



## Leader of Learning Position Information Document

Position Title	Leader of Learning
Employment	Permanent
Position of Responsibility	POR 2
POR Commencement	20 January 2026
POR Conclusion:	24 January 2028
Full Time Equivalent (FTE)	1.0 FTE
Line Release	2.5 Teaching Lines (0.42 FTE)
Line Manager	Head of Senior School

Rostrevor College is a Catholic College owned and governed by Edmund Rice Education Australia Colleges; the local community and Principal are empowered with the responsibility of plotting the future course for the College; a course that best captures the aspirations of local families. In doing so, we use The EREA Colleges Charter and the four touchstones of Gospel Spirituality, Justice and Solidarity, Inclusive Community and Liberating Education to shape our planning as a contemporary College that is grounded in the Edmund Rice Tradition.

### BROAD PURPOSE

The Leader of Learning is a key instructional leader within the school, responsible for building the capacity of staff to deliver high-quality, inclusive, and evidence-based teaching and learning. The role supports the College by leading a coherent and coordinated approach to strengthening student outcomes.

The Leader of Learning plays a pivotal role in leading evidence-based teaching and learning practices and strengthening student outcomes. There is a specific emphasis on ensuring there is a continuous commitment to improvement in literacy and numeracy outcomes across year 7 to 9. The Leader of Learning works directly with the Director of Data and Innovation, Director of Teaching and Learning, Leader of Teaching & Learning (Junior School) and Catholic Education Office (CEO) System Coaches.

The Leader of Learning is responsible, along with the Director of Data & Innovation, Director of Teaching & Learning, Leader of Teaching & Learning (Junior School), for leading learning and teaching at the College. This occurs through provision of in-situ professional learning and coaching to school staff, ensuring there is a commitment to, and focus on, deepening practices in learning, curriculum, assessment and pedagogy, through a data-informed approach to teaching and learning. There is emphasis on developing a culture of shared beliefs and understanding, and shared responsibility and accountability throughout the school.

The Leader of Learning will be a member of the College Improvement Team. As such the Leader of Learning will:

- Actively contribute to the Catholic dimension and values of the College.
- Work closely with members of the College Improvement Team to maintain the highest standards across all facets of College life.

- Understand, and respond to, current pedagogy and curriculum trends as determined by ACARA, Catholic Education South Australia, Rostrevor College's Strategic Plan and Edmund Rice Education Australia's learning improvement agenda.
- Work collaboratively with colleagues, parents/caregivers, EREA Colleges and CESA personnel to facilitate student development across the College.
- Be a collaborative and consultative leader, that considers the collective wisdom of other leaders, peers and staff, using reflective practices to ensure best practice models are always implemented.
- Use contemporary research and the AITSL standards to guide continuous improvement in teaching.
- Be empathetic to the needs of the young people entrusted to their care.
- Promote conditions allowing students to achieve their maximum potential

## **KEY AREAS OF WORK**

The leader of Learning is responsible for leading practices and initiatives to drive school improvement via the following:

### *Culture*

- Work closely with other members of College Leadership Team, Faculty Council and the College Improvement Team to deliver a coherent and coordinated approach to strengthen learning and wellbeing outcomes.
- Develop a culture of shared responsibility and accountability for student outcomes, grounded in a shared belief and understanding that all students can achieve high standards with the right support, at the right time.
- Work closely with other members of the College Leadership Team to lead the establishment of effective learning environments across the school.

### *Pedagogy*

- Promote and model evidence-based pedagogical practices, including explicit instruction.
- Support teachers in effectively differentiating instruction based on the needs of their students.
- Support the implementation of Multi-Tiered System of Supports (MTSS) to ensure all students receive the right support at the right time.
- Facilitate professional learning that builds teacher capacity in high-impact instructional strategies.
- Support teachers to incorporate inclusive technologies to engage, enhance and extend learning.

### *Assessment*

- Support the collection processes aligned to the CESA Standardised Assessment Schedule (e.g. NAPLAN, PAT-R, PAT-M).
- Analyse data as it is collected and identify areas for improvement for the school, student cohorts and individual students.
- Lead staff to effectively utilise data to inform Tier 1 instruction and Tier 2 and 3 interventions.
- Implement and lead Case Management Meetings to ensure the effective use of assessment to inform strategies for early and ongoing intervention, and consistent monitoring of student progress.
- Lead the development and use of assessment for, as, and of learning to inform instruction and monitor student progress.
- Establish moderation processes in the school to ensure consistent application of standards.
- Support teachers to design standards-based assessment tasks.

### *Growth*

- Work collaboratively with the Inclusive Education Coordinator to ensure that Personalised Plans for Learning (PPLs) clearly articulate curriculum-based learning goals, intervention strategies and monitoring strategies.
- Contribute to College Improvement Team and Faculty Council meetings to ensure a data informed approach to student learning and improvement permeates throughout the school.
- Provide in-situ coaching, mentoring, and feedback to teachers to enhance instructional practice.
- Collaborate with CESA system Coaches and Advisors to design and deliver targeted professional learning aligned to school and system improvement goals.
- Attend CESA Leader of Learning networks and Professional Learning days as required.
- Foster a collaborative professional learning culture grounded in shared beliefs and understandings, high expectations and shared responsibility accountability.
- Respond to other duties as assigned by the Principal, Deputy Principal and/or Head of Senior School through due process of consultation and negotiation.

### **KEY CAPABILITIES**

- Demonstrate a commitment to Catholic education and the mission of the church.
- Deep understanding of curriculum, pedagogy, and assessment practices.
- Strong data literacy and ability to use data to drive improvement.
- Excellent interpersonal, communication, and coaching skills.
- Capacity to lead change and build a culture of continuous improvement.
- High level organisational and time management skills, ability to work under pressure, management of competing priorities, attention to detail and meeting deadlines.
- Demonstrate flexibility and willingness to take on new tasks and challenges as they present in the context of new, progressive school and system wide initiatives.
- Ability to learn and quickly adapt to new technology and processes.
- Commitment to continuous implement and learning to ensure currency of relevant skills and knowledge.

### **POSITION OF RESPONSIBILITY REQUIREMENTS**

- Ensure staff are aware of and follow WHS policy and procedures described on Complispace.
- Participate in training designed to support their responsibilities.
- Encourage the formal reporting of hazards and incidents arising in the workplace.
- Inform School Leadership about hazards or issues which do or could affect health and safety and over which they cannot exercise control.
- Respond appropriately to staff reporting work related psychosocial issues which have the potential to affect health, e.g. conflict between staff, bullying, harassment, and violence.
- Participate in workplace inspections, incident investigations and other WHS activities on request.

### **PERFORMANCE REVIEW**

- All employees are required to proactively participate in the College's Performance Development Program including periodic review.

### **SPECIFIC REQUIREMENTS**

- Applicable First Aid Certificate relevant to the role requirements.
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA.
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate

- Relevant certifications or registrations required for the safe and effective execution of the role.
- Be aware of, and comply with, clearance, compliance and screening procedures for employees, volunteers and contractors.

#### **WORK HEALTH & SAFETY**

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must:

- Take reasonable care for your own health and safety.
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons.
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer.
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

*Reference: Division 4, Section 28 – SA WHS Act 2012*

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks, and outcomes.