

2019

Leading Teacher & Learning Specialist Role
Descriptions



BRENTWOOD
SECONDARY COLLEGE

Introduction

School Vision:

Brentwood Secondary College is a vibrant learning community where all students are supported and encouraged to achieve success and to pursue excellence. A learning community is a place where everyone is learning, both independently and together, and where everyone is continually striving to improve. Our guiding philosophy is the belief that all students learn best when they are happy, healthy and resilient.

Our purpose is to ensure that every student is provided with every opportunity to achieve their potential. A Brentwood education will provide every student with the opportunity to develop their talents, to nurture a passion and to grow in confidence about their future. Every student will be supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and education support staff.

Consistent with the Melbourne Declaration on Educational Goals for Young Australians (2008) our purpose is to ensure that all Brentwood students have the opportunity to become successful learners, confident and creative individuals, and active and informed citizens.

School Values:

Values for Learning (Creativity, Curiosity, Discipline, Reflection & Resilience)

We demonstrate **creativity** in our learning by:

- Balancing satisfaction and scepticism towards our own ideas.
- Using imagery, analogy and metaphor to find links and make connections.

We demonstrate **curiosity** in our learning by:

- Being open-minded and asking inquiry questions.
- Looking for new interests and different perspectives.

We demonstrate **discipline** in our learning by:

- Thinking critically and planning methodically.
- Working independently and in collaboration with others.

We demonstrate the capacity for **reflection** by:

- Thinking about and being able to articulate how we learn.
- Identifying our own strengths, weaknesses and areas for growth.

We demonstrate **resilience** in our learning by:

- Coping well with uncertainty and complexity.
- Working hard, persevering and bouncing back from failure.

Values for Community (Compassion, Empathy, Integrity, Respect and Responsibility):

We demonstrate **compassion** by:

- Being kind to each other.
- Caring about the wellbeing of others.

We demonstrate **empathy** by:

- Appreciating that we are all different.
- Acknowledging the thoughts and feelings of others.

We demonstrate **integrity** by:

- Being honest, fair and just.
- Being trustworthy in what we say and what we do.

We demonstrate **respect** by:

- Caring for ourselves, for others and for our environment.
- Being courteous and valuing the dignity of ourselves and others.

We demonstrate **responsibility** by:

- Contributing to a safe, caring and sustainable environment.
- Being personally accountable and making the most of our opportunities.

Strategic Plan:

The College Strategic Plan and Annual Implementation Plan are located on the College Website or the links below will access these documents:

- [Strategic Plan](#)
- [Annual Implementation Plan](#)

The following diagram is an overview of the strategic direction and improvement initiatives at the College.

BRENTWOOD SECONDARY COLLEGE STRATEGIC DIRECTIONS 2019 - 2021

Celebrate, Renew, Collaborate & Grow

High Impact Teaching in a Positive Climate to achieve a year's GROWTH for all

Goals	To improve student achievement through improving teaching and learning.		To improve the positive climate for learning.	
KIS (Key Improvement Strategies)	1. Build teacher practice to improve student learning.	2. Increase the active engagement of each student in their learning.	3. Foster learning communities which support and nurture the development of the whole person to improve student management and wellbeing.	
FISO Priorities	Excellence in Teaching and Learning		Positive Climate for Learning	
FISO Initiatives / Dimensions	<ul style="list-style-type: none"> Building Practice Excellence 	<ul style="list-style-type: none"> Curriculum Planning and Assessment 	<ul style="list-style-type: none"> Empower students and building school pride Setting Expectations and promoting inclusion 	
School Improvement Implementation	<p>If we implement the following improvement initiatives we will be able to engage in the actions to enable <u>ALL</u> students to become successful learners, confident and creative individuals and active and informed citizens.</p>			
	<p>4 Period a Day Timetable Structure</p> <ul style="list-style-type: none"> High Impact Teaching Strategies GROWTH Instructional Model Increased Student Engagement through deep learning and thinking. <i>BPE (1,2), CPA (1)</i> 	<p>Introduce VET & VCAL</p> <ul style="list-style-type: none"> Increased engagement by meeting individual student needs Relevant and challenging learning environment. <i>CPA (1,3)</i> 	<p>Renew Leadership Structure</p> <ul style="list-style-type: none"> Leadership roles aligned to school strategic plan and vision for teaching and learning. Greater leadership distribution. <i>BPE (1,2), CPA (1,2,3), ESBSP/SEPI (1,2,3)</i> 	<p>Implement a new House System</p> <ul style="list-style-type: none"> Empower students Build School Pride Strengthen partnership between staff, students and parents. Students well known. <i>ESBSP/SEPI (1,2,3)</i>
Actions:	<ol style="list-style-type: none"> Build the capability of teachers to use Evidence based High Impact Teaching Strategies. Develop staff capacity to use a strengths based approach which will allow students to develop higher levels of positive engagement and strong academic performance. 	<ol style="list-style-type: none"> Build a rich, relevant, challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep learning and thinking Develop and formalise feedback and reflection processes for teachers and students. Embed a culture of curriculum design and assess the impact of learning programs, adjusting them to suit individual student needs. 	<ol style="list-style-type: none"> Develop approaches to empower students and build school pride. Strengthen the partnership between staff, students and parents to share responsibility for student wellbeing. Develop an agreed student behaviour management plan that is consistently implemented by all staff. 	

