

HAMPTON PARK SECONDARY COLLEGE



ROLE DESCRIPTIONS

LEADING TEACHER: EDUCATIONAL LEADERSHIP

TENURE: 2019-2021

UPDATED: JUNE 2018

HPSC LEADERSHIP PROFILE

LEADING TEACHER: EDUCATIONAL LEADERSHIP



Leading Teachers are an integral part of the Leadership Team at Hampton Park Secondary College. They are proactive in achieving the College's goals and targets as set out in the School Strategic Plan and Annual Implementation Plan. They are expected to build the capacity of their staff to achieve the College improvement agenda. Leading Teachers are exemplary models in teaching and learning, committed to their own professional growth and work with the Principal and Assistant Principals to build a positive culture of learning and improvement across the College.

Leading Teachers at Hampton Park Secondary College will demonstrate the following HPSC Leadership Elements:

1. Abilities to build teams and implement change in relation to:
 - Whole school improvement – in particular, literacy and numeracy, and in alignment with the AIP and SSP
 - Improving teacher performance through coaching, mentoring and capacity building of staff through the PDP
 - Improving learning and engagement for students, including active use of student voice to inform teacher practice and college policy
2. Commitment to professional learning and understanding of current educational research and best practice
3. Outstanding classroom teaching and commitment to modelling exemplary classroom practice for colleagues
4. Commitment to building:
 - personal leadership skills
 - a strong school culture and community aligned with our school vision and values
 - a unified leadership team aligned to our agreed trademark behaviours

In addition, all Leading Teachers are expected to be able to engage with effective resource management, including but not limited to:

- Managing the yearly program budget to support the work of their areas of leadership across the College.
- Promoting a safe working environment within the College.
- Ensuring adherence to Occupational Health and Safety regulations, other regulatory requirements and undertake risk assessments where appropriate.
- Overseeing care of the College environment both internally and externally.

The HPSC Leadership Profile 2019-2021 is comprised of the following Educational Leadership roles:

- Improvement Leader – Literacy Across the Curriculum
- Improvement Leader – Numeracy Across the Curriculum
- Pedagogy and Learning Leader
- Sub School Learning Leader x 3: Junior (7&8), Middle (9&10), Senior (11&12)
- Community Engagement Leader
- Student Engagement Leader
- Professional Learning and Development Leader

In addition, the Leadership Team will collaborate with Learning Specialists (5 positions) who will focus on key improvement areas for the College including modelling excellence in teaching and learning practices and the mentoring and coaching of teachers to improve knowledge, understanding and skills.

Leadership Team Meeting Structure

In addition to the regular staff meeting opportunities, all members of the College Leadership Team will have additional meetings to attend and participate in. This will take the form of two leadership-focused meetings, each with a distinct purpose:

1. Strategic Plan Leadership Meetings: Focused on ongoing team and individual leadership development and monitoring of College improvement agendas, including those outlined in the School Strategic Plan (SSP) and Annual Implementation Plan (AIP).
2. Operational Leadership Meetings: Focused on building a shared understanding of the contributions each Educational Leader makes to the leadership of the College. Furthermore, it focuses on building a cohesive and strategic approach to the everyday leadership of the College. This includes sharing information, feeding back, reporting to the broader group, and undertaking decision making as a Leadership Team.

Leading Teacher Application Process

All Leading Teacher positions are advertised as Educational Leadership roles via Recruitment Online. As part of the application process, candidates shall be asked to nominate preferences for a role at the College. Once all successful candidates are appointed into advertised positions, a recommendation will be made by the panel to the Principal as to the most suitable candidate for each role.

Leading Teacher Key Selection Criteria

SC1: Demonstrated high level understanding of initiatives in student learning including the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the capacity to provide leadership in the alignment of teaching and learning in accordance with the Victorian curriculum.

SC2: Demonstrated outstanding classroom teaching and leadership skills and capacity to implement high impact classroom teaching strategies, to lead colleagues to continually improve teaching and learning and to enable all students to achieve their full potential.

