



Position Description - Leader of Learning

COLLEGE OVERVIEW

The aim of Arndell Anglican College is to be the school of choice in the Hawkesbury. The College is an Anglican Schools Corporation school catering for students from Prep to Year 12.

Our mission is to offer innovative, high-quality education and to communicate the Gospel of Jesus Christ to students, staff, parents, and the wider community. The inclusive learning environment promotes optimism, respect, and ownership within and for our culture.

The core values of the College revolve around a vision that we need to provide a place where every child matters and that we challenge our future leaders of tomorrow. We accomplish this through high-quality teaching, encouragement of spiritual awareness, placing Jesus as central to all we do, positive expectations in respect to academic excellence and behaviour, a safe and caring environment and a strong welfare system that communicates with parents and students.

POSITION INTENT

The Leader of Learning is responsible for fostering student learning growth and development, leading improvement in pedagogical practice, facilitating the design of high-quality, engaging and inclusive educational programs, supporting student wellbeing and inspiring a lifelong appreciation of learning.

This is a teaching position and therefore the incumbent is expected to model 'best practice' curriculum delivery, foster the appropriate use and implementation of new technologies to enhance learning, and maximise the learning outcomes of each student by holistically addressing their individual intellectual, emotional, and physical abilities.

The Leader of Learning will be required to participate in the wider life of the College, including co-curricular, homeroom, house, sporting events, excursions and will also be required to take part in at least one of the year level camps.

KEY RELATIONSHIPS

The Leader of Learning reports to the Head of Junior School and is a member of the Junior School Leadership Team.

To support the strategic and operational objectives of the College and the parameters within this position description, it is expected that the Leader of Learning will develop and nurture positive and collaborative relationships with all staff, students, parents, and the local community.

Reporting directly to the Leader of Learning are the Stage Teachers for the assigned Stage.

To deliver on their responsibilities, the Leader of Learning will also work in partnership with the:

- Assistant Heads of Junior School;
- Peer Leaders of Learning;
- Subject Leader Facilitators;
- Other Junior School Teachers, Aides, and Specialist Teaching staff;
- Head of Diverse Learning and Team;
- College Wellbeing Team; and
- Director of Professional Learning.

STRATEGIC PLAN RESPONSIBILITIES

- Assist in the development, implementation, measurement, and feedback on strategic plan objectives as they relate to the assigned area/s of responsibility.

- Contribute to the College Strategic Planning process.
- Ensure the College vision is shared, understood, and incorporated into day-to-day activities and initiatives.
- Provide input and feedback to the Head of Junior School on future College Strategic Plans.

POSITION RESPONSIBILITIES

- Lead Stage delivery of the NESA Curriculum, NAPLAN assessment, and whole school programs.
- Lead Stage pedagogy, programming, and assessment that focuses on student growth and achievement whilst considering differentiation and learning adjustments for all students.
- Lead the Stage in embedding the College frameworks and models into teaching and learning programs.
- Monitor staff programs to ensure curriculum coverage, continuity, and progression for all students.
- Collaborate with the Diverse Learning Team, Wellbeing Team, Teaching Staff and Parents in the development of Individual Education Plans (IEPs).
- Manage the Stage student portfolio process.
- Facilitate the Stage Parent-Teacher interview and Student-Led conference processes.
- Oversee all aspects of the reporting process for the Stage.
- Collaborate with other teachers to develop cross-curricular and interdisciplinary learning opportunities.
- Develop direct reports through the College's staff goal setting and development process, including:
 - Identifying, suggesting, supporting, and enabling learning opportunities.
 - Evaluating the effectiveness of Teaching and Learning across the Stage through data analysis, collaborative planning sessions, monitoring of students' work, and lesson observations.
 - Providing feedback to enhance staff wellbeing and professional effectiveness.
 - Identifying and challenging underperformance in the classroom, assisting the individual with improvement strategies.
 - Supporting and providing mentorship and/or supervision to teachers seeking further accreditation.
- Support student wellbeing programs and initiatives.
- Manage the application and monitoring of the College Discipline Policy, the Junior School Positive Behaviour Guidelines, Student Behaviour Support Plans (BSPs), and Student Risk Assessments (RAs).
- Organise and lead Stage meetings.
- Manage the organisation of Stage Excursions, Incursions, and Camps, including the development of associated risk assessments.
- Lead student transition programs.
- Represent the College through participation in relevant professional associations.