Leadership Team (School Improvement Team)

At Brentwood Secondary College all Leading Teacher and Learning Specialist roles are part of the school leadership and school improvement team. The key function of this team is to implement school strategic plan priorities through the school strategic plan and annual implementation plan. To achieve this, Brentwood Secondary College is structured in alignment with the statewide Framework for Improving Student Outcomes (FISO) and follows the [Improvement Cycle](#) process as an evidence model to ensure the school is continually improving through this process.



The following information aims to clarify the leadership structure and the roles/responsibilities within it.

Leaders at Brentwood:

Whilst all staff at Brentwood are leaders within our community, members of the Leadership Team are responsible for **driving improvement** for staff, students and the school community by **building the capacity of others**. At Brentwood, this looks like leaders.....

- inspiring others (staff, students or parents) to achieve their potential.
- actively collaborating with others
- listening to others and seeking input
- modelling best practice and leading by example
- coaching others to continually improve
- showing empathy and compassion for students, staff and parents
- being responsive to the needs of others
- positively connecting with their team
- being an advocate for their role and team
- being reliable and supportive
- Reflecting the school values in their dealings with the school community

(Taken from staff feedback on April 16, 2018)

The Leadership Team consists of 4 Principal Class Officers, 6 Leading Teachers, 6 Learning Specialists and 2 Education Support Staff.

Leadership Team:

Leading Teacher Roles - Educational Leadership x 6	Learning Specialist Roles x 6	Education Support Staff Leadership Team Roles
<ul style="list-style-type: none"> • Head of House x4 • Director of Teaching and Learning • Director of Pathways, Partnerships and Community Engagement 	Learning Specialist x 6 with individual focus areas: <ul style="list-style-type: none"> • Literacy • Numeracy* • Student Voice & Agency • Learning Growth • eLearning • Curriculum Design and Assessment 	<ul style="list-style-type: none"> • Director of College Operations* • Director of Wellbeing*

* Please note that this role is currently tenured. All other leadership roles will be advertised to begin in 2019.

All Leading Teacher - Educational Leadership roles will be advertised and all applicants will be considered for all vacancies. An internal process will be used to determine the roles and responsibilities of each Educational Leader.

All Learning Specialist Roles will be advertised and all applicants will be considered for all vacancies. An internal process will be used to determine the roles and responsibilities of each Learning Specialist.

Leading Teacher Roles:

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 and 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 usually responsible for the implementation of one or more priorities contained in the school strategic plan.

(Department of Education and Training)

Position 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 learning and developing individual and team performance and development plans for teaching staff within the priorities of the school
- leading and managing staff performance and development (review of staff)
- 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 welfare and discipline
- leading the development of curriculum in a major learning area and participating in curriculum development in other areas
- responsibility for general discipline 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

(Victorian Government Schools Agreement, 2017, page 50)

At Brentwood **Leading Teachers** will undertake coaching and mentoring of other staff to build their capacity and have a deep understanding of the Brentwood GROWTH instructional model. Leading teachers will also lead a team of staff at the College and lead the implementation of programs associated with their whole school role in the College in alignment with the College Strategic Plan. This will involve significant coordination of staff and/or students and impact on the entire school community. Leading Teachers will effectively use data/evidence to inform their practice and leadership. To achieve this, Leading Teachers will engage in their own professional development as a leader and within their scope of responsibilities. This will involve being up to date with current research and the Department of Education priorities, policies and guidelines.

Leading Teachers will be supported by a structured professional learning program to develop their leadership and a time allowance to support them in fulfilling their responsibilities. They will lead and manage staff performance and review processes.

Leading Teachers should demonstrate the AITSL standards of a Lead Teacher when undertaking their role and responsibilities.

Key Selection Criteria:

SC1 Demonstrated a 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.

