



POSITION DESCRIPTION

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

Leader of Learning and Wellbeing (multiple positions)

Position Level	ACT Co-ordinator (1.0)
Salary (Full-time)	\$130,338 (based on skills and experience)
Reports To	Principal
Location	St John Paul II College, Nicholls ACT
Employment Type	Full-Time
Employment Status	Fixed-Term
Employment Term	Commencing Monday 24 January 2022
Hours Per Fortnight	76

Who Are We?

Catholic Education, Canberra & Goulburn (CE) plays an integral role in education both in the ACT and NSW, covering 88,000 square kilometres covering the whole of the ACT and extending from Pambula on the south coast, to Crookwell in the North, through to the western point of Lake Cargelligo. Operating 56 Schools and 8 Early Learning Centres, CE is key to the education of over 21,000 students within the Diocese and employing over 2,100 professionals. At CE, our people are the engine that drives our system.

Our Vision

Jesus Christ, our greatest teacher, calls us to share and witness to our Catholic Faith and Tradition, build inclusive communities and deliver contemporary quality learning opportunities for every person.

Position Purpose	<p>St John Paul II College is a welcoming and inclusive learning community where diversity is embraced and learning outcomes are maximised for each individual. The College is a flagship college of best practice in education for the Catholic community of the region: a unique, innovative educational environment where every student can flourish.</p> <p>We have opportunities for creative and innovative Leaders of Learning and Wellbeing to join our learning community.</p> <p>At JPC, teachers work in teams, both in planning and in teaching. One third of the week is devoted to Independent Learning Time (ILT) where students plan their time and work independently and have access to teachers to assist them when needed. Mobile devices enhance learning. Responsibility for providing learning support for students with additional needs is with the teacher, supported by targeted professional development and there are no Learning Support Assistants.</p> <p>Pastoral and academic care of every student is paramount and a vertical House structure facilitates this. The College bases its care of students on the School Wide Positive Behaviour Framework which it has customised to meet the College's context. Every teacher is a mentor to a small group of students in</p>
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	<p>their House and uses a coaching approach to provide in-depth one on one pastoral care support and academic mentoring. The Mentor teacher also provides the crucial link between home and school. The Mentor is the first point of call for parent queries and concerns and the initiator of a regular, detailed updates to parents.</p> <p>Staff are committed to developing the whole person and the community through generous participation in the life of the school, including the facilitation of co-curricular activities. Sustainability is a key focus in the College. Staff are committed to sustainable practice including the incorporation of Sustainability across the curriculum, minimisation of waste, healthy eating and physical activity.</p> <p>There are three Assistant Principals, supported by eighteen Leaders of Learning and Wellbeing – the Middle Management Team. The Assistant Principal and the Leader of Learning and Wellbeing roles do not follow the traditional structure along Curriculum or Pastoral lines. All Leaders of Learning and Wellbeing are both leaders of teaching and learning and pastoral leaders. The leadership focus of the College is on implementing vision, building the capacity of staff and creating a successful and engaging learning experience for all students. A key focus is on best practice pedagogical approaches within the context of optimum student wellbeing.</p> <p>Each House leadership team is made up of three leaders who take responsibility for the overall welfare and academic progress of students and building the capacity of the teachers in their House. Each leader has a focus area which may be Wellbeing, a Faculty or a Whole School responsibility. Specific responsibilities are reviewed annually.</p> <p>The focus areas are:</p> <ul style="list-style-type: none"> • Wellbeing for House with year level focus (6 LLWBs) • Faculty leadership (8 LLWBs) • Whole school responsibilities (4 LLWBs): Mission and Ministry, Learning Support, Senior Studies, Careers and Vocational Education.
<p>Position Duties</p>	<p>All Leaders of Learning and Wellbeing will have:</p> <ul style="list-style-type: none"> • A sound understanding of the operation of Catholic schools and a personal commitment to furthering the identity and ethos of the College; • Responsibility for the mentoring and supervision of the teachers and students in their House; • A focus area of responsibility. <p>House responsibilities</p> <p>As part of the House team, all Leaders of Learning and Wellbeing play a vital role in ensuring the academic and pastoral wellbeing and success of students in their House. This involves developing a sense of purpose and progress in teachers and students alike.</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> • The care and proactive monitoring of students allocated to their House, using the School Wide Positive Behaviour Framework and including the case management of students as required;

- The mentoring/coaching/supervising of teachers in their House to build teacher capacity;
- the development and fostering of House identity and spirit;
- effective and frequent communication with parents of students in their house/assisting Mentor staff in this process.

