



Mildura Senior College (MSC) Position Description

Job Details				
Job Posting Title	Leading Teacher Range 3			
Location	Mildura Senior College			
Classification	LEAD			
ROL Reference	1163313	Hours	38.00	
Employment Type	Tenured Position – Lead Teach			
Dates	Start Date	28.01.2020	End Date	27.01.2022
Role Type	Leading Teacher Range 3			
Level	LEAD Range 3			
Subjects /Duties	N/A			
Phone	03 5002 0222	Contact Name	Belinda Hudak	
Apply By	06.10.2019	School Website	www.milsen.vic.edu.au	
Location Profile				
<p>Mildura Senior College is an educational landmark located in the heart of Mildura. With a student population in 2019 of 987 enrolled students with the addition of Year 10 VCE & VET external enrolments from surrounding schools. The College is one of a small number of stand-alone Senior Colleges in the state catering exclusively for Year 11 and 12 students undertaking the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). Mildura Senior College provides access to an unparalleled level of choice in the study areas of the VCE, VCAL, Vocational Education and Training (VET) and University Enhancement studies. The College has a clear commitment to the Managed Individual Pathways Program providing timetabled classes and Pathways Teachers advocate for all student. This unique learning environment is highly valued by the school community, which sees it as essential to students developing skills crucial to future success.</p> <p>The College boasts outstanding facilities, which include the Deakin Trade Training Centre, VCAL Hub, Arts Precinct, Fitness Learning Facilities and numerous undercover student recreational areas. The grounds boast three sporting ovals utilised by College students, neighbouring schools and community sporting groups.</p> <p>The College is committed to providing suitable senior pathways for all senior students. We work in partnership with our neighbouring 7-10 colleges: Chaffey Secondary College, Irymple Secondary College, Merbein P-10 College, Trinity Lutheran College and Henderson College. There is close cooperation with these colleges in the areas of Instrumental Music, EAL provision, sport, professional development programs, student transition and orientation. Each year approximately 30% of enrolments come from outside these neighbourhood colleges and include public, catholic and independent schools.</p> <p>The College provides a young adult learning environment and a learning philosophy built upon partnerships and strong relationships between teachers and students. Mildura Senior College provides clear pathways to further study and the workplace. Our mission is to deliver excellence in education and training opportunities for all students. Students are supported by full time careers and VETis advisors, school to work coordinator, an extensive</p>				

wellbeing team, student sub-school leaders and a team of staff experienced in the successful delivery of senior studies. Mildura Senior College currently has 112 members of staff including 73 teaching staff.

Mildura Senior College is an inclusive environment that has a diverse student co-hort including Koori, Pacifica and EAL students and celebrates this diversity. The Clontarf Academy is one example of a program at Mildura Senior College, targeted at reducing educational disadvantage for students.

The College is committed to Respectful Relationships and being a Safe School. The College values of Respect, Responsibility, Resilience, Independence and Success reflect the culture and behaviours the College aims to develop in students, to enable them to become outstanding young people as they transition on their pathways to the future.

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.

SC6 An understanding of senior education and the opportunities and challenges faced by students and teachers in the delivery of senior programs.

SC7 Demonstrated commitment to the principles of public education, DET and College values, including the framework of Respectful Relationships and Safe schools.

Roles – Leading Teacher Range 3

Leading teachers will be highly skilled classroom practitioners and undertake leadership and management roles commensurate with their salary range. The role of leading teachers is to improve the skill, knowledge and performance of the teaching workforce in a school or group of schools and to improve the curriculum program of a school.

Typically, leading teachers are responsible for coordinating a number of staff to achieve improvements in teaching and learning, which may involve the coordination and professional support of colleagues through modelling, collaborating, coaching, and using processes that develop knowledge, practice and professional engagement in others.

Leading teachers are expected to lead and manage a significant area or function within the school with a high degree of independence to ensure the effective development, provision and evaluation of the school's education program.

Leading teachers will be expected to make a significant contribution to policy development relating to teaching and learning in the school. A leading teacher has a direct impact and influence on the achievement of the school goals.

Leading teachers are responsible for the implementation of the priorities contained in the school strategic plan and prioritise leading a specific school improvement area, which may include but limited to the follow:

- Student Assessment and Reporting
- Transition
- Pathways
- Curriculum & Learning

- Student Learning Support
- VCAL
- Student Empowerment, Achievement & Recognition

Responsibilities

In recognition of the importance of leadership and management combined with exemplary teaching practice for improved student learning outcomes, the key roles of the leading teachers may include but are not limited to:

- Leading and managing the implementation of whole-school improvement initiatives related to the school strategic plan and school priorities
- Leading and managing the implementation of whole-school improvement strategies related to curriculum planning and delivery
- Leading and managing the provision of professional development and developing individual and team development plans for teaching staff within the priorities of the school
- Leading and managing staff performance and development (facilitating of staff P&D plans)
- Teaching demonstration lessons
- Leading and managing the development of the school's assessment and reporting policies and practices
- Leading and managing the implementation of the school operations and policies related to student support, wellbeing and positive behaviour
- Leading the development of curriculum in a major learning area and participating in curriculum development in other areas
- Responsibility for general student engagement matters beyond the management of classroom teachers
- Contributing to the overall leadership and management of the school
- Contributing to the development of proposals for school council consideration
- Developing and managing the school code of conduct.
- Role modelling the DET and College Values

Who May Apply

Teachers currently registered or eligible for registration with the Victorian Institute of Teaching and qualified to teach and/or have demonstrated experience in the curriculum area(s) specified for the position.

EEO & OHS Commitment

The Department values diversity and is committed to workforce diversity and equal opportunity in schools and all education workplaces. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces.

Child Safe Standards

Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety

Code of Conduct consistent with the Department's exemplar available at http://www.education.vic.gov.au/about/programs/health/protect/Pages/childsafestandards.aspx					
DET Values					
The Department's employees commit to upholding DET's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DET's Values complement each school's own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools. Information on the DET values is available at http://www.education.vic.gov.au/hrweb/workm/Pages/Public-Sector-Values.aspx					
Mildura Senior College Values					
Respect, Resilience, Responsibility, Independence and Success					
Conditions of Employment					
All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements.					
<ul style="list-style-type: none"> •Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check. •A probationary period may apply during the first year of employment and induction and support programs provided. •Detailed information on all terms and conditions of employment is available on the Department's Human Resources website at http://www.education.vic.gov.au/hrweb/Pages/default.aspx 					
Post Date	16.09.19	Remove Date	07.10.19	Posting Duration	21 days