Learning Specialist Roles:

Learning Specialists will be highly skilled classroom practitioners who 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, including teaching demonstration lessons, observing and providing feedback to other teachers and facilitating school-based professional learning.

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 role of the Learning Specialist will be to model excellence in teaching and learning through demonstration lessons, and mentoring and coaching teachers in improving the skill, knowledge and effectiveness of the teaching workforce.

The Learning Specialist role is aimed at building excellence in teaching and learning within the Teaching Service.
(Department of Education and Training)

Position responsibilities

In recognition of the importance of exemplary teaching practice for improved student learning outcomes, the key roles of the Learning Specialist may include but are not limited to:

- Demonstrating high-level expertise in teaching and learning practice;
- Provide a child safe environment in accordance with the child safe standards;
- 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;
- Developing and promoting school-wide professional learning structures, processes and protocols through Professional Learning Communities;
- 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

(Victorian Government Schools Agreement, 2017, page 50)

Roles and Responsibilities at Brentwood:

At Brentwood **Learning Specialists** will focus their leadership on developing staff in achieving excellence in teaching and learning across the whole school program in alignment with the School Strategic Plan. They will have a deep understanding of the GROWTH instructional model and be able to coach staff in its application across all subject areas. Learning specialists will drive the improvement of staff by modelling excellent teaching, effective use of data/evidence to inform their practice, mentoring and coaching other staff and leading the peer observation and feedback programs.

Learning Specialists may be required to oversee the implementation or management of key school programs to further drive improvements in student outcomes according to the School Strategic Plan. This may involve leading teams of teachers.

Learning Specialists will engage in their own professional development as a leader and within their scope of responsibilities/specialist area. This will involve being up to date with current research and the Department of Education priorities, policies and guidelines.

Learning Specialists will be supported with a structured professional learning program to develop their leadership and a time allowance to support them in fulfilling their responsibilities. They will lead and manage staff performance and review processes.

Learning Specialists should demonstrate the AITSL standards of a Lead Teacher when undertaking their role and responsibilities.

Key Selection Criteria:

SC1 Demonstrated ability to successfully lead the implementation and evaluation of learning and teaching programs, inclusive of evidence based pedagogical approaches, curriculum implementation, and effective assessment and reporting, in accordance with the relevant (or equivalent) Victorian Curriculum F–10, Victorian Certificate of Education and Victorian Certificate of Applied Learning.

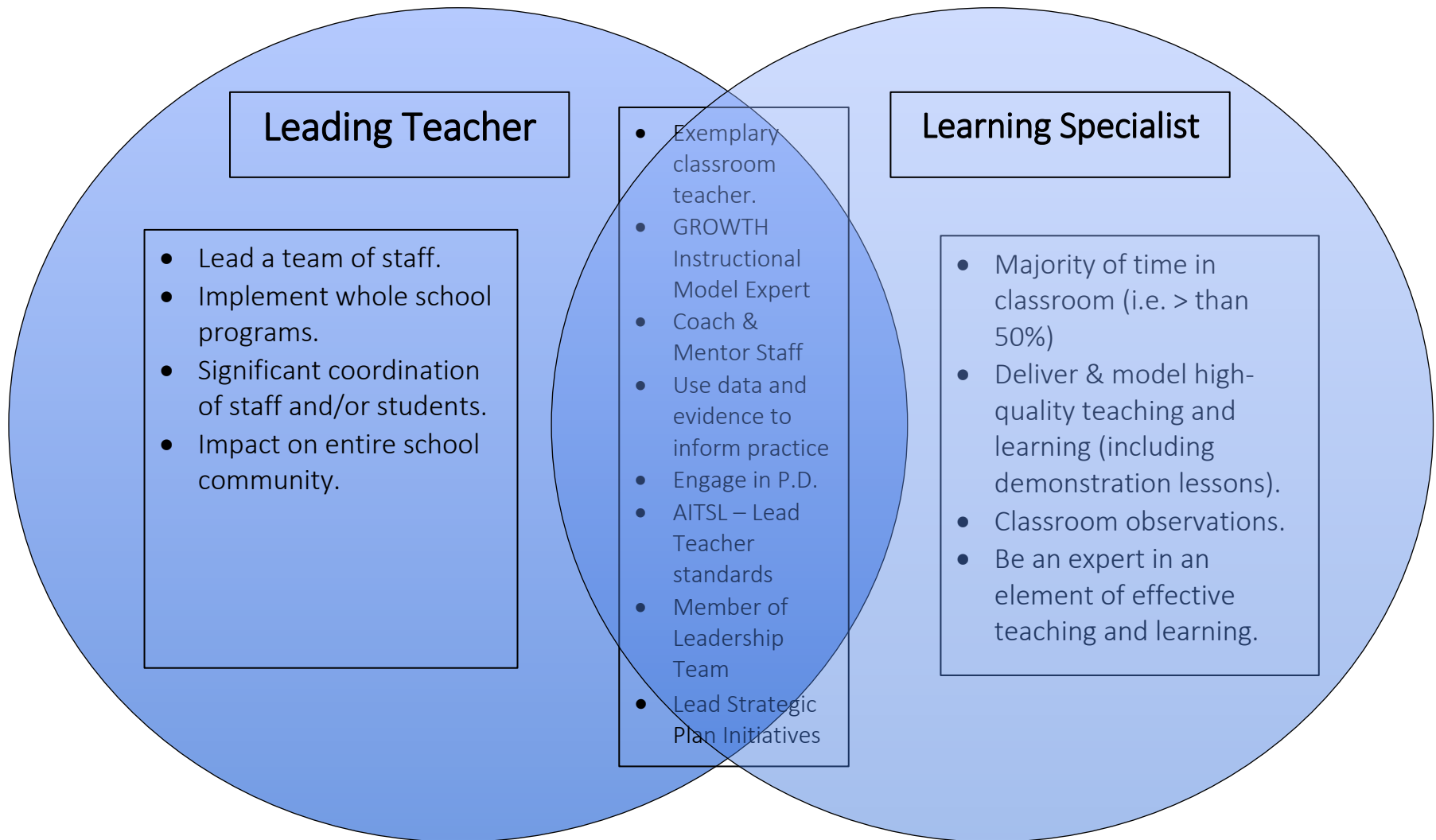
SC2 Demonstrated outstanding classroom teaching skills and capacity to model high impact classroom teaching strategies and lead colleagues to improve their teaching and learning to enable all students to achieve their full potential.

