounded in the vision to provide quality 21st century education to the young people in our community.

Teachers play a crucial role at MacKillop Catholic College in the holistic education of the young person, and in promoting the mission and goals of the College, which are to:

- form confident and creative young people who value the ethic of love
- be a safe and welcoming community in which relationships are characterised by Gospel values

The young people in our care should develop skills in building positive relationships and lifelong learning based on those modelled by College staff. As a new College, MCC utilises Innovative Learning Environments (ILEs) to shape student learning experiences and cultivate a school-wide culture of learning that gives primacy to individualised learning through inquiry, meta-cognition, collaboration and integration.

Learning and teaching at MacKillop Catholic College is committed to ongoing teacher development and capacity building to facilitate the continual development and enrichment of the educational experiences and outcomes for all students. A teacher at MacKillop Catholic College should see themselves as a member of the MacKillop family, working in cooperative partnership with parents and the Catholic Community, and seek to support the Josephite mission.

PURPOSE OF THE ROLE

The role of the **Leader – Head of Arts (Years 7-12)** is to support the mission of the College through leadership of the learning and teaching programs of the Arts and Technology curriculum. This involves developing appropriate curriculum in line with National, State and Diocesan requirements; ensuring that appropriate pedagogies are developed and implemented at all levels; monitoring the quality of student learning and the effectiveness of teacher practice through appropriate supervision; utilising thorough analysis of current data to inform decisions; building appropriate partnerships within and outside of the school; and prudently administering available resources.



ESSENTIAL DUTIES AND RESPONSIBILITIES

These are the typical duties and areas of responsibility that all teaching staff at MacKillop Catholic College are expected to uphold and are aligned with the National Professional Standards for Teachers.

MISSION OF THE CHURCH

- Understands and supports the role of Catholic Education in the Mission of the Church
- Demonstrates a willingness to articulate the implications of the model and message of Christ and the school's Mission Statement in the curriculum
- Committed to the life and practice of one's faith tradition
- Demonstrates a willingness to review and reflect teaching practices in light of the school's mission statement
- Incorporates gospel values in the curriculum
- Actively supports school worship and liturgy
- Nurtures personal spiritual development

LEARNING AND TEACHING

- Develops a relational platform as a basis for learning and teaching
- Understands the nature of the learner and the learning process and tailors teaching programs to meet the diverse needs of students
- Plans and prepares effective, quality learning and teaching programs and practices, which are consistent with the National Professional Standards for Teaching and diocesan and school based learning area plans and policies
- Maintains teaching competency and currency of knowledge of relevant curriculum programs, as required by school and Diocese, including Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School
- Creates a nurturing and stimulating learning environment, which is inclusive, learner centred and academically challenging
- Demonstrates effective classroom management, which provides an environment that is conducive to learning
- Provides assistance to students with individual educational needs
- Maintain appropriate behaviours when engaging with children
- Assesses student performance (diagnostic, formative and summative) for developmental feedback and reporting purposes
- Maintains student records and samples of work and reports on student performance to students, parents, the school, diocesan and statutory authorities.
- Exercises professional responsibility in engendering a love of learning and developing lifelong learning
- Effectively uses ICT in learning and teaching

(In accordance with National Professional Standards for Teachers, Number 1, 2, 3 & 5)

STUDENT WELLBEING

- Facilitates personal development and social participation of the learner
- Demonstrates effective behaviour management practices
- Provides for the physical, social, cultural and emotional well-being and physical safety of students
- Enhances student development towards effective citizenship and responsible adulthood, through participation in planned and extra curricula activities

(In accordance with National Professional Standards for Teaching, Number 4)



PROFESSIONAL GROWTH

- In consultation with the leadership team of the school or a nominated support person, regularly monitors the effectiveness of the teaching / learning program.
- Participates in and supports professional learning.
- Implements knowledge, skills and strategies gained from professional learning
(In accordance with National Professional Standards for Teachers, No 6)