SC3: Demonstrated outstanding ability to monitor and assess student learning data at the individual, cohort and whole school level and to use this data to inform teaching for improved student learning.

SC4: Demonstrated outstanding written and verbal communication skills and high level interpersonal skills including the ability to establish and maintain collaborative relationships with parents, other employees and the broader school community focused on student learning, wellbeing and engagement.

SC5: Demonstrated commitment and capacity to actively contribute to and to manage major curriculum or student activities and a commitment to continually improving teaching quality and capacity through the application of knowledge, skills and expertise derived from ongoing professional development and learning.

AITSL Standards for Lead Teachers are available from:

<https://www.aitsl.edu.au/tools-resources/resource/standards-at-the-lead-teacher-level>

**HPSC LEADERSHIP TEAM
TRADEMARK BEHAVIOURS**



Cohesive		Visionary	
We act collaboratively and publicly support our colleagues	We have open and honest communication and hold each other accountable with respect	We challenge ourselves and support each other to take risks	We live and role model the school values
<p>Purpose</p> <p>We work together to create a respectful and positive learning community that builds staff capacity and improves student outcomes</p>			
We display positive attitudes and build positive relationships	We show sincere appreciation and recognition	We respect and abide by all school protocols and decisions	We actively listen, reflect and engage in professional conversation
Positive		Professional	

ROLE DESCRIPTION

Leading Teacher Improvement Leader – Literacy Across the Curriculum



General Responsibilities

The Improvement Leader – Literacy Across the Curriculum will lead the development of a whole-school initiative designed to improve the knowledge, awareness and understanding of the application of literacy across the curriculum aligned with the FISO priority of *Excellence in teaching and learning*. They will collaborate with the Assistant Principal responsible, Learning Specialists, other Leading Teachers, and broader staff across all Domains and all year levels, to take responsibility for the improvement in the capacity of all students to achieve outcomes in line with Department of Education and Training targets for improved literacy.

The Improvement Leader – Literacy Across the Curriculum will develop, support and sustain a learning environment that facilitates high quality teaching and supports enhanced learning for all students in the application of literacy principles across all curriculum areas. They will have a deep understanding of the use of data to measure the improvement in teacher performance and will regularly report their achievements to the college community.

Specific Responsibilities

- Developing and leading a whole school Literacy Plan focused on the improvement of literacy outcomes, including NAPLAN and VCE outcomes.
- Overseeing the collection, scheduling, storage and analysis of student literacy data with a focus on identifying interventions and monitoring student learning growth alongside the English Domain Coordinator, Pedagogy and Learning Leader and Sub School Learning Leaders.
- Leading the development and implementation of whole school Literacy Support and Literacy Intervention subjects and programs.
- Collaborating with the Professional Learning and Development Leader to identify staff learning needs, develop and implement professional learning with regards to literacy, including Literacy for Learning and Response to Intervention (RTI)
- Building the capacity of staff to explicitly teach literacy in all Domains through the PL program and TLTs alongside the Pedagogy and Learning Leader, Professional Learning and Development Leader, Learning Specialists and Domain Coordinators.
- Leading teachers in the three teacher model to be able to effectively implement targeted literacy interventions.
- Collaborating with the Community Engagement Leader to engage with feeder primary schools in the collection of literacy data and implementation of agreed literacy initiatives
- Collaborating with the Community Engagement Leader to engage with the wider community to source resources and programs to support literacy.
- Supporting the ongoing implementation of Teaching and Learning Teams (TLTs) including the support of staff to analyse data for improved learning alongside Sub School Learning Leaders and the Pedagogy and Learning Leader.
- Collaborating with other staff to provide advice to Year Level Coordinators information about Individual Learning Plans (ILPs) for students both at risk and needing challenge in their literacy skills.
- Contributing as a member of the College Learning and Teaching sub-group.
- Representing the College on Network and Regional Committees as appropriate.
- Collaborating with the Timetabler and Assistant Principals in determining the staffing of the literacy classes and programs.
- Fulfilling other duties as required by the Executive Leadership Team.