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.

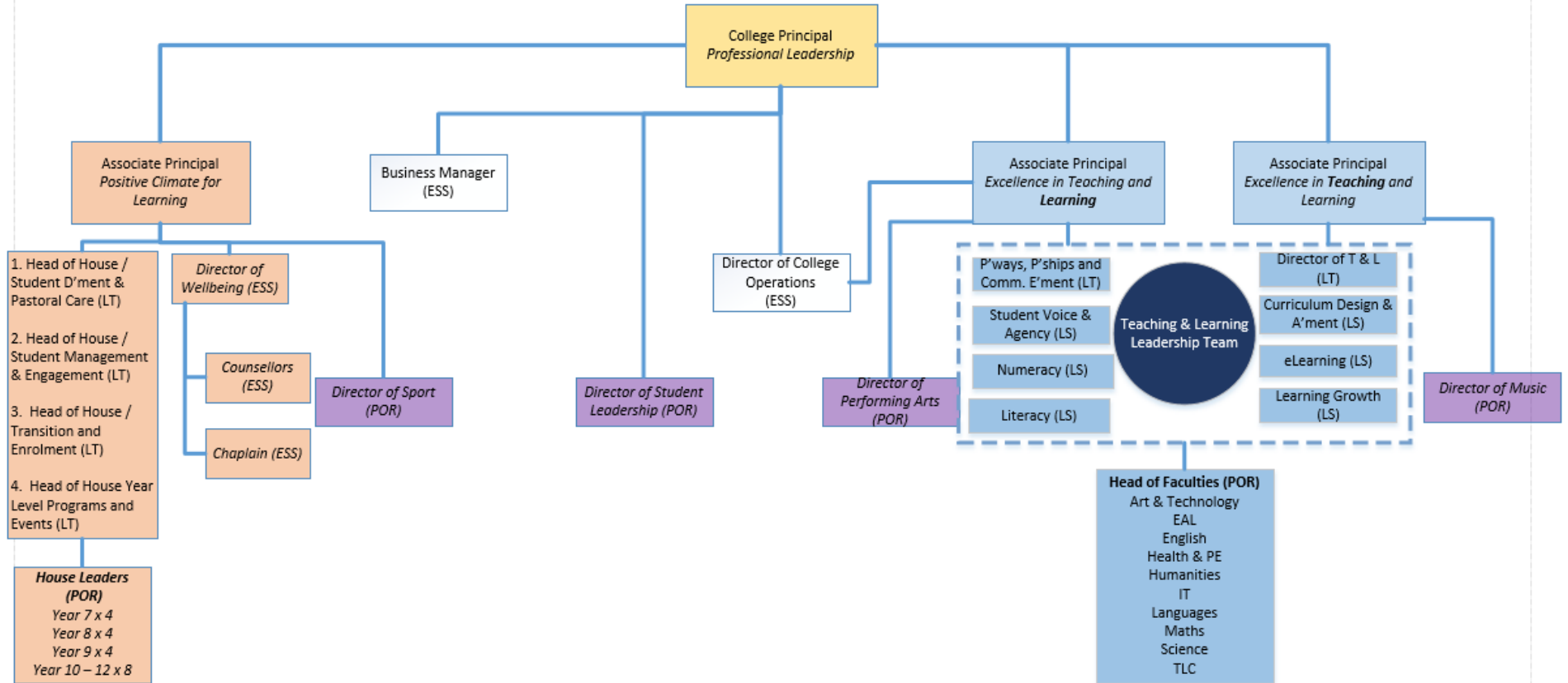
SC4 Demonstrated outstanding written and verbal communication skills and high level interpersonal skills including the ability to establish and maintain collaborative relationships with parents, other employees and the broader school community focused on student learning, wellbeing and engagement.

