Preamble

Gleneagles Secondary College is a school in demand with over 300 year 7 students applying for a place at the College each year and a predicted enrolment of approximately 1400 for 2016. We are a well ordered school with effective communication, student management and organisation structures in place.

A continuing focus of this College is supporting the development of teacher practices for improved learning outcomes. We have high expectations of staff to be able to design a teaching and learning program that progresses all learners. This starts with understanding their learning needs and dispositions, their social/emotional capacity and family background. This is complex, challenging and rewarding work that must be supported by a collaborative approach and appropriate professional learning opportunities. The leadership structure is designed to support this endeavour as outlined in the attached roles.

Gleneagles has students from diverse cultural, linguistic and socio-economic backgrounds. We actively work to support students while having a clear expectation of their personal behaviour and academic performance. One of the pillars of education is enabling students to reach a quality destination. Gleneagles aspires for students to leave the College for further education and training or employment with a sound future. The pathways will be as diverse as our cohort.

Gleneagles Secondary College is a member of the Eumemmerring Alliance and we work cooperatively with two local colleges to offer senior programs. Gleneagles offers VCE subjects and students may travel within the Alliance for a VET subject or transfer to Hallam SSC for VCAL or multiple VETIS subjects. Please consult our web site for more details.

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GLENEAGLES LEADERS

At all times be a positive and active ambassador for Gleneagles Secondary College

Knowing - Knowledge and Understanding

- Insight into own strengths and opportunities for development
- Understands how personal style interacts and influences others
- Understands how to lead change and exert influence appropriately
- Has a broad understanding of emerging education trends and can evaluate how these will impact College programs

Being - Stance as a Leader

- Believes they can contribute positively to the leadership of the College and desires to do so
- Values and actively seeks meaningful feedback
- Enquiry minded
- Committed to being self-reflective and actively engages as a learner
- Has the courage to articulate ideas while still being open to others views
- Committed and engaged in all school programs
- Prepared to go beyond their comfort zone and personal preferences
- Prepared to respond to staff wellbeing needs
- Prepared to challenge staff based on an agreed set of expectations
- Approachable and responds to the needs of the College community

Doing - Technical Expertise

- Consistently displays exemplary leadership behaviours and skills
- Excellent interpersonal and communication skills and works effectively in a variety of teams
- Professional in presentation and demeanour at all times
- Able to identify matters that need to be immediately addressed and respond appropriately
- Take a leading role in Emergency Management procedures
- Able to lead and enhance learning opportunities for individuals and cohorts within the school community
- Model and develop teachers’ capacity to effectively use data
- Exemplary classroom teacher, with strong pedagogical knowledge and insight
- Able to transfer knowledge and skills from one context to another
- Able to lead the evaluation of complex issues
- Able to support staff through the PDP (Performance and Development Plan) process
- Able to manage budgets as appropriate
- Able to learn from feedback and translate into new actions
- Understands how to lead teams while acknowledging others personal styles and needs

Look to see, Know to act
LEADERS TOOL BOX CONCEPT

Personal Disposition For Leadership

Learning Disposition

Strategies for Leading Change and Innovation

Ideas and Initiatives

Leader of Learners (teachers/students/peers)

Technical Expertise

Stance as a leader (beliefs/values)
Assistant Principal
Adele Duffy  A.P. 3
School Improvement
Adele is the senior A.P. in the College and deputises for the Principal when necessary.
Key areas:
1. Strategic planning & accountability processes
2. Leading the Learning Design & Pedagogy (LDP) Team
3. Executive officer - ICT Committee
4. Data collection, analysis and management
5. Facilitating student voice in College development
6. Timetable and allotments
7. Grounds
8. Work with the Alliance as required by the Principal
9. Data: Staff opinion survey and response

Learning Design and Pedagogy Team
Pedagogy Leader – Learning Growth  LT
Pedagogy Leader – Professional Learning  LT
Pedagogy Leader – Pedagogies for the 21st Century  LT
Learning Design Leader (x 3)  LTs