ROLE DESCRIPTION

Leading Teacher

Improvement Leader – Numeracy

Across the Curriculum



General Responsibilities

The Improvement Leader – Numeracy Across the Curriculum will lead the development of a whole-school initiative designed to improve the knowledge, awareness and understanding of the application of numeracy across the curriculum aligned with the FISO priority of *Excellence in teaching and learning*. They will collaborate with the Assistant Principal responsible, Learning Specialists, other Leading Teachers, and broader staff across all Domains and all year levels, to take responsibility for the improvement in the capacity of all students to achieve outcomes in line with College SSP and AIP numeracy targets.

The Improvement Leader – Numeracy Across the Curriculum will develop, support and sustain a learning environment that facilitates high quality teaching and supports enhanced learning for all students in the application of numeracy principles across all curriculum areas. The Improvement Leader – Numeracy Across the Curriculum will have a deep understanding of the use of data to measure improvement in teacher performance and will report their achievements to the College community.

Specific Responsibilities

- Developing and leading a whole school Numeracy Plan focused on the improvement of numeracy outcomes, including NAPLAN and VCE outcomes.
- Managing the collection, scheduling, storage and analysis of student numeracy data with a focus on identifying interventions and monitoring student learning growth alongside the Mathematics Domain Coordinator, Pedagogy and Learning Leader and Sub School Learning Leaders.
- Leading the development and implementation of a whole school Numeracy Support and intervention subjects and programs.
- Collaborating with the Professional Learning and Development Leader to identify staff learning needs and implement professional learning with regards to numeracy, including Response to Intervention (RTI).
- Building the capacity of staff to explicitly teach numeracy in all domains through the PL program and TLTs alongside the Pedagogy and Learning Leader, Professional Learning and Development Leader and Learning Specialists.
- Leading teachers in the three teacher model to be able to effectively implement targeted numeracy interventions.
- Collaborating with the Community Engagement Leader to engage with feeder primary schools in the collection of numeracy data and implementation of agreed numeracy initiatives.
- Collaborating with the Community Engagement Leader to engage with the wider community to source resources and programs to support numeracy.
- Supporting the ongoing implementation of Teaching and Learning Teams (TLTs) including the support of staff to analyse data for improved learning alongside Sub School Learning Leaders and Pedagogy and Learning Leader.
- Collaborating with other staff to provide Year Level Coordinators information about Individual Learning Plans (ILPs) for students both at risk and needing challenge in their numeracy skills.
- Contributing as a member of the College Learning and Teaching sub-group.
- Representing the College on Network and Regional Committees as appropriate.
- Collaborating with the Timetabler and Assistant Principals in determining the staffing of numeracy classes and programs.
- Fulfilling duties as required by the Executive Leadership Team.

ROLE DESCRIPTION

Leading Teacher

Pedagogy and Learning Leader



General Responsibilities

The Pedagogy and Learning Leader will develop, implement and evaluate policies, processes and practices that align with the FISO Improvement Model, with a particular focus on the priority of *Excellence in teaching and learning*. They will be a key driving force in the ongoing implementation of the HPSC Learning Architecture and associated elements. This will be done in collaboration with other leaders at the College.