SC5 Demonstrated capacity to reflect critically upon their own professional practice and apply the knowledge, skills and expertise derived from ongoing professional learning to enable the further development of others' professional practice.

Brentwood Secondary College Leadership Position Characteristics Summary



Brentwood Secondary College Leadership Structure 2019



Selection Process & Role Descriptions:

All Leading Teacher and Learning Specialist roles will be advertised on DET Recruitment Online portal for staff to apply. It is important to note the following key points:

1. All Leading Teacher Roles will be advertised as 'Leading Teacher Educational Leadership'. Applicants who apply to one of the Leading Teacher roles will be considered for all Leading Teacher vacancies. Applicants will have an opportunity to discuss with the selection panel their preferred portfolio during the selection process and an internal process will be used to finalise each of the Leading Teacher Portfolios.
2. All Learning Specialist Roles will be advertised as 'Learning Specialist'. Applicants who apply to one of the Learning Specialist roles will be considered for all Learning Specialist vacancies. Applicants will have an opportunity to discuss with the selection panel their preferred portfolio during the selection process and an internal process will be used to finalise each of the Learning Specialist Portfolios.
3. To be considered for both Leading Teacher and Learning Specialist roles applicants will need to apply to one Leading Teacher vacancy AND one Learning Specialist vacancy.

Director of Teaching and Learning:

The Director of Teaching and Learning works as part of the leadership team to develop a clear vision for the College and provides strong leadership in the implementation of the vision for teaching and learning. The Director of Teaching and Learning has deep knowledge and expertise in high quality teaching and learning in delivering improved achievement, engagement and wellbeing for students.

Competencies:	
<ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● 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. ● Commitment and capacity to actively contribute to and manage major curriculum or student activities and a commitment to continually improve teaching quality and capacity through the application of knowledge, skills and expertise derived from ongoing professional development and learning. 	
Scope:	Reports to: Associate Principals – Teaching and Learning
<p>The Director of Teaching and Learning and Learning Specialists lead the teaching and learning programs at Brentwood Secondary College. They form part of the Curriculum Committee and assist Faculty Heads in the leadership of their role.</p>	<p>Roles that report to this role:</p> <ul style="list-style-type: none"> ● Faculty Heads
Key responsibilities :	Key Performance Indicators:
<ul style="list-style-type: none"> ● Provide leadership to staff, students and the broader community by coaching, mentoring and supporting staff and students to achieve 'best practice' in teaching and learning. ● To provide a clear vision for the enhancement of teaching practice, consistent with the goals of the School Strategic Plan ● To liaise with the Learning Specialists and the Principal team in the alignment of teaching practice and the achievement of School Strategic Plan and Annual Implementation Plan Goals ● To assist in the ongoing development, implementation and review of a system of peer observation, feedback and reflection for teachers ● To coordinate the ongoing development, implementation and review of a whole school professional learning plan in consultation with the Learning Specialists and Principal team ● Oversee the process of dissemination and analysis of student learning data by teachers ● To manage the VIT process for all new graduates, including the selection of mentors, development of portfolios of evidence, conduct of panels and all administration relating to final registration 	<p>Students will:</p> <ul style="list-style-type: none"> ● Report an increase in positive student survey responses across all questions for all teachers ● Have an increased voice in their learning, engage in more differentiated learning, work in a more collaborative fashion and be able to articulate their growth in learning; as indicated by increased positive responses in the relevant questions of the student survey ● Articulate the implementation of the use of the GROWTH instructional model as observed through the Observational Framework ● Demonstrate growth in NAPLAN and On Demand tests

