



POSITION TITLE:	Leader – Humanities and Social Science
REPORTS TO:	Deputy Principal - Secondary
CLASSIFICATION:	Remuneration in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland</i> (Available at www.cns.catholic.edu.au) Middle Leader Tier 2C
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
- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach

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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 Middle Leader of Learning will have a vital role in the next phase of strategic growth of the College. The role involves the day-to-day leadership of the secondary school HASS curriculum, commencing with Year 7 and growing on a yearly basis through to Year 12. The Leader – Humanities and Social Science will teach at least one HASS subject and design the unit plans for the HASS Curriculum. He/she will lead the HASS teacher team for their delivery of the learning program within the integrated and project aspect of the overall curriculum.

The role of the Leader – Humanities and Social Science is to support the mission of the College through leadership of the learning and teaching programs of HASS and the integrated Humanities and oversee the development of the HASS 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.

The Leader – Humanities and Social Science provides vision, inspiration, encouragement, and assistance to all members of their team, providing support to the Leadership Team of the College and acting under their direction. He/she is expected to demonstrate excellence in the knowledge, understanding and research in the Learning Areas of Humanities and Social Sciences. They will show leadership in their field and promote their Learning Area's part of the holistic education offered at MacKillop Catholic College.

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.

(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.
- Lead the innovative and collaborative design of 'linked' curriculum, planning and assessment appropriate to the designated Learning Areas.
- Seek opportunities in the Learning Area to facilitate student engagement through Collaborative Inquiry and Project Based Learning.
- 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 for the HASS department.
- 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

- 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 the capacity to develop:

- 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.

Please Note:

- A non-smoking policy is effective in Catholic Education Services buildings, offices and motor vehicles.
- The appointee to this position will be required to complete a period of 6 months' probation in accordance with The Fair Work Act 2010.

HOW YOU WILL BE ASSESSED

How we do things is as important as what we do, therefore you will be assessed on your ability to use your experience, knowledge, skills, and competencies confidentially with good judgement and wisdom.

You will be assessed on your ability to demonstrate the following four capabilities – Personal, Professional, Relational and Organisational within context to the key accountabilities identified above.

Within the context of the role described above, the ideal applicant will be someone who has the following key capabilities:

1. Supports strategic direction

Knowledge of, or ability to gain knowledge of, departmental administrative and financial policies, practices and procedures, and Workplace Health and Safety legislation and requirements.

2. Achieves results

Demonstrated ability to undertake professional practices in relation to a busy and dynamic department.

3. Supports productive working relationships

Demonstrated ability and commitment to work as an effective member of a team, by providing support, training, and guidance to team members.

4. Displays personal drive and integrity

Demonstrated ability to work with limited supervision and within guidelines and respond to issues as they arise.

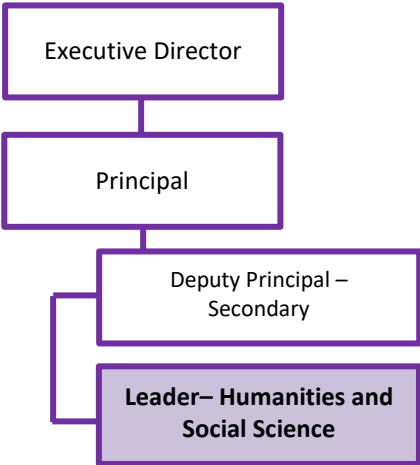
5. Communicates with influence

Effective communication and interpersonal skills that encourage positive interaction across the school community and the wider educational and parish communities.

CAPABILITIES	
PERSONAL	PROFESSIONAL – KNOWLEDGE & UNDERSTANDING
Engages in self-reflection	Is aware and responsive
Gives witness to personal faith and commitment	Integrates a Catholic stance in area of responsibility
Displays a sense of self-efficacy and personal identity	Supports and engages change processes
Displays intuition as well as logic and reason	Demonstrates appropriate styles of decision making
Projects confidence, optimism and resilience	Inspires a collegial purpose and vision
Demonstrates honesty and integrity	Supports efficient and robust structures and systems
Demonstrates ethically responsible behaviours	Focuses on core outcomes and accountabilities
Is morally courageous	Engages in workplace learning and relevant professional development
Demonstrates a commitment to personal spiritual growth	Operates with a commitment to sound educational focus
Displays imagination and vision	Operates with a spirit of service and professionalism
Integrates work and personal life	Develops moral purpose
Engages with the Catholic culture	Demonstrates capacity to provide professional support
Is culturally sensitive	
SOCIAL & INTERPERSONAL	ORGANISATIONAL
Is relationally adept	Gives priority to the Church’s mission in education
Is emotionally mature	Engages in future thinking, aware of the big picture
Is guided by the spirit and teachings of the Gospel	Supports organisational capacity to respond to contemporary and future needs
Communicates with confidence	Avoids imposing old paradigms on new realities
Is authentically present	Supports a growth promoting workplace
Displays a trusting disposition	Exercises committed and ethical stewardship
Supports collaborative and productive working environments	Contributes to organisational sustainability
Engages in positive politics	Supports a sharing organisational culture that focuses energies and talents
	Operates in fidelity to Catholic social teaching and environmental responsibilities

REPORTING & OTHER RELATIONSHIPS

The Leader – Humanities and Social Science 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:** _____