Specific Responsibilities

- Ensuring all students are challenged and supported to achieve optimal learning growth through the implementation of effective scaffolding and intervention using the HPSC Learning Architecture.
- Leading and promoting the integration of student voice into learning and teaching to ensure areas for improvement can be determined and plans for future actions can be developed.
- Developing and implementing student learning initiatives that promote the HPSC Learning Architecture and evidence-based high-quality learning and teaching such as HITS and Building Learning Power strategies.
- Leading the ongoing implementation, evaluation and refinement of Teaching and Learning Teams (TLTs) to promote collaboration amongst staff to improve student learning outcomes, including the use of student learning data to improve pedagogical practice, and effective assessment and moderation practices as aligned with the HPSC Learning Architecture.
- Engaging staff with high quality, current educational research aligned with College priority areas.
- Planning and implementing high quality professional learning focused on building the capacity of staff to design curriculum and improve pedagogical practices alongside the Professional Learning and Development Leader and Learning Specialists.
- Collaborating with the Improvement Leaders (Literacy/Numeracy Across the Curriculum) to collate and assist staff to analyse data.
- Developing the capacity of Domain Coordinators and the Senior Pathways Coordinator to fulfil their roles
- Leading Domain Coordinators in the development of cohesive teams focused on student learning growth and outcomes to promote the College as a learning community
- Building strong, sustainable relationships with relevant community and network organisations, including educational consultants to strengthen pedagogical practices at the College.
- Collaborating with members of the Leadership Team to develop and implement opportunities to recognise and celebrate the pursuit of excellence in teaching and learning at the College.
- Collaborating with the Assistant Principal and Domain Coordinators to ensure a consistent whole-school implementation of learning and teaching using the HPSC Learning Architecture.
- Leading the Learning and Teaching sub-group through regular meetings
- Overseeing the role of Domain Coordinators to foster a strong team culture and approach to leading curriculum and pedagogy at the college, including the process or curriculum mapping and documentation
- Collaborating with other members of the Leadership Team to ensure consistency in the leadership of curriculum and pedagogy with a strong focus on excellence in teaching and learning.
- Liaising with Principal class and/or regional school representatives on curriculum and pedagogy matters.
- Fulfilling duties as required by the Executive Leadership Team.

ROLE DESCRIPTION

Leading Teacher

Sub School Learning Leader

(3 positions)



General Responsibilities

Sub School Learning Leaders will develop and implement school-based policies and practices within the guidelines of the Department of Education (DET), including Curriculum, Student Safety and Student Participation policies. They will drive school-wide improvement in relevant learning, engagement and wellbeing data, and oversee teams responsible for the learning, engagement and wellbeing of students within and outside of the classroom to lead improvements in the FISO priority area of *Positive climate for learning* as a key focus. This will be done in collaboration with other leaders at the College.

Specific Responsibilities

- Ensuring all students in the sub school are supported and challenged in their learning to achieve optimal learning growth and lead the recognition of excellence for the cohort.
- Promoting student voice to determine areas for improvement in student learning and engagement, developing plans for action, and communicating these to the community.
- Leading the use of student learning, attendance and wellbeing data to diagnose student learning needs, identify future actions to promote optimal learning growth.
- Overseeing camps, excursions, activities and programs occurring within the sub school to ensure experiential learning opportunities and reinforce positive environments, including House activities.
- Developing and implementing student learning-to-learn strategies and programs such as Growth Mindset, Building Learning Power and student mentoring.
- Building the capacity of staff to maintain positive learning environments through consistent implementation of College and DET policies and procedures, including HPSC Values and the Hierarchy of Consequences.
- Leading staff use of student learning data through analysis and communication of key findings from various data sets, including the leadership of staff in the initial stage of Teaching and Learning Teams.
- Overseeing the identification of students, and development of Individual Learning Plans, in collaboration with Year Level Coordinators and relevant ES staff.
- Collaborating with other Sub School Learning Leaders to ensure consistency in the leadership of sub schools with a strong focus on the pursuit of excellence and effective transition of student data.
- Facilitating meetings with Year Level Coordinators to foster a strong team culture and approach to leading student learning.
- Ensuring Year Level Coordinators develop strong home-school partnerships through effective communication with caregivers with regards to the cohort and individuals.
- Overseeing Year Level Coordinators in the use of Edval, including processes of homegroup and class placements, subject changes, and subject selection processes.
- Collaborating with others to ensure relevant sub school policies and procedures are documented and available to the relevant members of the HPSC community, including subject selection handbooks.
- Collaborating with the Assistant Principal to oversee the enrolment, transition and exiting of students.
- Collaborating with others to plan, lead and participate in relevant school community events, including caregiver information evenings, Values Assemblies and Presentation Evening.
- Building strong, sustainable relationships with community and network organisations, including feeder primary schools, network schools and other community organisations.
- Leading and contributing to sub-groups relevant to the portfolio.
- Liaising with Principal class and/or regional school representatives on matters relevant to students.
- Fulfilling duties as required by the Executive Leadership Team.