- To support reviewers in the implementation of the GROWTH coaching model for all professional conversations with members of staff
- Coaching individual and small groups of staff as required
- To liaise with other members of the College Leadership Team to support the teacher performance and development review process
- To identify individual and collective teacher's needs in professional learning and to advise the leadership team on the whole school professional learning plan
- Network with leaders in other schools to implement system wide teaching and learning priorities
- Support the Heads of Faculty in the development of their Faculty Action Plans, the work of faculty teams and documentation of curriculum to align with the School Strategic Plan, the Victorian F-10 curriculum guidelines and VCAA study designs
- Manage the ongoing development and implementation of the Enrichment Program.
- To prepare and be accountable for the whole school professional learning plan and budget
- To oversee the collation, recording and publishing of a database of professional learning undertaken by all staff
- To analyse available professional learning data and prepare a written report on the level of achievement of the whole school professional learning plan in relation to the Strategic and Annual Implementation Plans
- To coordinate the induction program for new members of staff including preparation of an Induction handbook and associated materials, and organise mentors for graduate and other teachers newly appointed to Brentwood
- Chair Curriculum Committee meetings
- Coordinate curriculum handbooks
- Other duties as determined by the Principal

Teachers will:

- Use the GROWTH Model when implementing their learning sequence, as a tool when engaging in classroom observation protocols and when working collaboratively with colleagues in a professional learning community
- Participate in professional development activities led by the Teaching and Learning Leadership Team
- Integrate effective High Impact Teaching Strategies in their classroom practice
- Systematically collect, analyse and evaluate teaching practices and student achievement data to improve their practice

School leaders will:

- Lead a staff professional learning program to support staff in their understanding and implementation of HITS, in association with the GROWTH Instructional Model
- Lead the implementation of the whole school observational framework

Director of Pathways, Partnerships and Community Engagement:

The Director of Pathways, Partnerships and Community Engagement works as part of the leadership team to develop a clear vision for the College and provides strong leadership in the implementation of the vision for student pathways, school partnerships and community engagement.

Competencies:	
<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • Commitment and capacity to actively contribute to and manage major curriculum or student activities and a commitment to continually improve teaching quality and capacity through the application of knowledge, skills and expertise derived from ongoing professional development and learning. 	
Scope:	Reports to: Associate Principal
<p>The Director of Pathways, Partnerships and Community Engagement coordinates the Careers and Pathways programs of the College. They enlist staff support to counsel students in subject selection and pathways options. The Director of Pathways, Partnerships and Community Engagement works with families as partners in their child's education. They establish links and build relationships with a broad range of people and organisations in the broader community to expand opportunities and improve outcomes for students.</p>	<p>Roles that report to this role:</p> <ul style="list-style-type: none"> • Student Pathways Manager • Pathways Assistant • Alumni Administrator
Key responsibilities :	Key Performance Indicators:
<ul style="list-style-type: none"> • Provide leadership to staff, students and the broader community by coaching, mentoring and supporting staff and students to achieve 'best practice' in teaching and learning • Provide opportunities for individual counselling at key times throughout the year and implement effective strategies to assist in the smooth transition of students during the early stages of their chosen career pathways • Manage the subject selection process for students in Years 8-11 • Oversee the Pathways Managers to provide Career information and advice to the Brentwood School Community and maintain a resource centre that is broadly based, welcoming, readily accessible and up-to-date • Liaise with Heads of House and office staff in the Tracking and recording of all students who have exited the school • Development and coordination of year 9-12 careers programs and events in conjunction with Pathways Managers • In conjunction with the Heads of House, assist students in years 9, 10, 11 and 12 to plan effective career pathways as part of the Managing Individual Pathways Program • Oversee the implementation of the Careers Curriculum Framework across the College • Facilitate effective transition of students into senior school, tertiary studies or work 	<p>Students will...</p> <ul style="list-style-type: none"> • Engage in extension pathway opportunities at universities in greater numbers. • All have a Career Action Plan. • Be able to articulate their pathway plan or pathway options. • Engage in VET and VCAL subjects in greater numbers. <p>Teachers will...</p> <ul style="list-style-type: none"> • Engage with industry and businesses as part of their learning program where possible.