TEACHING RESPONSIBILITIES

- Teach assigned classes.
- Design interesting and engaging lessons for students with a wide range of learning abilities and styles.
- Deliver high-quality content to students that is engaging and accessible.
- Hold student attention and interest, employing a variety of pedagogies and differentiating / scaffolding work as required.
- Prepare students for national testing, competitions, and NSW Higher School Certificate examinations.
- Provide students with clear and fair assessments, including regular, constructive feedback.
- Set and articulate to students clear expectations of classroom behaviour that conform to the expectations of the College.
- Contribute to quality assessment tasks, programming and reports, including outcomes and course outlines.
- Meet regularly with the Head and/or Assistant Heads of Junior School to discuss class and student progress and achievement.
- Organise incursions and excursions, as required.
- Foster the appropriate use and implementation of technology to enhance learning.

CHILD SAFE RESPONSIBILITIES

- Act in accordance with the College's Child Safe Program.
- More specifically:
 - Demonstrate a strong commitment to the safety and welfare of children and young people in line with the College's Child Safe Policy.
 - Report child safety incidents or concerns to one of the College's nominated Child Safety Officers.
 - Ensure personal professional boundaries are maintained and provide guidance to others to do the same.
 - Adhere to the expectations of the Child Safe Code of Conduct and provide guidance to direct reports to do the same.

WORK HEALTH AND SAFETY RESPONSIBILITIES

- Act in accordance with the College's Work Health and Safety (WHS) Program.
- More specifically:
 - Demonstrate active and visible leadership in WHS risk management, ensuring personal actions do not place self or others at risk of harm.
 - Understand the nature of College operations and associated hazards / risks and risk mitigation strategies, providing guidance to others.
 - Report WHS issues via the incident / hazard notification processes, drawing attention to urgent matters to reduce the risk of harm to others.
 - Address WHS issues in consultation with those involved or affected and the Assistant Business Manager.
 - Undertake risk assessments for any variations to routine for activities you lead and ensure direct reports complete the same.
 - Participate in incident investigations and WHS inspections, as required.

COLLEGE FRAMEWORKS & MODELS – THE EXPECTATIONS

Christian Framework

- Advocate and act in accordance with the College's Christian Framework.
- More specifically:
 - The tenets of the College's Christian Belief Statement are embedded in all works, words, and actions so that the Christian narrative is central.
 - Actions are other-person centred, seeking the good of both the individual and the entire College Community.
 - Lessons and programs have elements included to show glimpses of the impact of the Christian narrative in our world.

Pastoral Care Framework

- Act in accordance with the College's Pastoral Care Framework.
- More specifically:
 - Create an *Environment* that allows others to feel safe, supported, engaged and where purpose is known in order to encourage growth and enable them to flourish in their position and/or studies.
 - Support others to look after their own *Wellbeing* through growing themselves and others to live life with purpose, developing healthy habits, maintaining a balance on one's perspective and priorities, and building resilience to press on despite adversity.
 - Look after your *Wellbeing* through growing yourself to live life with purpose, developing healthy habits, maintaining a balanced perspective and priorities, and building resilience to press on despite adversity.
 - Provide opportunity for others to develop their *Character* through guiding their exploration of who they are, pathways to contribute to community and understanding their impact on the growth of others, and to positively encourage others.
 - Develop your *Character* through exploration of who you are and pathways to contribute to community.

Teaching and Learning Framework

- Act in accordance with the College's Teaching and Learning Framework.
- More specifically:
 - Employ the instructional model and common language conventions in designing and delivering curriculum and learning experiences.
 - Design and practice of learning empowers the *Individual with Creativity, Growth, Courage, and Integrity*.
 - Assist others to develop their *Interpersonal* skills through *Collaborative* learning experiences, promotion, and demonstration of *Respectful Relationships*, and where *Communication* is central.
 - Develop the *Intellectual* capacity of students through learning targeted at their abilities to think *Critically, Comprehensively, Meaningfully, and Rigorously*.
 - Model the *Individual, Interpersonal, and Intellectual* characteristics in own work.

