



LEADERSHIP POSITIONS

LEADERSHIP OVERVIEW

Leadership Positions	Classification	Time Allowance
House Leader (x4)	LT	10
Disability Inclusion Leader	LT	6
Teaching and Learning - Curriculum, Assessment and Reporting*	LT	6
Teaching and Learning - Pedagogy*	LT	6
Learning Specialists (x4)	LS	4

*Components within the Teaching and Learning positions responsibilities can be interchanged following negotiation and consultation.

All positions are **Educational Leaders** with responsibility for **Whole School Improvement**. Each Leading Teacher is responsible for leading teams of teachers who implement aspects of their portfolio. There are some aspects of the Leading Teacher responsibilities that are common to all positions. These are listed below:

- Be proactive members of the College Leadership team at all times and support all priorities of the College with positive intent
- Actively publicise the work undertaken by teams in the College Newsletter, Website and College magazine;
- Lead and manage staff performance and development (review of staff);
- Policy Development;

Each Leading Teacher will work positively and collaboratively with the whole Leadership Team and demonstrate the following characteristics:

1. Have consistent, high expectations and be ambitious for the success of the Mount Erin students.
2. Focus relentlessly on improving wellbeing, teaching and learning by working together to provide effective professional development of all staff.
3. Be an expert at assessment and the tracking of student progress with appropriate support and intervention based upon a detailed knowledge of individual pupils.
4. Be highly inclusive, having complete regard for the progress and personal development of every student.
5. Develop individual students through promoting rich opportunities for learning both within and out of the classroom.
6. Cultivate a range of partnerships particularly with parents, business and the community to support student learning and progress.
7. Be robust and rigorous in terms of self-evaluation and data analysis with clear strategies for improvement.

As a Leadership Team at Mount Erin we will maintain a clear and consistent vision that our priorities are learning and wellbeing, and work closely with the Mount Erin wider community.

As Leaders we will work together to balance strategic and operational roles, and demonstrate the ability to manage change and understand how it works. We will work collaboratively to lead improvement strategies across the College and be focussed on providing the best outcomes for our students.

LEADING TEACHER- HOUSE LEADER (4 POSITIONS)

10 Period Time Allowance per fortnight (for 2022)

House Leaders (HL) are responsible for supporting students, their parents and teachers of the House, including the direct leadership and development of the Assistant House Leaders and House Support Officer (HSO). HLs assume responsibilities which focus on overseeing and positive case management of student management and learning growth, including addressing concerns relating to student wellbeing and pathways.

House Leader Responsibilities are:

- Develop and uphold a House culture in line with the school vision which communicates clear expectations, celebrates diversity, promotes connections and community and creates an environment where all staff and students can learn. This includes promotion and support of inter-house competitions such as Athletics, Swimming and lunchtime competitions.
- Liaise with and make referrals to different student support teams across the College (Wellbeing, Pathways, Disability Inclusion) to maintain up to date and relevant information relating to all students of the House and filter this information for communication to necessary staff.
- Contribute to the development of the MEC Student Engagement Policy / Cooperative Classroom Policy and SWPBS, and actively support staff to build capacity to be able to implement these by providing structured professional learning and using observation and feedback techniques.
- Lead and oversee the continued development and implementation of the MEC Uniform Policy and Procedures.
- Lead and oversee the continued development and implementation of the MEC Attendance and Lateness Policies and Procedures.
- Use data regularly to identify and develop action plans in consultation with the DI Team to support student's education, attendance, behaviour, discipline and welfare in consultation with relevant support teams and with priority focus on "At Risk" and vulnerable students.
- Develop and implement processes that support student progress, pathways and transitions.
- Use Edval and VASS to coordinate student programs and progress.
- Develop processes and programs to improve progress from one year level to the next in liaison with other HL Teams, the Wellbeing Team, DI Team and T&L Team.
- Build positive relationships and liaise with parents to ensure effective communication regarding student engagement, student learning progress and wellbeing.
- Contribute to the pathways development of students within the houses.
- Be a visible presence both in the House and in the classroom and learning environments across the college and model and promote high expectations.
- Use the SAFE Minds process to support students and staff.
- Support the operation of the pastoral care (ASPIRE & Homegroup) programs and student support programs as necessary.
- Build a culture of shared responsibility where all members of the House community contribute to the maintenance of the physical environment and surrounds.
- Complete PDP reviews with assigned members within the House.
- Build the capacity of the House Leadership Team.
- Celebrate student growth and success including
 - Providing regular updates for Social Media/Website updates, the College Newsletter
 - Publishing House Updates twice a term
 - Conducting House Assemblies each Term (especially to present ASPIRE awards)
 - Contribute to the Principal's Morning Tea
- Effectively manage the budget assigned to the House.
- As a HLT, support student management and organisation during NAPLAN and exams.
- Assume role of Acting Assistant Principal in the absence of the Student Engagement & Wellbeing AP when needed.
- Undertake specific responsibilities related to the allocated "Additional House Leader Portfolio".
- Reports directly to the Student Engagement & Wellbeing AP.