Individual Needs Coord  Domain Leaders  Timetabler

Assistant Principal
Kathie Toth  A.P. 1
Operations
Key areas:
1. Facilities management
2. SEAL – pedagogy, curriculum & management
3. Reporting
4. OH&S and return to work
5. Site master planning
6. Staffing – leave, daily org etc
7. Events
8. College calendar – with Student Engagement team
9. Compliance requirements – DET & VRQA
10. Policy development & management
11. Staff leased computers
12. Overseas trips / exchanges
13. Data: NAPLAN

Daily Organiser
SEAL Manager
Facilities Officers (ES)
- Barry Bertram
- Branko Horvat
Excursion Planning / Admin Assist (ES)
- Jenny McEwan
Domain Assistant / Admin Assist (ES)
- Rosie Evers
Rhonda Greelish A.P. 1
Student Engagement
1. Lead the student management team
   - Academic progress/recognition
   - Behaviour & wellbeing
   - Attendance
   - Initiatives/Events/Camps
   - Awards, associated events & assemblies
2. Enrolments & exits
3. Pathways
   - Transition into, within & beyond the College
   - Careers/Course Counselling
4. Input into excursions/incursions planning
5. Student leadership, SAC, Voice
6. All student fundraising
7. Liaise with Wellbeing
8. International students
9. Data – Attitude to School survey & related responses

Student Engagement Leaders

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<th>Year 7/8 Sub school</th>
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<th>Year 11/12 Sub school</th>
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New role – to be advertised
E.S. Range 1-5 (Note: b/w LT & AP1)
Wellbeing Team Leader
1. Strategic planning in student & staff wellbeing
2. Developing staff knowledge of & skills in catering for students’ wellbeing needs
3. Developing policies, protocols & procedures
4. Provide clinical services to the school community
5. Lead proactive program development
6. Lead the wellbeing team
7. Provide wellbeing services, to support all staff and specifically through ‘supervision’ for Wellbeing and Student Engagement team members
8. Liaise with & refer to outside agencies/services/SSSOs
9. Lead the integration team
10. Effectively case manage students with wellbeing or learning needs and aid in their identification
11. Liaise with A.P. Student Engagement team

Integration Coord.
Identify students with learning needs. Support funded & umbrella students as per role description

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Student Wellbeing Coordinator
(Amended role)
T2-6 + special payment
1. Individual student and family support/counselling
2. Supporting families with financial difficulty
3. Development & facilitation of targeted wellbeing programs
4. Alternative settings
5. Supporting refugee students
6. Wannik
7. Homework & breakfast clubs

Service providers
- Adolescent Health Nurse
- Bulk bill providers
- Consultants
- Counsellors etc

Careers Coord.
- Careers assist.
## Leadership Structure 2016 to 2018

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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| **Adele Duffy (AP3)** Learning Design & Pedagogy Team                | - Individual Needs Coord.  
|                                                                      | - Timetabler                                                                     |
| **Rhonda Greelish (AP1)** Student Engagement Team                   | - Year 7 Team Leaders  
|                                                                      | - Year 8 Team Leaders                                                           |
| **Sue Peddlesden College Principal**                                 |                                                                                  |

### Professional Learning (LT)

<table>
<thead>
<tr>
<th>Focus</th>
<th>Leaders in domains</th>
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<tr>
<td>7&amp;8 Focus (LT)</td>
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### Pedagogy Leaders (across College role)

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<tr>
<th>Learning Design Leaders</th>
<th>Learning Growth (LT)</th>
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<tr>
<td>9&amp;10 Focus (LT)</td>
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### 21st Century Pedagogies (LT)

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<th>VCE &amp; Making Links (LT)</th>
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### Advertised (across College role)

<table>
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<tr>
<th>Wellbeing Leader (ES 1-5)</th>
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<tr>
<td>Student Wellbeing Coordinator</td>
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<td>Integration Coordinator</td>
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<tr>
<th>Student Engagement Leaders</th>
<th>VCE Sub school (LT)</th>
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<tr>
<td>Year 9 &amp; 10 Sub school (LT)</td>
<td>Year 11 Team Leader</td>
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<td>Year 9 Team Leaders</td>
<td>Year 12 Team Leader</td>
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<td>Year 10 Team Leaders</td>
<td>Careers Coordinator</td>
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### Kathie Toth (across College role)

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<th>Operations (AP1)</th>
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<tr>
<td>Daily Organiser</td>
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<tr>
<td>SEAL</td>
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<td>Various Education Support</td>
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<th>Barry, Branko, Rosie, Jen</th>
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LEARNING DESIGN LEADER
(3 positions in the College Learning Design & Pedagogy Team)

You will be responsible for achieving these outcomes and attending to the College responsibilities, articulated in this document.