Leadership Model

- Act in accordance with the College's Leadership Model.
- More specifically:
 - Embody *Servant Leadership* through humility in approach, being sacrificial in putting others' interests first, empathetic in seeking to understand those you lead, and empowering others to grow in capability and capacity.
 - Embody *Credible Leadership* through being transparent in approach, competent in the position, trustworthy to those around you, and having integrity at all times.
 - Embody *Relational Leadership* through being an effective communicator, emotionally intelligent in engaging with others, equitable in approach, and an effective listener to better understand the perspectives of others.
 - Embody *Purposeful Leadership* through being goal-focused, strategic in approaching change, future-focused, and aligned to moving forward together.
 - Embody *Reflective Leadership* through being evidence-focused in approach, utilising feedback in own growth process, continuously improving on all aspects of position and self.

ATTRIBUTES

The incumbent will...

- Be an active member of a reformed, evangelical Christian church.
- Actively support the Christian teaching of the College and integrate their faith in all that they do.
- Positively contribute to and work as an effective team member collaborating with staff and parents, having the ability to encourage positive team commitment and contributions by the application of personal commitment, enthusiasm, and energy
- Demonstrate outstanding interpersonal and communication skills with the ability to communicate and work relationally with staff, students, parents, and other external parties.
- Possess intellectual strength, professional integrity, and a passion for Christian education.
- Possess a broad and deep understanding of current educational issues, curriculum development, pedagogical theory, and behaviour management.
- Keep up to date with educational research and 'best-in-class' practice.
- Be committed to pastoral care of both staff, students, and parents / carers and have a knowledge of the social and emotional issues which affect young people.
- Demonstrate the ability to empower others to flourish in their roles / studies and character development.
- Demonstrate the ability to think and act strategically.
- Act in a manner that enhances the College's reputation and standing in the community.
- Work within an openly Christian environment.
- Work as part of the ASC team of colleges and schools.

QUALIFICATIONS & EXPERIENCE

The incumbent will hold the following qualifications and experience:

- Tertiary qualifications in Education (Teaching) in the applicable learning area and hold the appropriate NESA accreditation.
- Experience in teaching within the applicable Stage, preferred but not essential.

OTHER INFORMATION

- All staff are supplied with laptops and are expected to be competent in computer skills.
- The College operates a 10-day 60 period timetable, with the full teaching load of 51.5 periods plus duties for Leaders of Learning.
- The Leader of Learning will have other duties such as meetings, co- and extra-curricular activities, camps, taking part in College Community activities, and the College's program for spiritual and pastoral care. Some of these duties may need to be performed at times outside normal hours.
- The Position Description is to be read in conjunction with the Arndell Anglican College Strategic Plan and is reviewed every 12-24 months. Next review is due January 2027.

AGREEMENT

By signing below, I confirm my acceptance and commitment to execute to the best of my ability the position responsibilities as outlined in this document, understanding that it may be varied from time to time and that any variation will be in consultation with myself and changes subject to applicable legislation as it may apply.

Signed

Date

Print Name

APPLICATIONS – Internal Candidates Only

Application Parameters:

Carefully consider the position description and provide a letter of application outlining your experience in the area/s of the position and what you would bring to the role (no more than two pages), include with this your current CV.

Closing Date for Applications:

Monday 27 October, 2025

Applications to be sent to:

Headmaster

employment@arndell.nsw.edu.au

APPLICATIONS – External Candidates Only

Please provide a letter of application outlining your experience in the area/s of the position and what you would bring to the role (no more than two pages), along with your CV ensuring the following is included:

- Copies of qualifications and teaching certificate/s including a copy of your NESA Teacher Summary Report and PD Progress Report.
- Summary of academic record.
- Work experience, including current and previous teaching experience.
- The names, positions, telephone numbers and addresses (including email if applicable) of three referees, one of whom will be your current Church minister.
- Working With Children Check clearance number and date of birth (for validation purposes only).
- Involvement and abilities in sport, the arts, or other fields of interest.
- Any other information in response to the position's professional criteria as provided or any other information that may assist us in assessing your suitability for an interview and appointment.

Closing Date for Applications:

Monday 27 October, 2025

Applications to be sent to:

Headmaster, Arndell Anglican College

PO Box 4063

PITT TOWN NSW 2756

T: (02) 4572 3633

E: employment@arndell.nsw.edu.au

Employment screening of successful applicants will apply including verification of the Working With Children Check and NESA accreditation, which may occur prior to interview. Arndell Anglican College is a child safe organization. All members of staff are required to comply with applicable child protection legislation and are responsible for ensuring that the College's Child Safe Program is at the forefront of all they do. Arndell Anglican College is an equal opportunity employer and an Anglican Schools Corporation school.