LLWBS also have either a faculty/whole school focus or a wellbeing focus:

1. Faculty/whole school focus

In these focus areas, LLWBs play a leading role in bringing life to the College vision of teaching and learning to ensure that practice is vibrant and aligned with agreed school pedagogical approaches.

Responsibilities include:

- Classroom practice and programs are innovative and maximise the benefits of team teaching to ensure a differentiated approach, optimising student progress;
- The creation and maintenance of policies, processes and documentation for the faculty or whole school area;
- Processes are consistent and accountable and in line with the agreed practice of the school;
- reflective and evaluative practices are embedded and decision-making is evidence based.

2. Wellbeing focus

In this focus area, LLWBs take the lead responsibility for the care and proactive monitoring of students in their House. Each LLWB with a wellbeing focus also takes responsibility for key wellbeing areas of a particular year group.

Responsibilities include:

- Investigation of behaviour and wellbeing concerns;
- Tracking of wellbeing data;
- Leading the case management of students with significant academic and wellbeing needs;
- Being the point of contact for teachers who have concerns about students in their House;
- Development of a targeted Wellbeing Program for a particular year group;
- Organisation of key events for a particular year group.

<p>Skills, Attributes and Experience</p>	<p>In addressing the Selection Criteria below, please refer to the Catholic Education Leadership Framework, showing how you would demonstrate the criteria below to a leadership level as a Leader of Learning and Wellbeing at St John Paul II College.</p> <p>We are looking for experienced and committed professionals with:</p> <ol style="list-style-type: none"> 1. Proven commitment to Catholic education and the promotion of the mission of the Catholic Church. 2. Highly developed self-management skills and the personal capabilities of self-reflection, integrity, resilience and emotional maturity. 3. High level planning and management skills with demonstrated ability to contribute innovatively to the strategic directions of the College. 4. Passion and expertise to work individually and collectively with students and teachers to create programs and learning experiences to meet the specific learning needs of students across the full range of abilities. 5. Proven leadership skills in working collaboratively and flexibly with colleagues to build their capacity and manage their performance. Coaching expertise highly desirable. 6. Excellent interpersonal and communication skills, the ability to resolve conflict and deal with complex interpersonal issues. 7. Demonstrated commitment to professional growth and to the targeted application of this to improve educational outcomes. 8. Appropriate qualifications and experience.
<p>Qualifications</p>	<p>Click or tap here to enter text.</p>

Application Requirements

All applications must be submitted online via the online recruitment system. You can apply using the 'Apply Now' button found in the job advertisement. Your application must include a resume and cover letter (separate documents) outlining your suitability for the position based on the requirements set out in the position description. E.g. why would you be the best person for the position?

Working with Children

In the course of your employment, you will have direct contact with children, and it is, therefore, child-related work in accordance with:

- a) in the ACT, Working with Vulnerable People (WWVP) (Background Checking) Act 2011; and/or
- b) in NSW, Child Protection (Working with Children Check) (WWCC) Act 2012.

Employment with CE is conditional upon successful applicants having or obtaining a valid and current working with children registration, appropriate to the state and/or territory in which they will work. NSW and ACT require different working with children registrations.

Religious Education

All CE staff are required to attend religious accreditation designed to acquaint you with the vision and mission of Catholic Education. For more information regarding religious education - [Click here](#)

Employment Information Collection Notice CE's Privacy Policy - [Click here](#)

Application Enquires: CE Recruitment Team

Phone: 02 6234 5427 | Email: recruitment@cg.catholic.edu.au

Teaching Registration and Accreditation

Commencement is conditional upon applicants having valid teaching registrations and/or accreditations appropriate to the state and/or territory in which they will work.

NSW and ACT require different registrations and accreditations. If you are required to perform work or access information that is deemed to be working with children in both the ACT and NSW, you will be required to have valid registrations for both regions.

- ACT – Teaching Quality Institute (TQI).
- NSW – NSW Education Standards Authority (NESA).