NOTE: the Learning Design Leaders role will also be aligned with a sub-school – refer to Leadership Map.

Lead:

1. Lead the domains in the ongoing development of a viable, relevant and engaging curriculum that attends to the learning needs of all students and is informed by DET policies, VCAA and AusVELS
2. Lead the domains in determining the foundation skills and capabilities expected at each year level and determine how to cater for students who have yet to achieve this level
3. Lead the domains to develop curriculum that is coherent across year levels, supports deep learning, minimises unnecessary repetition and has a clear focus on the strategic development of knowledge, skills and dispositions
4. Ensure that curriculum documentation is accessible, dynamic and reflects actual practice
5. Investigate strategies to support collaborative practices, sharing of curriculum resources and an online platform to support this work
6. Develop staff capacity to effectively use a variety of assessment practices to inform their teaching and learning program and ensure best practice is reflected in the documented curriculum and implemented
7. Lead a review of the College Reporting practice with a view to redesigning it as necessary to ensure parents and students are provided with informative and timely feedback on academic progress.
8. Collaborate with appropriate members of the LDP team to ensure the learning design process supports the development of deep learning, 21st century skills and learning dispositions
9. Develop the leadership capacity of Domain Leaders to contribute to the achievement of College goals and effectively utilise the available domain resources (e.g. human, physical and meeting time)
10. Liaise with relevant Sub-School Leaders in designing and planning appropriate curriculum delivery for significant year level events including the Year 9 Careers Program and Year 10 Taster sessions.
11. The LDL aligned with the VCE sub-school, will lead the process to identify the keys skills, knowledge and dispositions that students require for success in VCE and then ensure that backward planning informs the curriculum design for each domain in Year 7-10

Manage

12. Co-ordinate the mid and end of year exam program ensuring the process is documented and communicated to all staff and that the timeline is met for all stages. Liaise with Sub School Leaders regarding the timetable and the Integration and EALD co-ordinators regarding modified exams and exemptions.
13. Support the domains in effectively implementing new VCE study designs
14. Annually review the year 9 and 10 elective program and year 10 VCE offerings in the lead up to course counselling and attend to all necessary processes and protocols
15. Plan, deliver and document outcomes of regular curriculum meetings.
16. Investigate how curriculum design and assessment can be informed by student voice
17. Work with the CBD Co-ordinator to ensure the Year 9 CBD program has appropriate curriculum and assessment processes in place and that these are documented.
18. Work closely with and support domain leaders to
   a. effectively use feedback protocols to inform their leadership practice
   b. further develop their data analysis skills so that they are able to lead the domain in discussions on how to effectively use the available data to inform teaching and learning practice
   c. lead the appropriate development of the domain curriculum and assessment practices, its documentation and implementation
   d. develop their ability to lead adult learners and address issues as they arise
19. Facilitate professional discussions, collaboration and sharing that amplifies best practice with and across domains

**College Responsibilities**

Be an engaged and thoughtful member of the College leadership team
At all times be a positive & active ambassador for Gleneagles S.C.
Actively contribute to whole school curriculum days and professional learning programs
Reflect the general leadership behaviours articulated in the Gleneagles Leadership Package
Other duties as required by the Principal

**Selection Criteria**

1. Exemplary teaching practice and the ability to develop evidence based, dynamic, authentic and engaging curriculum that responds to the needs of students.
2. High level capacity to develop the skills and understandings of teacher leaders that underpin the development of effective learning design and comprehensive assessment practice, within domains.
3. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be organised, resilient and have the courage to lead.
4. High level capacity to lead teams, initiate change and implement high quality, consistent and coherent curriculum programs in collaboration with the Student Engagement Leader and the Learning Design and Pedagogy team (LDP).
5. Demonstrated capacity to work productively with relevant Pedagogy leaders when developing teacher pedagogies in leveraging ICT for deep learning.
6. High level capacity to ensure the Gleneagles Curriculum program is underpinned and informed by the needs of the cohort, AusVels, VCAA and DET polices.
7. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond the specific requirements of this role.
LEARNING GROWTH
(College Learning Design & Pedagogy Team)

You will be responsible for achieving these outcomes and attending to the College responsibilities, articulated in this document.