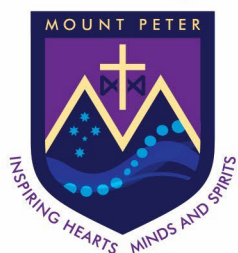
PARTNERSHIPS

- Participates in collaborative development and evaluation of curriculum, school policies and procedures.
- Establishes and maintains appropriate interpersonal relationships within the school, as well as between the school and community, particularly in regard to the Diocesan 'Code of Conduct'.
- Is aware of and actively supports school and Diocesan policies
(In accordance with National Professional Standard, Number 7)

GENUINE OCCUPATIONAL REQUIREMENTS

These are the typical duties and areas of responsibility that all teaching staff at MacKillop Catholic College are expected to uphold and are aligned with the National Professional Standards for Teachers. The Leader will demonstrate the following in the course of their duties:

- Share in the Church as a professional within the school faith community
 - Support the Catholic ethos of our schools
 - Participate in worship and prayer in our schools
 - Develop in students an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behaviour
- Plan, prepare and implement for effective learning and teaching *(Refer to National Professional Standards for Teachers, Number 1, 2, 3 & 5)*
 - Appropriate knowledge to plan and prepare teaching and learning programs which meet the diverse characteristics, needs and learning styles of students, and are consistent with relevant curriculum and policies
 - Implement effective and inclusive teaching and learning processes, including the use of technology, to establish a challenging learning environment to encourage students to work toward their full potential
- Create and maintain safe, supportive and caring environments *(Refer to National Professional Standards for Teachers, Number 4)*
 - Facilitate the prevention of child harm by recognising and responding appropriately
 - Communicate effectively with students including using appropriate interpersonal skills
 - Plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a safe and supportive learning environment
- Engage in professional learning and reflection *(Refer to National Professional Standards for Teachers, Number 6)*
 - Model continuous learning through participation in professional development activities
 - Review and evaluate personal teaching practices to improve student learning
 - Engage with colleagues to discuss teaching practices to improve educational outcomes
- Engage professionally with colleagues, parents/carers and the community *(Refer to National Professional Standards for Teachers, Number 7)*
 - Comply with professional ethics and understanding
 - Understand the need to work collaboratively with school staff, parents and members of the wider community to establish effective partnerships and achieve educational outcomes
 - Contribute to the school community



- Accountable and responsible for ensuring professional behaviour
- Ability to cope with own emotions and behaviour effectively
- Ability to comply with legislation and professional regulations to reduce the risk of harm to self and others
- Ability to maintain an appropriate level of confidentiality
- Ability to communicate in English both verbally and in writing to meet necessary standards with respect to clarity, accuracy and professionalism appropriate to the position
- Ability to locate appropriate and relevant information from multiple sources and convey, integrate and implement knowledge in practice
- Ability to prioritise workloads and manage multiple tasks with competing timelines
- Ability to accept responsibility for own work
- Intermediate to advanced skills in Microsoft applications necessary to demonstrate the required range of skills and tasks
- Competent use of digital technologies necessary to demonstrate the required range of skills and tasks

Physical requirements of the position:

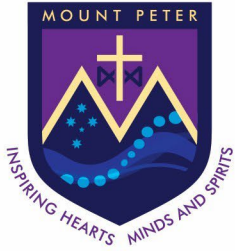
- Work is normally performed in a typical interior office and/or classroom environment
- Frequent access to and movement within multilevel buildings that may include open spaces e.g. balconies
- Manoeuvring within the office/school environment appropriate to the position
- Frequent use of telecommunication and electronic equipment
- Work environment involves exposure to potentially dangerous materials and situations that requires following safety precautions and may involve the use of protective equipment

MANDATORY QUALIFICATIONS AND REQUIREMENTS

- Formal qualifications at Degree level in Education, Teaching or other relevant field
- Registered or eligible to register with Queensland College of Teachers
- Leadership experience:
 - Demonstrated ability in educational leadership.
 - Demonstrated administrative ability.
 - Demonstrated skills in interpersonal relationships.
- Willingness to achieve Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School (Teachers of Religious Education)
- Willingness to support and participate in the prayer, liturgy and sacramental life of the Church in the school community
- Capacity to understand and implement Duty of Care and Workplace Health and Safety requirements.
- Current drivers licence
- A strong demonstrated commitment to the objectives, vision, and ethos of Catholic Education
- Promote child safety at all times

RELATED DOCUMENTS

- National Professional Standards for Teachers.
- Policy – Accreditation to Teach and Accreditation to Teach Religious Education.
- Statement of Principles for Employment in Catholic Education.
- Code of Conduct for Employees of Catholic Education.
- Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland.