- Disseminate relevant information regarding courses, careers, open days and support services
- Track the destinations of all exit students aged 17 and over, and provide support where appropriate to all exiting students to non-school destinations
- Facilitate the transfer of appropriate pathways information for students transferring to other pre-tertiary schools/educational institutions
- Build and maintain relationships with local businesses, alumni groups, Non-Government Organisations, Not For Profit Organisations and charities to create links with students in classrooms
- Create and maintain strong links with the Mullum Cluster, TAFE Institutes, Universities, Private Providers, Gateway LLEN, local networks, CEAV and Support services
- Create and strengthen partnerships with Universities to provide extension pathway opportunities for students
- Plan and manage the career pathways budget
- Manage the Work Experience Program by informing parents, students and staff and assisting students to find suitable placements and ensuring that all compliance requirements are met
- Liaise with the Heads of Houses to identify students at risk with regard to Work Placements, TAFE offerings, appropriate courses
- Manage ES personnel as required
- Oversee the management of VCE, VET and VCAL programs at the school. This includes:
 - Ensuring the college is compliant with all VCAA administrative guidelines and that deadlines relating to the collection and recording of student data are met
 - Ensuring communication is provided to parents and students in relation to the operation of VCE, VET and VCAL pathways
 - Act as the Principal's delegate for all VCAA related matters
 - Ensuring robust processes are implemented and followed by Heads of House and/or Education Support Staff
 - Work with the VASS coordinator on administrative duties surrounding enrolments and data on VASS.
 - Ensuring staff have a clear understanding of VCAA policies and school processes
 - Provide Heads of House with clear protocols on rescheduling VCE, VET and VCAL assessments
 - Support staff in understanding the VCE Data Service and VCE Examination Data Service on VASS
 - Promoting VCE, VET (internal and external offerings) and VCAL pathways to the school community and managing the selection processes where required
 - Liaise with the principal team on the selection and training of staff to teach VET/VCAL
- Other duties as determined by the Principal

- Be able to counsel students on pathways options.

School leaders will....

- Lead professional development for staff on pathways options for students (i.e. VET, VCAL, University Extension Options etc.)

Parents will...

- Have a full understanding of the pathways options for students at Brentwood.
- Be able to support their child in their future pathways decisions.

Head of House:

The Head of House will provide dynamic leadership and highly effective management that promotes student engagement with their learning and connectedness to their school that results in improved student learning outcomes.

Competencies:

- 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.
- 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.
- 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.
- 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.
- Commitment and capacity to actively contribute to and manage major curriculum or student activities and a commitment to continually improve teaching quality and capacity through the application of knowledge, skills and expertise derived from ongoing professional development and learning.

Scope:

The Heads of House will be the Instructional Leaders of their House, comprising approximately 400 students and 5 staff. They will have a key role in leading the implementation of instruction that is strongly focused on building engagement, connectedness, skills and gaining improved learning outcomes for all students. They will work with their team of House Leaders to ensure that instruction and pedagogy cater to diverse learners and challenge and support the learning needs of all students, as well as creating a House culture that builds a sense of belonging and develops a safe learning environment.

The Heads of House will work closely with the Associate Principal responsible for Positive Climate for Learning.

Reports to: Associate Principal

Roles that report to this role:

- House Leaders
- Education Support Staff - Attendance Officers

Key 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 Head of House may include but are not limited to:

- Provide leadership to staff, students and the broader community by coaching, mentoring and supporting staff and students to achieve 'best practice' in teaching and learning
- Developing clear goals and priorities for the House which support the Strategic Plan and the current AIP
- Building a House identity which enhances the educational tone and image of the college by providing a pastoral focus for students in their House
- Oversee the process of collection and analysis of student engagement, wellbeing, attendance and academic progress data in their House
- Leading and managing the provision of professional development and developing individual and team development plans for House staff within the priorities of the school

Key Performance Indicators:

Students will:

- Have a clear understanding of their roles, responsibilities and expectations as part of a whole school behaviour management model
- Students will know and understand their House identity and become active participants in House activities
- Students will support their peers within their house
- Students demonstrate leadership within their house

- Leading and managing the implementation of the school's operations and policies related to student welfare, engagement and discipline
- Contributing to the overall leadership and management of the school as a member of the Leadership Team.
- Developing and managing the School Student Wellbeing and Engagement Policy