**Lead:**

1) Ensure all students are challenged and provided with appropriate opportunities for learning growth through their classes, additional programs and targeted initiatives
2) Lead the College’s data collection process and protocols and
   a) develop a schedule for cohort testing that ensures it is conducted efficiently
   b) ensure the data is securely stored, accessible to teachers and made available in a timely manner, by working in concert with the Individual Needs Coordinator and other staff as appropriate
3) Develop teachers’ knowledge of how to use available and collected data to identify students’ point of learning need and then develop a teaching and learning program that is responsive
4) Develop teachers’ pedagogical knowledge and skills in differentiating the curriculum and scaffolding learning to effectively cater for diverse learning needs
5) Develop teachers’ understanding of how learning dispositions impact on students’ approach to learning, and how to identify and cater for these in their teaching and learning program
6) Lead the identification of students (non-PSD) who lack the foundation skills necessary to access the age appropriate curriculum, determine how to best support these students so they are able to follow an appropriate learning pathway, as well as supporting their teachers to accommodate the students’ learning needs
7) Review, develop and support existing programs (reading program, numeracy centre, literacy centre) to ensure that these programs are meeting the learning needs of the cohort and makes best use of the resource. Investigate other initiatives that may complement, enhance or replace the current programs

**Manage:**

8) Audit the College’s enrichment co-curricula programs that are targeted at addressing the learning needs of specific cohorts of students
9) Through consultation and research, make recommendations on appropriate programs that utilise the available resources to support students’ learning growth beyond the standard classroom setting
10) Work with the AP (Operations) and SEAL Manager to ensure the effective operation of the SEAL program
11) Develop and implement professional learning opportunities that will further develop teachers’ repertoire of strategies
   a) to effectively cater for diverse learning needs in their classroom
   b) to develop learning dispositions and create learning partnerships
   c) to modify or extend learning tasks so that they appropriately challenge students and scaffold the learning program
12) Explore with domain leaders, the specific challenges in their domain program in catering for diversity and work with them to develop suitable resources and teaching and learning programs
13) Assist individual teachers to modify teaching and learning programs for a specific student or cohort
14) Work closely with the Individual Needs Coordinator to operationalise the extension and reading programs
15) Actively support the refugee and migrant program (RAMP) and in concert with the EALD teachers and wellbeing team ensure it attends to the needs of this cohort
16) Manage the academic competitions for the College in concert with the Individual Needs Coordinator, SEAL Manager and domain leaders
17) Manage the student leadership selection process and develop opportunities for the selected students to develop and utilise their leadership skills

**College Responsibilities**

Be an engaged and thoughtful member of the College leadership team  
At all times be a positive & active ambassador for Gleneagles S.C.  
Actively contribute to whole school curriculum days and professional learning programs  
Reflect the general leadership behaviours articulated in the Gleneagles Leadership Package  
Other duties as required by the Principal

**Selection Criteria**

1. Exemplary teaching practice and the ability to develop evidence based, dynamic, authentic and engaging curriculum that responds to the needs of the students.

2. High level capacity to develop, implement and evaluate systemic processes and practices that look at how we collect, interpret and use data  
   i. to determine the learning needs of students  
   ii. inform and develop teacher practice  
and inform the intervention and support programs we implement

3. High level capacity to lead teams, initiate change and implement high quality and effective learning opportunities that support learning growth in high performing students and those who are performing below expected potential. Work in collaboration with the Learning Design Leaders and Student Engagement as appropriate

4. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be organised, resilient and have the courage to lead.

5. Demonstrated skills in enhancing the pedagogical practices of teachers at their point of need and the capacity to influence those resistant to change. Demonstrated capacity to develop the skills of teacher leaders to support this work and ensure it is sustained.

6. Ability to work collaboratively with the Learning design and Pedagogy Team, to develop a College program that requires and support teachers to reflect on their own practice and implement change.

7. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond the specific requirements of this role.
You will be responsible for achieving these outcomes and attending to the College responsibilities, articulated in this document.

Lead

1. Take the lead role within the Learning Design and Pedagogy (LDP) Team to design, implement and evaluate a Gleneagles educational framework (instructional model) based on contemporary pedagogical principles.
2. Build the capacity of teachers to effectively utilise ICT in their teaching and learning program
3. Develop teachers’ knowledge and practice in effectively teaching for deep learning including through the use of ICT
4. Design a framework for the LDP to build staff capacity in developing effective pedagogies that attend to students learning dispositions.
5. Develop staff ability to utilise ICT to enhance collaboration, better cater for individual needs and provide timely feedback
6. Lead, promote and support the College 1:1 computer program and bring a pedagogical perspective to the work of the College ICT committee
7. Investigate ICT tools that may support the College’s strategic intention, consult widely and develop recommendations for future College ICT initiatives
8. Using the work of the ICT committee and the LDP team, develop an ICT Strategic Plan that plans for and attends to the future College ICT needs e.g. infrastructure, programs/software, storage, communication

Manage

9. Engage staff in the process of developing a Gleneagles educational framework (instructional model)
10. Plan, facilitate &/or deliver professional learning activities focussed on teachers’ knowledge of pedagogy to develop
   • deep learning including through the utilisation of ICT
   • student learning dispositions
   for improved outcomes
11. Plan, manage, communicate and implement the 1:1 computer program for students
12. Build the capacity of the “e-wing”\(^{(1)}\) team to effect sustained pedagogical change through the use of ICT
13. Coordinate the “e-wing”\(^{(1)}\) initiative and ensure the resource is effectively utilised, monitored and evaluated
14. Take the minutes of the ICT committee, clearly note actions and timelines
15. Implement and communicate decisions/actions of the ICT committee as determined in the meeting and/or as appropriate
16. Coordinate the teacher device program
17. Monitor and evaluate the impact on student outcomes of the:
   i. E wing\(^{(1)}\) initiative
   ii. 1:1 program for students
   iii. College provision of devices for staff
iv. Deep learning focus
v. Teaching for dispositions focus
vi. New Pedagogies for Deep Learning Global Partnership

15. Investigate best practice in ICT, within and beyond the College and use it to inform the ICT Strategic Plan
16. Develop and document recommendations based on sound research

College Responsibilities

Be an engaged and thoughtful member of the College leadership team
At all times be a positive & active ambassador for Gleneagles S.C.
Reflect the general leadership behaviours articulated in the Gleneagles Leadership Package
Other duties as required by the Principal

Selection Criteria

1. Exemplary teaching practice and the ability to develop evidence based, dynamic, authentic and engaging curriculum that responds to the needs of the students.
2. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be highly organised, resilient and have the courage to lead.
3. An excellent capacity to lead the implementation of an educational framework (instructional model) that is informed by contemporary pedagogical principles and has a focus on deep learning.
4. Demonstrated ability to lead groups of teachers, teach adult learners and influence others including those resistant to change. Ability to effectively contribute to the work of the Learning Design and Pedagogy team (LDP).
5. Demonstrated skills in enhancing the ICT pedagogical practices of teachers, at their point of need, and the capacity to influence those resistant to change. Demonstrated capacity to develop the skills of teacher leaders to support this work and ensure it is sustained.
6. Excellent understanding of current and emerging ICT trends and the capacity to provide leadership for the College on how these can contribute to a collaborative, productive and dynamic learning environment.
7. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond the specific requirements of this role.

Footnotes:
(1) The “E-wing” is the GSC name for a team of teachers with expertise in ICT, who have time built into their allotment and support peers in the development of effective pedagogical practice utilising ICT
(2) Gleneagles SC is a member of the global partnership, New Pedagogies for Deep Learning
PROFESSIONAL LEARNING
(College Learning Design & Pedagogy Team)

You will be responsible for achieving these outcomes and attending to the College responsibilities, articulated in this document.