ADDITIONAL INFORMATION

The incumbent will need:

- The appointee to this position will be required to complete a period of 6 month' probation in accordance with The Fair Work Act 2009.
- An in-depth understanding of and commitment to the mission and objectives of Catholic Education in the Diocese of Cairns.
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.





ROLE SPECIFIC DUTIES AND RESPONSIBILITIES

Typical duties and responsibilities are organised in accordance with the Cairns Diocesan Leadership Framework:

TAKE THE LEAD

- Establish a vision and direction for the designated Learning Area which aligns with the strategic goals of the College.
- Contribute to the leadership of the College through active participation in department, staff, and middle leadership meetings.
- Embed and support the College's pedagogical framework for 21st century learning and teaching.
- Model high expectations in pedagogy, learning, assessment, and reporting.
- Professional development and pastoral care of staff engaged in the designated area(s) of curriculum responsibility.
- Coordinate the development of Learning, Teaching, and Assessment Programs according to National, State and Diocesan requirements.
- Leadership capacity – a broad vision that extends beyond subject boundaries, initiative, perseverance, acceptance of responsibility, effective organisational skill, ability to communicate appropriately and ability to foster cooperation and collegiality.
- Lead the implementation of the senior curriculum for the designated Learning Area/s.

(In accordance with Professional Standards for Leaders 1 and 2)

THINK IT THROUGH

- Co-develop, implement, and promote a curriculum which prepares our students for active global citizenship and includes the College's mission, vision, and values.
- Monitor and lead the use of ongoing formative assessment and cycles of feedback to improve student outcomes.
- Lead the use of digital technologies for collaboration, student learning and feedback.

(In accordance with Professional Standards for Leaders 3)

WORK TOGETHER

- Co-develop and implement a programme of academic care.
- Monitor and provide feedback on the planning of staff in the allocated Learning Area.
- Coordinate assessment, quality assurance and reporting programs, and keep of appropriate records.
- Liaise with other Leaders to facilitate and coordinate co-curricular opportunities within the designated Learning Areas.
- Supervise the quality of teaching practice through activities such as collegial planning, quality assurance, classroom observation, and facilitation of reflective teaching practice.
- Supervise the quality of student learning through analysis of student performance data and addressing areas of concern through appropriate interventions.
- Induction of new teachers within the Learning Areas (or supervision of induction where it is undertaken by another experienced teacher).
- Manage financial and material resources within the area of responsibility including the formulation of budgets and the expenditure of allocated funds.
- Promote capacity building among colleagues within the Learning Area team.
- Promote and encourage an understanding of community that celebrates diversity and acknowledges the gifts of everyone.
- Work with parents and carers as active partners in their child's education.
- Regularly communicate with stakeholders about issues of legitimate interest and/or concern.

(In accordance with Professional Standards for Leaders 4 and 5)



FOCUS ON IMPROVEMENT

- Using the School Effectiveness Framework (SEF), collaborate in annual review and goal setting processes to shape the School Annual Improvement Plan (SAIP).
- Support supervised staff' capacity building through professional learning and PGIAP processes as an integral component of SEF processes.
- Actively engage in the College's commitment to continual improvement through informed research which leads to innovative practice.
- Identify and act on areas for improvement within the Learning Area/s.
- Track the learning needs of all students and work collaboratively as Middle Leaders to ensure each student's educational outcomes are optimised.
- Apply contemporary learning and teaching research to classroom practice through professional development of teachers engaged in the Learning Area/s.

(In accordance with Professional Standards for Leaders 3 and 4)

REFLECT AND GROW

- Keep abreast of developments within the area of responsibility through on-going professional reading and research and providing for the professional learning of staff in line with these developments.
- Engage in professional discourse with staff on an individual and departmental basis through regular meetings.
- Engage in the professional activity through membership of professional associations and on-going professional development.

