

LEADING TEACHERS (DIRECTORS)

POSITION DESCRIPTION

At Mount Ridley Prep – Year 12 College, Leading Teachers are referred to as Directors and are key members of the Senior Leadership team. Directors possess high level skills that enable them to guide and support staff in delivering optimum levels of academic and social outcomes for students. Appointed under the tag of Educational Leadership, each Director is assigned an initial focus area after discussion with the College Principal. As successful applicants have demonstrated outstanding leadership qualities, they are expected to be flexible and willing to alter their role in line with changes to the College's Strategic Plan and needs, as well as having the opportunity to further develop their skills.

Directors have a commitment to the ethos of the College and the expectations of their roles. They take responsibility for specific outcomes in relation to both the Strategic and Annual Implementation Plans. PLCs (Professional Learning Communities) formulate the key driver of this work whereby Directors (and Learning Specialists) lead teams of staff in collectively developing curriculum, analysing data and ensuring teaching and learning strategies are meeting the needs of all students.

The following roles and responsibilities expected of Directors should be read in conjunction with MRC's Staff Code of Practice and the current Victorian Government Schools Agreement (VGSA) and are in addition to the individual duties specified by the College for each Leading Teacher portfolio.

PROFESSIONAL RESPONSIBILITY

Directors are required to:

- Lead teams that focus on the academic, social and emotional development of all students.
- Attend and actively contribute to Leadership meetings/forums, including being committed to the optimum functioning of the Senior Leadership team.
- Actively participate in and lead professional learning within and beyond the College, including local and other learning networks.
- Work flexibly across a range of tasks and areas, including a willingness to alter their leadership role in line with changes to the needs of the College.
- Maintain a high profile at and commitment to College events and performances.
- Drive professional learning for themselves and others, including modelling and coaching in classrooms alongside students, teachers and support staff.
- Maintain high standards of supervision, professional conduct and confidentiality.
- Be conversant with current educational trends.
- Continue to develop professional competencies through participation in, along with leading, professional development activities.
- Be accountable for their role or position of responsibility within their job description.
- Be ethical, robust and rigorous in terms of self-reflection and a commitment to the work of the Senior leadership team.

TEACHING AND LEARNING PRACTICES

Directors are highly skilled classroom practitioners who also possess leadership skills, experiences and qualities to effectively lead and manage major programs and continuous improvement strategies across the College. As well as undertaking the teaching and learning practices expected from MRC teachers, Directors are required to:

- Utilise a common language and shared understanding of what underpins an effective learning environment in a Prep to Year 12 educational setting.
- Formulate the design, development and implementation of initiatives that support the operation of an effective performance and development culture at the College.
- Work on continually developing and improving the learning opportunities for all students through the utilisation of innovative approaches to teaching and learning.
- Lead the development, implementation and evaluation of innovative curriculum approaches that enable enhanced learning to take place.
- Use research findings to apply effective practices in the curriculum and organisational structure of the College.
- Develop, lead, manage and support high performing staff teams, including PLCs and the extensive use of student learning data.
- Continually lead accountability processes that ensure a guaranteed viable and clearly documented curriculum.

ASSESSMENT AND REPORTING

Directors are required to:

- Lead the implementation of effective student assessment and reporting practices.
- Maintain accurate records of student attainment outcomes, effort, achievement and attendance, as well as mentor staff in their effective use.
- Utilise a range of assessment and reporting strategies within the College's Assessment and Reporting policy.
- Report to students and parents in a meaningful, clear and accurate manner in accordance with College policy and practice. This also entails coaching staff on effective student feedback and reporting tools.

CONTRIBUTING TO THE GOALS OF MOUNT RIDLEY P-12 COLLEGE

Directors are required to undertake a range of responsibilities, including:

- A commitment to life-long learning.
- Assisting with communication and liaison tasks required to continually develop and maintain close and positive relationships between the College and the wider community. This involves leading and actively participating in Parent Information sessions, special projects, events, camps, excursions and official functions both within and outside normal school hours.
- Leading the articulation of educational issues within the College and wider community.
- Leading and supporting assigned staff teams through the annual performance and development process.
- Giving and receiving feedback as and from coaches, mentors, partners and peers.
- Proactively leading the development and implementation of College policies and programs.

- Leading partnerships and the involvement of parents and para-professionals (coaches, artists in residence, musicians, teacher assistants, etc.) in the teaching and learning programs at the College.
- Providing leadership and direction in focus areas of the College.
- Leading the implementation of a seamless transition program for students as they progress through their various stages of development.