**Lead:**

1. Develop an annual Strategic Professional Learning Plan that is informed by College priorities, the Learning Design and Pedagogy Team (LDP) team and the identified learning needs of staff
2. Within the strategic plan, investigate initiatives that are evidence based, and support the ongoing development of teacher practice.
3. Support teachers measuring the impact of their professional practice through the effective use of multiple forms of evidence and using this to form a focus for their professional learning
4. Support teachers to further develop their ability to effectively use feedback protocols to inform their teaching and learning program
5. Design and facilitate, in collaboration with the Learning Design and Pedagogy Team (LDP) team, an effective professional learning program that addresses adult learners’ point of need
6. Ensure an effective College PD program is planned, implemented, and reviewed using an action research methodology
7. Annually review, then design and implement the College’s Professional Learning Team (PLT) initiative and ensure that it attends to College priorities as well as the learning interest and needs of teachers
8. Develop and implement a plan to support teachers, new to the College, graduate and pre-service teachers
9. Develop and implement an action plan for teachers identified as needing additional support to develop their teaching practice and/or to meet professional standards
10. Take a lead role with the LDP in designing a program/schedule for curriculum days and the commencement and conclusion of the academic year
11. Investigate how to share the professional learnings of individual or teams of teachers and amplify their learnings across the College
12. Develop the culture and practice of Observing to Learn in the classroom

**Manage:**

13. Document, communicate and implement a College professional learning strategic plan
14. Implement a comprehensive College Induction Program for all staff new to the College
15. Actively support Graduate teachers developing their teaching skills and understanding of the school processes, practices and culture
16. Actively support Graduate teachers obtaining full VIT registration including provision of appropriate mentoring
17. Conduct an annual audit of teachers’ learning needs
18. Implement a plan to support ongoing Observing to Learn practices in the classroom
19. Facilitate the Internal PD Program that addresses identified needs of teachers, utilises the expertise of GSC staff and reflects College priorities
20. Deliver and/or facilitate professional learning opportunities for staff that focus on multiple forms of evidence, data analysis and feedback protocols
21. Facilitate professional learning opportunities through the professional learning teams (PLTs)
22. Ensure teaching staff understand and can comply with Professional Development requirements for VIT registration.
23. Facilitate and monitor staff completion of mandated DET e-learning modules and training e.g. anaphylaxis
24. Maintain accurate records of staff professional development activities.
25. Annually review and publish the Staff Manual ensuring it reflects current policies, practises and all relevant documents
26. Organise and manage the pre-service teacher program
27. Support ES staff accessing appropriate PD through an allocation under the PD budget and liaising with the Business Manager and ES staff as appropriate
28. Coordinate and facilitate GSCs involvement in the Deakin Teaching Academy
29. Facilitate professional discussions, collaboration and sharing that amplifies best practice

College Responsibilities

Be an engaged and thoughtful member of the College leadership team
At all times be a positive & active ambassador for Gleneagles S.C.
Actively contribute to whole school curriculum days and professional learning programs
Reflect the general leadership behaviours articulated in the Gleneagles Leadership Package
Other duties as required by the Principal

Selection Criteria

1. Exemplary teaching practice and the ability to develop evidence based, dynamic, authentic and engaging curriculum that responds to the needs of students.

2. Demonstrated ability to lead groups of teachers, teach adult learners and influence others including those resistant to change. Ability to effectively contribute to the work of the Learning Design and Pedagogy team (LDP).

3. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be organised, resilient and have the courage to lead.

4. High level capacity to lead, strengthen and evaluate the Professional Learning Team structure within the school, based on evidence based practice.

5. A high level ability to identify the professional learning needs of staff, including teachers new to the profession or the College, particularly in relation to the PDP process and facilitate programs to address these needs.

6. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond the specific requirements of this role.
7. Demonstrated skills necessary to develop and implement an action plan for teachers identified as needing specific support to develop their teaching practice.

8. Demonstrated high level skills in effectively managing budgets and resources to achieve identified College priorities.
STUDENT ENGAGEMENT LEADER - SUB- SCHOOL
Years 7 & 8, Years 9 & 10, VCE
(3 positions in the College Student Engagement team)

You will be responsible for leading and managing the sub-school to achieve these outcomes and attending to the College responsibilities, articulated in this document.