(In accordance with Professional Standards for Leaders 2)

ESSENTIAL DUTIES AND RESPONSIBILITIES

These are the typical duties and areas of responsibility that all teaching staff at MacKillop Catholic College are expected to uphold and are aligned with the National Professional Standards for Teachers.

MISSION OF THE CHURCH

- Understands and supports the role of Catholic Education in the Mission of the Church
- Demonstrates a willingness to articulate the implications of the model and message of Christ and the school's Mission Statement in the curriculum
- Demonstrates a willingness to review and reflect teaching practices in light of the school's mission statement
- Incorporates gospel values in the curriculum
- Actively supports school worship and liturgy
- Nurtures personal spiritual development and is open to a personal encounter with Jesus Christ.

LEARNING AND TEACHING

- Develops a relational platform as a basis for learning and teaching.
- Understands the nature of the learner and the learning process and tailors teaching programs to meet the diverse needs of students.
- Plans and prepares effective, quality learning and teaching programs and practices, which are consistent with the National Professional Standards for Teaching and diocesan and school-based learning area plans and policies.
- Maintains teaching competency and currency of knowledge of relevant curriculum programs, as required by school and Diocese, including Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School.
- Creates a nurturing and stimulating learning environment, which is inclusive, learner centered and academically challenging.
- Demonstrates effective classroom management, which provides an environment that is conducive to learning
- Provide assistance to students with individual educational needs.



- Assesses student performance (diagnostic, formative and summative) for developmental feedback and reporting purposes.
- Maintains student records and samples of work and reports on student performance to students, parents, the school, diocesan, and statutory authorities.
- Exercises professional responsibility in engendering a love of learning and developing lifelong learning.
- Effectively uses ICT in learning and teaching and possess transferable skills and familiarity with the functionality of a Learning Management System.
(In accordance with National Professional Standards for Teachers, Number 1, 2, 3 & 5)

STUDENT WELLBEING

- Facilitates personal development and social participation of the learner.
- Maintain appropriate behaviours when engaging with children
- Demonstrates effective behaviour management practices.
- Provides for the physical, social, cultural, and emotional well-being and physical safety of students.
- Enhances student development towards effective citizenship and responsible adulthood, through participation in planned and co-curricular activities
(In accordance with National Professional Standards for Teaching, Number 4)

PROFESSIONAL GROWTH

- In consultation with the leadership team of the school or a nominated support person, regularly monitors the effectiveness of the teaching / learning program.
- Participates in and supports professional learning.
- Implements knowledge, skills and strategies gained from professional learning
(In accordance with National Professional Standards for Teachers, No 6)

PARTNERSHIPS

- Participates in collaborative development and evaluation of curriculum, school policies and procedures.
- Establishes and maintains appropriate interpersonal relationships within the school, as well as between the school and community, particularly in regard to the Diocesan 'Code of Conduct'.
- Is aware of and actively supports school and Diocesan policies
(In accordance with National Professional Standard, Number 7)

GENUINE OCCUPATIONAL REQUIREMENTS

- Share in the Church as a professional within the school faith community
 - Support the Catholic ethos of our schools
 - Participate in worship and prayer in our schools
 - Develop in students an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behavior
- Plan, prepare and implement for effective learning and teaching *(Refer to National Professional Standards for Teachers, Number 1, 2, 3 & 5)*
 - Appropriate knowledge to plan and prepare teaching and learning programs which meet the diverse characteristics, needs and learning styles of students, and are consistent with relevant curriculum and policies
 - Implement effective and inclusive teaching and learning processes, including the use of technology, to establish a challenging learning environment to encourage students to work toward their full potential
- Create and maintain safe, supportive and caring environments *(Refer to National Professional Standards for Teachers, Number 4)*
 - Facilitate the prevention of child harm by recognising and responding appropriately