The following outlines key responsibilities specific to each of the three sub school roles

Junior School (Years 7 & 8)

- Overseeing the implementation of NAPLAN – Year 7
- Overseeing Grade 6 to Year 7 transition and orientation
- Overseeing Flexible Learning Space (FLS)
- Investigating and recommending alternative educational environments, settings and programs

Middle School (Years 9 & 10)

- Overseeing the implementation of NAPLAN – Year 9
- Overseeing the organisation and management of Year 10 examinations
- Investigating and recommending alternative educational environments, settings and programs
- Collaborating with Senior Pathways Coordinator to support pathways and transitions

Senior School (Years 11 & 12)

- Collaborating with Senior Pathways Coordinator to support pathways and transitions
- Ensuring adherence to VCE policies and processes and timelines
- Acting as VCAA/VASS liaison for VCE, VCAL and Certificate
- Overseeing the management of Distance Education enrolments
- Liaising with Careers team leader about University Access Programs and University tutors
- Overseeing the organisation and management of Year 11 examinations
- Leading the organisation and management of VCAA examinations

ROLE DESCRIPTION

Leading Teacher

Community Engagement Leader



General Responsibilities

The Community Engagement Leader will develop and implement school-based policies and practices within the guidelines of Department of Education (DET) policies and the FISO priority of *Community engagement in learning*, including a whole school communication strategy. They will drive College-wide improvement in relevant student and community engagement data, with a focus on the FISO priority of *Community engagement in learning* and the specific dimensions of *Building communities, Networking with schools, services and agencies*, and building a culture of *Parents and carers as partners* in Learning. This will be done in collaboration with other leaders at the College, as outlined below.

Specific Responsibilities

- Collaborate with the Student Engagement Leader to build and foster a strong culture of community links providing diverse opportunities for student engagement and participation, including Community Involvement, Student Leadership programs and the College house culture.
- Collaborate with the Principal and the Junior Sub School Learning Leader to develop a transition strategy that enhances the College's connections with its main feeder primary schools.
- Collaborate with MEA leader to develop strong relationships and communication with and between both students and their families to develop a sense of connectedness to the College, particularly EAL parents and caregivers.
- Lead the establishment and operation of a whole school communications strategy and plan for all College stakeholders to ensure timely information flows and opportunities for feedback, including a marketing strategy that places the College as a leading educational provider in the community.
- Collaborate with the Junior Sub School Learning Leader to lead the Transition Network and its associated duties including organising Open Nights, College Tours, Information Nights, Grade 6 to Year 7 Transition Program and Grade 6 Orientation Day.
- Collaborate with the Junior Sub School Learning Leader, Year 7 Coordinators and ES staff including wellbeing, PSD, speech pathology, literacy and MEA to liaise with Grade 5 and 6 teachers in feeder Primary Schools as part of the transitions process, including the leadership of discovery days.
- Collaborate with the Junior Sub School Learning Leader, Year 7 Coordinators and ES staff including wellbeing, PSD, speech pathology, literacy and MEA in gathering, using and distributing Grade 6 student data prior to enrolment in Year 7 as part of the transitions process.
- Collaborate with the Assistant Principal, Sub School Learning Leaders, Year Level Coordinators and relevant ES staff to oversee the transitions process for students from the Language School including gathering, using and distributing Grade student data prior to commencement.
- Actively seek and submit opportunities to facilitate programs that will enhance the College reputation in the community, including grant applications.
- Collaborate with other leaders to recognise and celebrate student achievement through the Annual Awards Evening, displays, activities and events, and in communication with parents/caregivers.
- Be a member of Parent Network as the HPSC representative.
- Fulfilling duties as required by the Executive Leadership Team.