Lead:

1) Lead the Sub-School in developing an annual Strategic Plan that attends to the academic, social and emotional needs of the cohort.
2) Using a range of student data and working in collaboration with the Leading Teacher – Learning Growth, lead the sub school team in developing appropriate learning plans for identified students or cohorts of students.
3) Lead the sub school:
   a) to develop an effective Student Engagement team and provide clarity in team members’ roles in achieving the strategic vision for the sub school
   b) to proactively address the academic, social and emotional needs of the students
   c) to securely and effectively record and communicate these needs, as appropriate, to staff
   d) to support teachers to implement appropriate pedagogical strategies to accommodate the learning needs of students including by working closely with the LT - Learning Growth
   e) by further developing the skills and attributes of student managers (team leaders), home group teachers and staff in effectively responding to the behaviours and learning needs of students
   f) to engender student behaviours and presentations that reflect pride in themselves and the College
   g) to facilitate student voice and develop students’ leadership potential.
4) Lead the sub school to effectively and consistently implement and communicate DET and College policies, protocols and procedures.
5) Develop and implement effective transition programs for students into, within and beyond the sub school.
6) Inform and actively support the work of the Learning Design and Pedagogical (LDP) team to improve student outcomes.
7) Develop and implement strategic initiatives to increase engagement, attendance, connectedness and safety for the students in the sub-school.
8) Professionally engage with other sub schools to ensure a coherent strategic direction is developed and implemented across the College.
9) In consultation with the Leader Design Leader aligned to the sub-school, design and implement programs/events that effectively cater for the academic, social and emotional development and career pathways of the cohort e.g. camps, excursions, assemblies, presentations, incursions, transition programs.

Manage:

1. Ensure College policies and procedures relating to student management and wellbeing are applied consistently.
2. Implement and evaluate the Sub-school Strategic Plan and refine it as appropriate.
3. Ensure compliance with external policies and College policies and procedures relevant to the Sub-school.
4. Ensure the Assistant Principal (Student Engagement) is informed and consulted as appropriate, regarding sub-school activities and challenging student matters.
5. Coordinate sub school programs/processes that are related to transition into, within or beyond the sub-school.
6. Ensure all reports are read, students at academic risk are identified and a process implemented to address issues.
7. Ensure all key events related to the sub school are well planned and implemented.
8. Support the identification of students with high academic potential and work with the Learning Design and Pedagogical Team (LDP) to ensure their needs are met.
9. Ensure timely and appropriate documentation is disseminated to staff, students and parents regarding Sub-school activities and events and that such documentation complies with DEECD and College protocols.
10. Communicate with parents regarding student performance and behaviour and respond in a timely manner to parent concerns.
11. Ensure Team Leaders and Home Group Teachers are consistently implementing practices and behaviours articulated in the Gleneagles student management and engagement policies.
12. Implement proactive and responsive pastoral care processes in the sub school.
13. Working with the Learning Design Leader aligned to the sub school, ensure home group / mentor meetings and assemblies have a clear purpose, are well organised and the time is effectively utilised as a learning opportunity.

**College Responsibilities**

Be an engaged and thoughtful member of the College leadership team
At all times be a positive & active ambassador for Gleneagles S.C.
Actively contribute to whole school curriculum days and professional learning programs
Reflect the general leadership behaviours articulated in the Gleneagles Leadership Package
Other duties as required by the Principal

**Selection Criteria**

1. Exemplary and dynamic teaching practice.

2. Demonstrated ability to lead groups of teachers, teach adult learners and influence others including those resistant to change.

3. Excellent interpersonal and communication skills that support the complexity of this leadership role. Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance. Demonstrated capacity to be organised, resilient and have the courage to lead.

4. Ability to work effectively with a wide variety of students and form constructive relationships with students, staff and parents including those who present with challenging behaviours.
5. Ability to consider the academic, social and emotional needs of a cohort and collaboratively develop a plan that addresses identified issues, creates a productive culture and improves student outcomes.

6. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond the specific requirements of this role.

7. Demonstrated knowledge of external and internal policies, protocols and practices appropriate to the sub school and an ability to ensure all are consistently & effectively implemented.
WELLBEING LEADER

You will be responsible for leading and managing the Wellbeing portfolio to achieve these outcomes and for attending to the College responsibilities, articulated in this document.