ADDITIONAL HOUSE LEADER RESPONSIBILITIES

VCAA- LYA

- Oversee the establishment of the VASS timeline (including Unit 1-4 SAC/SAT timelines)
- Lead and manage the special provisions process for Unit 3/4 students on VASS including Considerations of Education Disadvantage, VCAA dates and timeline.
- Lead the Year 12 VCE exams (including GAT)

Pathways- LPI

- In conjunction with the T&L Team, develop the Course Selection Process (Year 9-12)
- Coordinate the delivery of information and resources to students and parents (particularly through ASPIRE).
- Lead the other HLTs to implement the Course Selection Process

Transition- MBA

- Contribute to coordination of Transition/Orientation sessions as organised by the Transition Coordinator.
- Liaise with the Transition Coordinator to disseminate information of incoming Year 7 students amongst the House Leaders (which will be shared through the House where required).
- Lead the development of internal transition support for Year 7 students in conjunction including the coordination of Year 7 Camp/Induction activities.

ASPIRE- RMI

- Oversee the development of the Scope and Sequence, Course Outlines and Unit plans
- Incorporate Respectful relationships & SWPBS
- Liaise with Careers/Pathways, HLTs and Wellbeing Team

LEADING TEACHER- DISABILITY INCLUSION

The Disability Inclusion Leader will work to ensure students with disability and additional needs are engaged in education and meeting their learning goals. To do this they work collaboratively with the school's leadership, wellbeing staff and allied health team. They will also work collaboratively with services/teams outside school, which may include Health and Wellbeing Inclusion Workforces, liaising with Student Support Services key contacts and external therapists. The Disability Inclusion Leader/Coordinator will play a key role in coordinating the team around the learner.

These responsibilities will be shared with the Head of Wellbeing and Inclusion. They will also be responsible for leading the Deaf Education Coordinator and their team, the Learning Specialist Inclusion, the Disability Inclusion Educator and the Interventions Program Coordinator. This role will be supported by the ES Inclusion Officer.

The Disability Inclusion Leader will support the organisation of Disability Inclusion Profile meetings, support teachers to identify students who may benefit from a profile meeting, and support school leadership to use Disability Inclusion funding to resource evidence based reasonable adjustments, for individual students and cohorts of students. They will also be responsible for Tier 1 and 2 interventions across the school.

Disability Inclusion Leader Responsibilities are:

- Lead the teams to review and evaluate current policies and protocols to ensure that all Mount Erin documentation reflects inclusive practices.
- Develop understanding of a range of interventions that promote inclusion, engagement, build rapport and develop prosocial behaviours and relationships.
- Lead teams to develop evidence-based programs to assist students with additional learning needs using a tiered approach.
 - Eg: Tier 1 – introduction of the Learner Insights across the college to provide teachers with ongoing, evidence-based data to inform their teaching as well as providing student voice;
 - Tier 2 – TLI and MYLNS programs; differentiated teaching practices;
 - Tier 3 – student specific programs, understanding the needs of trauma affected students, teaching Deaf Hard of Hearing students; etc.
- Conduct SSGs for Tier 3 and complex Tier 2 students with the Head of Wellbeing and Inclusion
- Coordinate Tier 1 Inclusion interventions (Engagement component)
- Coordinate Professional learning activities for self and staff- including supporting teachers to complete and implement relevant ILPs
- Ensure that College reporting and assessment is in line with any IEP or DI requirements for each student
- Promote the celebration of Indigenous culture (such as NAIDOC week, Indigenous Literacy Day, etc.) and the inclusion of indigenous culture into the learning programs
- Explore external community or leadership development opportunities to support the growth of our Indigenous students. For example, the AIME Program.
- Review and further develop the protocols and processes for the development of ILPs/IEPS/SSGs
- Monitor and review the impact of adjustments for students
- Manage the budgets for Disability Inclusion, TLI, MYLNS, DEC, VHAP
- Be an advocate and champion for students with disability and additional needs and work with school staff to implement strategies for supporting the education of these students
- Play a key role in supporting students with disability and additional needs to make a smooth transition to school, ensuring there are effective arrangements in place for efficient transfer of information between services and schools (the transition from primary to secondary school is particularly important to ensure continuity of support for students with disability and additional needs)
- Prioritise resources and time to identify and consider the needs of students with disability and additional needs
- Ensure the student has a voice in setting learning targets during the IEP process
- Determine whether other students with disability and additional needs could benefit from an IEP
- Review school processes for student support groups, personalised goal setting, IEPs and ILPs
- Promote a culture of high expectations and aspirations for the learning of students with disability or additional needs
- Embed evidence-based inclusive education and human rights obligations into school policies and plans

- Act as a source of advice for staff about differentiated teaching strategies appropriate for individual students with disability and with additional needs
- Ensure parent(s)/carer(s) understand the importance of supporting learning at home

Disability Inclusion specific process responsibilities

- With the Head of Wellbeing and Inclusion be the lead contact for Disability Inclusion within the school, for example for the Disability Inclusion Regional Implementation Team
- With the Head of Wellbeing and Inclusion promote the implementation of all elements of Disability Inclusion at the school including overseeing special provisions for students in years 7-11.
- With the Head of Wellbeing and Inclusion ensure that the ES Inclusion Officer registers students who require a profile meeting
- With the Head of Wellbeing and Inclusion respond to any requests from facilitators for additional information
- With the Head of Wellbeing and Inclusion ensure Disability Inclusion profile meetings are booked by the ES Inclusion Officer for all students who require profile meetings
- With the Head of Wellbeing and Inclusion support school staff and the SSG to prepare and gather supporting information for Disability Inclusion profile meetings
- With the Head of Wellbeing and Inclusion support the House Leaders, the DEC Coordinator and the Disability Inclusion Educator, and other appropriate staff to prepare the student and parent(s)/carer(s) to contribute to Disability Inclusion profile meetings
- Ensure the establishment of student support groups (SSGs) for all students who may benefit from a Disability Inclusion profile meeting.
- Assume role of Acting Assistant Principal in the absence of the Teaching and Learning AP when needed.
- Reports directly to the Teaching and Learning Assistant Principal

LEADING TEACHER- CURRICULUM, ASSESSMENT & REPORTING

The Curriculum, Assessment and Reporting Leader is responsible for overseeing the delivery of whole-school curriculum and assessment practices.

Curriculum, Assessment and Reporting Leader Responsibilities are:

- Support the review and redevelopment of whole school curriculum provisions
- Document and embed a rigorous, curriculum-linked, differentiated curriculum school wide
- Document and embed differentiated assessment practices that address curriculum standards
- Support teachers to use data to drive the development of curriculum and assessment
- Support Curriculum Innovation (i.e. STEAM, VC Capabilities)
- Review the effectiveness of the MEC curriculum and assessment practices on improving student outcomes
- Deliver evidence-based reporting structures to students and families
- Review existing reporting practices to more effectively report on student progress, including the integration of DI reporting requirements
- Promote the MEC curriculum and assessment practices to the community
- Directly lead Domain Leaders to deliver curriculum and assessment outcomes
- Coordinate Year 10 and 11 Exams
- Develop, implement and review curriculum policies, strategies and programs which will support continual student development and improvement
- Oversee compliance of the requirements for delivering the Victorian Curriculum, VCE, VCAL and VET
- Liaise with relevant HL, Domain Leaders and Business Manager to develop Course selection information
- Manage and co-ordinate booklists
- Develop processes to ensure that moderation practices are in place at all year levels and across all Domains
- Provide ongoing professional learning opportunities for staff directly relating to curriculum and assessment
- Establish support strategies for teachers to ensure consistency of practice
- As a member of the T&L Leadership Team, develop the structures and processes for Professional Learning Communities across the College
- Assume role of Acting Assistant Principal in the absence of the Teaching and Learning AP when needed.
- Reports to the *Teaching and Learning Assistant Principal*

LEADING TEACHER- PEDAGOGY

The Pedagogy Leader will possess and demonstrate a strong understanding of evidence-based teaching practices that enhance teacher practice to support student growth. The implementation of a sound and consistent MEC Instructional Model will be a core responsibility of this role. The Pedagogy Leader will also work with the Curriculum and Assessment Leader to implement PLCs and embed a collaborative approach to pedagogy

Pedagogy Leader Responsibilities are:

- Develop and implement the MEC Instructional Model by enhancing the “Learning Activities” phase
- Directly lead Domain Leaders to deliver pedagogy outcomes (with specific focus on the “Learning Activities” phase of the MEC Instructional Model)
- Monitor the effectiveness of the MEC Instructional Model on improving student outcomes
- Lead the implementation of Professional Learning Communities (PLCs)
- Provide ongoing professional learning opportunities for staff directly relating to pedagogy
- Establish support strategies for teachers to ensure consistency of practice
- Positively promote Teaching and Learning at MEC to the community
- Develop and implement clear processes and timelines for collecting student data
- Liaise with Domain Leaders for Maths and English to organise regular PAT testing.
- Collect and analyse NAPLAN, On-Demand, VCE, GAT data
- Collect, provide and support the HLT to use student data, including that required for Course COunselling.
- Provide strategies and support to teachers to build data literacy skills and knowledge
- Work with the English and Maths Domain Leaders to develop practices across the English and Maths Domains to continually improve NAPLAN results
- As a member of the T&L Leadership Team, develop the structures and processes for Professional Learning Communities across the College
- Engage in Management meetings to represent teaching and learning priorities
- Reports to the *Teaching and Learning Assistant Principal*

LEARNING SPECIALIST (4 POSITIONS)

Learning Specialists will be highly skilled classroom practitioners in one or more of the College's strategic plan focus areas. Learning Specialists also continue to spend the majority of their time in the classroom delivering high-quality teaching and learning and have a range of responsibilities related to their expertise. Learning Specialists are expected to have deep knowledge and expertise in high quality teaching and learning in delivering improved achievement, engagement and wellbeing for students. The Learning Specialist role is aimed at building excellence in teaching and learning within the Teaching Service.

Learning Specialist Responsibilities are:

- demonstrating high-level expertise in teaching and learning practice
- modelling exemplary classroom practice including through teaching demonstration lessons
- working with the school leadership team to develop a shared view of highly effective teacher practice
- leading and modelling the implementation of whole-school improvement strategies related to curriculum planning and delivery
- playing a key role in the provision of professional learning, including through developing processes and protocols for observation and feedback of teacher practice and peer collaboration
- modelling effective learning practice and supporting teachers to seek, analyse and act on feedback on their practice
- providing evidence-based feedback to teaching staff to inform their effectiveness and development
- providing expert advice about the content, processes and strategies that will shape individual and school professional learning
- supervising and training one or more pre-service teachers, and mentoring and/or coaching teachers
- modelling exemplary use of student data to inform teaching approaches
- modelling exemplary professional learning practice including through seeking feedback from other teachers and leaders on their own classroom practice as part of critical reflection and inquiry to improve practice
- Deliver regular out-of-class, point of need, professional learning opportunities for staff.
- Reports to the Teaching and Learning AP.