ROLE DESCRIPTION

Leading Teacher

Student Engagement Leader



General Responsibilities

The Student Engagement Leader will develop and implement school-based policies and practices within the guidelines of Department of Education (DET) policies and the FISO priority of *Positive climate for learning*. They will drive college-wide improvement in relevant learning, engagement and wellbeing data, and oversee teams of staff and students responsible for the learning, engagement and wellbeing of students within and outside of the classroom. This will be done in collaboration with other leaders at the college, as outlined below.

Specific Responsibilities

- Developing, implementing and evaluating programs that engage students in their learning within and outside of the classroom.
- Leading the ongoing implementation and refinement of the whole-school student leadership model.
- Facilitating regular student feedback forums regarding learning and teaching practices at the College.
- Providing structures where students are able to provide regular feedback to classroom teachers.
- Leading teachers to maximise the use of regular student feedback to modify curriculum delivery and better cater for individual student needs.
- Facilitating opportunities for regular student contribution to the design and delivery of learning and programs, including student participation in Domain meetings and identified staff forums.
- Collaborating with Domain Coordinators and members of the Leadership Team to incorporate strategies to further involve student voice at the College.
- Collaborating with the Community Engagement Leader to build and foster a strong culture of community links providing diverse opportunities for student engagement and participation, including the College house culture.
- Engendering a culture of regular celebration of student excellence and achievement across the College.
- Creating opportunities for co-curricular activities to engage students and develop student leadership skills across all facets of life at the College.
- Representing the College at Network and Regional student voice forums.
- Building strong relationships between HPSC students and the local community.
- Organising and managing student leadership camps, excursions and activities.
- Facilitating regular student leadership meetings, including preparing students to present at staff meetings, values and whole school assemblies.
- Presenting student engagement initiatives at staff meetings, whole school assemblies and other forums.
- Organising and managing the processes for selecting student leaders across the College.
- Fulfilling duties as required by the Executive Leadership Team.

ROLE DESCRIPTION

Leading Teacher Professional Learning and Development Leader



General responsibilities

In collaboration with the Assistant Principals and other members of the Leadership Team, the Professional Learning and Development Leader will lead the development of whole-school programs designed to improve teacher capacity, including a whole school Professional Learning Plan, Peer Coaching and the Performance Development process. Further to this, the Professional Learning and Development Leader will foster a culture of the College as a learning community alongside members of the Leadership Team such as the Pedagogy and Learning Leader, with a focus on leveraging staff collaboration to improve student outcomes. This is aligned predominantly with the FISO priority areas of *Professional leadership* and *Building practice excellence* but will contribute to the building of staff capacity across all FISO priorities.

Specific Responsibilities

- Developing and leading a whole school Professional Learning Plan focused on literacy and numeracy improvement as informed by data, reflection and evaluation.
- Leading the development, implementation and review of the Professional Learning Plan based on the College SSP and AIP, and as aligned to FISO, including the completion of SPOT requirements.
- Planning and implementing high quality professional learning focused on building the capacity of staff to design curriculum and improve pedagogical practices alongside the Pedagogy and Learning Leader and Learning Specialists, such as High Impact Teaching Strategies.
- Coordinating the implementation of professional learning sessions delivered to staff, including the identification, communication and management of relevant internal and external professional learning programs.
- Building high quality teaching skills through peer coaching, teacher and student feedback and other support of teaching staff as required alongside Learning Specialists and members of the Leadership Team.
- Leading the establishment and operation of an application and communication process (through email and the college portal) to ensure professional learning is accessed and shared across the school.
- Liaising with the relevant Assistant Principal to lead the development of Performance Development processes that adhere to DET and VCAA requirements, including eduPay.
- Collaborating with the Executive Leadership Team to lead the development of Leading Teacher capacity, including professional learning around the Leadership Team Trademark Behaviours and HPSC Leadership Elements
- Representing the College on Network and Regional Professional Learning Committees.
- Fulfilling duties as required by the Executive Leadership Team.