Lead:

1. Lead the Wellbeing team and develop a Strategic Plan for the wellbeing portfolio
2. Develop, implement and evaluate College wellbeing policies, protocols and procedures
3. Lead the Integration team and work closely with the Integration Coordinator to ensure students funded through the Program for Students with Disability are appropriately supported at the College
4. Identify students with academic, social and emotional issues and ensure these are addressed by working with the Student Engagement Team, Learning Design and Pedagogy (LDP) team, Wellbeing and Integration teams, as appropriate
5. Design, coordinate, facilitate and communicate the referral process for individual testing and counselling services
6. Provide professional learning activities to better skill staff to be able to accommodate diversity
7. Provide programs and strategies that attend to the wellbeing needs of staff
8. Develop and/or facilitate targeted wellbeing programs and interventions
9. Implement DET policies and develop effective relationships with external agencies and services
10. Develop a communication protocol, with appropriate consideration to confidentiality, so that relevant information is communicated to staff, parents & students in a timely manner and appropriate records are maintained

Actively contribute to the achievement of the College’s strategic plan by being and active member of the senior management team (PCOs)

Manage:

1. Available resources (financial and human) in the portfolio
2. Complex cases
3. Coordinate the case management of students with wellbeing or specific learning needs
4. Implement a comprehensive referral and testing protocol
5. Ensure counselling and/or clinical services are provided for students as necessary including referring to outside agencies and the school support service (SSS)
6. Implement processes to identify students with wellbeing, disability and learning needs
7. Effectively manage the Integration budget in concert with the Integration Coordinator
8. Facilitate targeted staff and student wellbeing programs
9. Ensure DET programs, protocols and compliance requirements are attended to efficiently e.g. out of home care protocol, WANNIK
10. College policies, protocols and procedures are documented, communicated, implemented and evaluated in a timely manner
11. Provide and/or facilitate supervision[1] for the Wellbeing Team, Student Engagement Team and other staff as appropriate
12. Ensure critical incident protocols are established and implemented
13. Deliver and facilitate effective professional learning for staff so that they are better able to understand & accommodate diversity
14. Provide wellbeing/clinical services e.g. counselling
**College Responsibilities**

Be an engaged and thoughtful member of the College leadership team  
At all times be a positive & active ambassador for Gleneagles S.C.  
Actively contribute to whole school curriculum days and professional learning programs  
Reflect the general leadership behaviours articulated in the Gleneagles Leadership Package  
Other duties as required by the Principal

**Selection Criteria**

1. High level capacity to develop, implement and evaluate systemic processes and practices that address the complex wellbeing needs of staff, students and families in the college community

2. Interpersonal and communication skills  
   (i) Highly developed and effective interpersonal and communication skills in individual, small group and community contexts.  
   (ii) Demonstrated behaviours and beliefs that reflect an effective and positive leadership stance  
   (iii) Demonstrated capacity to be organised, resilient and have the courage to lead.

3. Demonstrated knowledge of strategies and experience in, supporting identified cohorts of students including students with mental health issues, students funded through the integration program and those with other identified learning or social/emotional needs.

4. High level ability to work with and support the Student Engagement team to ensure the needs of students who are underperforming, have behaviour issues or are making poor choices are addressed and students are supported to reach their potential.

5. Demonstrated ability to develop the capacity of staff to better understand, respond to and manage complex students.

6. Demonstrated capacity to identify and appropriately respond to the needs of the College community beyond the specific requirements of this role.

7. Outstanding financial, organisational and resource management skills.

Note: the Student Wellbeing and Integration Coordinators’ roles will complement this position

Footnote (1) In this document, the term supervision is intended to cover providing clinical supervision for clinicians and an opportunity for Student Engagement leaders and staff to process and reflect on challenging behaviours, conversations and experiences.
Applicants may request copies of the following documents:

- Strategic Plan 2015 – 2018
- Annual Implementation Plan

Copies may be obtained by contacting Merryn Molloy, Principals Assistant on (03) 9708 1319 or by email at molloy.merryn.c@edumail.vic.gov.au.

Other school information is available in the Annual Report posted on the college website, via My School or VRQA.