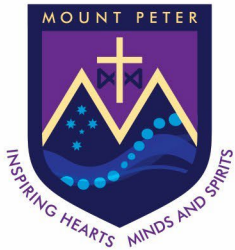
- Communicate effectively with students including using appropriate interpersonal skills
- Plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a safe and supportive learning environment
- Engage in professional learning and reflection (*Refer to National Professional Standards for Teachers, Number 6*)
 - Model continuous learning through participation in professional development activities
 - Review and evaluate personal teaching practices to improve student learning
 - Engage with colleagues to discuss teaching practices to improve educational outcomes
- Engage professionally with colleagues, parents/carers and the community (*Refer to National Professional Standards for Teachers, Number 7*)
 - Comply with professional ethics and understanding
 - Understand the need to work collaboratively with school staff, parents and members of the wider community to establish effective partnerships and achieve educational outcomes
 - Contribute to the school community
- Facilitate the prevention of child harm by recognising and responding appropriately
- Accountable and responsible for ensuring professional behaviour.
- Ability to cope with and regulate own emotions and behaviour effectively.
- Ability to comply with legislation and professional regulations to reduce the risk of harm to self and others.
- Ability to maintain an appropriate level of confidentiality.
- Ability to communicate in English both verbally and in writing to meet necessary standards with respect to clarity, accuracy, and professionalism appropriate to the position.
- Ability to locate appropriate and relevant information from multiple sources and convey, integrate, and implement knowledge in practice.
- Ability to prioritise workloads and manage multiple tasks with competing timelines.
- Ability to accept responsibility for own work.
- Intermediate to advanced skills (or commitment to obtain) in Microsoft 365 and a high level of general digital literacy.
- Self-motivated, with the ability and commitment to work both effectively in a team and autonomously when required, to ensure that projects are achieved within defined timelines.
- Accountable and responsible for creating a positive workplace culture and reducing the risks to physical and mental health in the workplace.

Physical Requirements of the Position

- Work is normally performed in a typical interior office and/or classroom environment.
- Work may be performed in an outdoors environment and may involve exposure to elements such as weather (sun/wind/rain), dust, dirt, fumes and/or loud noises.
- Manoeuvring within the school environment appropriate to the position.
- Driving of a motor vehicle.
- Frequent use of telecommunication and electronic equipment.

MANDATORY QUALIFICATIONS AND REQUIREMENTS

- Understanding and commitment to education in the Catholic tradition.
- Leadership experience:
 - Demonstrated ability in educational leadership.
 - Demonstrated administrative ability.
 - Demonstrated skills in interpersonal relationships.
- Skills for building community including facilitation, delegation, and consultation.
- Professional qualifications in Education.



- Minimum of 4 years classroom experience.
- Registered or eligible to register with Queensland College of Teachers.
- Current driver's licence.
- Promote child safety at all times.
- A strong demonstrated commitment to the objectives, vision, and ethos of Catholic Education.

RELATED DOCUMENTS

- National Professional Standards for Teachers
- Policy – Accreditation to Teach and Accreditation to Teach Religious Education
- Statement of Principles for Employment in Catholic Education
- Code of Conduct for Employees of Catholic Education
- Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland

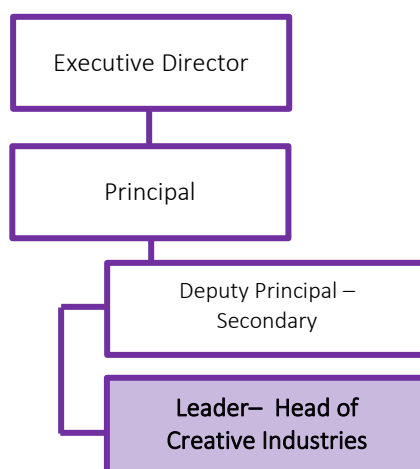
ADDITIONAL INFORMATION

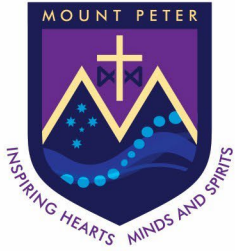
The incumbent will need:

- An in-depth understanding of and commitment to the mission and objectives of Catholic Education in the Diocese of Cairns;
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.

REPORTING & OTHER RELATIONSHIPS

The **Leader – Head of Creative Industries (Arts & Technology)** is accountable in the first instance to the Deputy Principal – Secondary.





EMPLOYEE ACCEPTANCE

The employee's signature signifies an understanding and acceptance that the content contained herein and forms an integral part of their employment terms and conditions.

I have read and acknowledge receipt of this Position Description:

Employee Name: _____

Signature: _____

Date: _____