There are 14 Directors at the College. An overview of the duties for each portfolio is provided as follows:

DIRECTOR OF DATA SUPPORT AND ANALYSIS

The position of Director of Data Support and Analysis has a focus on:

1. Leading and supporting the management and centralised collation of school data.
2. Building the capacity of all staff to interpret, manage and effectively monitor school data.
3. Supporting and ensuring improvement strategies identified through the analysis of school data are employed.
4. Analysing and utilising data and current research trends so as to provide advice and evaluate the College's progress and developmental needs.

DIRECTOR OF ENGAGEMENT STRATEGIES

The position of Director of Engagement Strategies has a focus on:

1. Working conjointly with the Principal Class team and fellow Directors in leading best practice in the area of student engagement.
2. Building the capacity of all staff in relation to utilising a cohesive and coherent approach to student engagement practices across the College.
3. Supporting high level student behaviour and crisis issues/situations.

There are 2 Directors of Engagement Strategies (one assigned to the Primary Years and the other with responsibility at the Secondary Years level). Their priorities are to implement initiatives/strategies aimed at improving levels of student engagement and connectedness.

DIRECTOR OF INFORMATION SYSTEMS AND OPERATIONS

The position of Director of Information Systems and Operations has a focus on:

1. Leading the development and implementation of effective information and administrative systems that support the College's teaching and learning programs, including the optimal use of College resources.
2. Leading the coordination, development and implementation of the College's timetable and daily operations schedule.
3. Ensuring the College's information and operations systems support staff in meeting the needs of students and are aligned with the College's strategic direction of providing innovative teaching and learning practices.

DIRECTOR OF SPECIALISED PROGRAMS

The position of Director of Specialised Programs has a focus on:

1. Leading the implementation of high-quality programs that enhance the learning opportunities of students.
2. Leading the effective implementation of the College's ACED (Academic Select Entry) and ESP (Elite Sports Select Entry) programs.
3. Enhancing learning and pathways experiences for ACED and ESP students through the establishment and maintenance of meaningful partnerships.

DIRECTOR OF STUDENT ADVOCACY

The position of Director of Student Advocacy has a focus on:

1. Leading and enhancing the capacity of both our student leaders and student body to become active participants in the College's decision-making processes.
2. Leading and promoting a sense of community through the College's House system.
3. Promoting and implementing student advocacy initiatives which enhance student engagement and connectedness with the College.

DIRECTOR OF STUDENT MANAGEMENT

The position of Director of Student Management has a focus on:

1. Working jointly with the Principal Class team and fellow Directors in leading College wide student management practices.
2. Liaising closely with the Directors of Engagement Strategies to support the continued development and implementation of student engagement and management practices in line with the College's Instructional Model and Positive Behaviour and Relationship (PBR) framework.
3. Managing high level student behaviour and crisis issues/situations.

There are 4 Directors of Student Management (one assigned to each Mini School). Each Director is responsible for ensuring students' specific needs in their Mini School are being met through personalised programs, as well as prioritising a safe and orderly learning environment.

DIRECTOR OF STUDENT PATHWAYS

The position of Director of Student Pathways has a focus on:

1. Leading and managing a College wide high quality careers counselling program.
2. Leading the implementation of an effective Managed Individual Pathways (MIPs) and case management system.
3. Coordinating and monitoring the College's Work Experience, Structured Workplace Learning, ASBA, VET processes and plans which support student vocational pathways and development.

DIRECTOR OF STUDENT SERVICES

The position of Director of Student Services has a focus on:

1. Leading and supporting the implementation of student wellbeing practices and programs across the College.
2. Leading the implementation of intervention programs for special needs students and students deemed to be 'at risk'.
3. Creating and maintaining effective working relationships with a range of student and family support agencies.

DIRECTOR OF DIGITAL AND DESIGN TECHNOLOGIES (PREP - YEAR 12)

The position of Director of Digital and Design Technologies (Prep - Year 12) has a focus on:

1. Working collaboratively with the Principal Class team, other Directors and Learning Specialists in leading and supporting the development and implementation of innovative teaching, learning and reporting and assessment practices relating to Digital and Design Technologies.

2. Leading effective teaching practices and curriculum programs in the Digital and Design Technologies area.
3. Liaising with the Principal Class team to employ and manage professional learning and development programs and activities that are aimed at enhancing teacher capacity.

DIRECTOR OF SENIOR YEARS ACCOUNTABILITY (YEARS 10-12)

The Director of Senior Years Accountability is responsible for the implementation and management of the Year 10 program, the Victorian Certificate of Education (VCE) and the VCE Vocational Major (VM) at the College. The Director of Senior Years Accountability has a focus on:

1. Managing the assessment and reporting requirements outlined by the Victorian Curriculum Assessment Authority (VCAA).
2. The Case Management of 'high risk' Senior Years students. This involves liaising with the Senior Years Leadership Team on regular occasions to discuss common issues, or when programs and processes need to be reviewed.
3. Building the capacity of Senior Years staff in relation to highly effective teaching and learning practices.