Specific Responsibilities

- Liaising with all House Leaders as a team, on a regular basis, to ensure a consistent approach across all Houses to student engagement, welfare, discipline, organisation
- Lead and manage students within their house and their team of House Leaders to create a consistent approach to learning, a strong sense of connectedness and sharing of practice
- Overall monitoring of student's academic, personal, social and behavioural progress, through liaising with House Leaders
- Developing and assisting in the implementation of specific programs to enhance student engagement and wellbeing
- Monitor and implement consistent application of the whole school classroom expectations.
- Develop a rich House culture in line with the school's values
- Leading and managing the celebrations of student achievements in the House including organising House assemblies and events
- Supporting House Leaders in their House and lead the House staff members to create a learning community where staff work as a team to plan, share and support each other
- Managing cases of serious breaches of the Student Code of Conduct and/or school rules, through supporting the House Leader
- Liaise with the relevant Associate Principal in the development of strategies to address serious student management issues
- Liaise with House Leaders and the Student Wellbeing Staff regarding specific students and or issues relating to students
- Liaise with other personnel to ensure that appropriate pathways are made available to students i.e. Pathways Managers and/or Director of Pathways, Partnerships and Community Engagement
- Managing parent complaints in conjunction with Principal Class
- Oversee the development and implementation of Individual Learning Plans for students in their House.
- Implement school policies and processes to ensure that parents are informed about issues related to student progress
- Develop programs/strategies to promote links with families
- Developing material for school publications including the newsletter, the website and other relevant handbooks; including informing the school community of student achievements on a regular basis.
- Manage SEAS applications for students in their house
- Under the direction of the Director of Pathways, Partnerships and Community Engagement manage Special Exam Arrangements for VCE students in their House
- Other duties as determined by the Principal

Teachers will:

- Follow an agreed set of documented classroom expectations in a consistent fashion
- Be recording all notes regarding student behaviour, wellbeing and learning on Compass in a consistent and efficient way
- Follow the academic, wellbeing and behaviour of students in their Home Group
- Know and understand the House Identities and become active participants in House activities
- Have a clear understanding of the operational procedures of the House System
- Support the establishment of a rich house culture

School leaders will:

- Build capacity of House Leaders through targeted professional development and coaching
- Be a symbolic leader for their house within their community
- Lead professional development for staff in building their skills and knowledge in restorative practices
- Lead forums with staff, students and parents to co-construct a whole school behaviour management policy as well as developing a College Motto
- Lead professional development for staff to learn how to best utilise Compass for documenting student notes and observations

Specialist Roles for Head of House Responsibilities:

Each Head of House will manage a whole school or significant program or programs across the school. These are outlined below. An internal process will be used to determine the roles and responsibilities of each Head of House.

Specialist Role	Responsibilities
Student Development / Pastoral Care	<ul style="list-style-type: none">• Lead the development of a Pastoral Care Program for implementation in 2020. This will involve liaising with all Heads of House, the Wellbeing Team, Pathways/Partnerships and Community Engagement Leader and other interested staff
Student Management and Engagement	<ul style="list-style-type: none">• Lead the consistent adoption of all student management protocols and ensuring Brentwood protocols are consistent with current DET guidelines and expectations• Leading a systematic process of collection and analysis of student engagement, wellbeing, attendance and academic progress data• Compass Chronicle Leadership and Implementation
Transition and Enrolment	<ul style="list-style-type: none">• Developing programs to support the transition from primary school to secondary school• Developing a transition plan involving Grade 5 and 6 students from feeder primary schools• Managing the Year 7 House/HG placement process• Manage the selection and placement of students into the Enrichment Program at Years 7-9• Develop and distribute profiles on incoming Year 7 students in association with Grade 6 teachers• Leading the organization of Orientation Day for incoming Year 7 students and assist the House Leaders in arrangements for the Parent Orientation evening• Supporting the work of other school staff involved in programs within local primary schools
Year Level Programs and Events	<ul style="list-style-type: none">• Oversee the following year level programs:<ul style="list-style-type: none">○ Camps and events / Presentation Night○ Year 7, 8, 9, 10, 11, 12 camps○ Formals 10, 11 and 12○ Valedictory Dinner○ Information Evenings○ Year 9 - 11 Exam operations○ NAPLAN - operations

Learning Specialist

Learning Specialists are highly skilled classroom practitioners who 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, including teaching demonstration lessons, observing and providing feedback to other teachers and facilitating school-based professional learning.

Learning Specialists have deep knowledge and expertise in high quality teaching and learning in delivering improved achievement, engagement and wellbeing for students. The role of the Learning Specialist is to model excellence in teaching and learning, and to mentor and coach teachers in improving their skill, knowledge and effectiveness.

Competencies:	
<ul style="list-style-type: none"> • Ability to successfully lead the implementation and evaluation of learning and teaching programs, inclusive of evidence based pedagogical approaches, curriculum implementation, and effective assessment and reporting, in accordance with the relevant (or equivalent) Victorian Curriculum F–10, Victorian Certificate of Education and Victorian Certificate of Applied Learning. • Outstanding classroom teaching skills and capacity to model high impact classroom teaching strategies and lead colleagues to improve their teaching and learning to enable all students to achieve their full potential. • 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. • 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. • Capacity to reflect critically upon their own professional practice and apply the knowledge, skills and expertise derived from ongoing professional learning to enable the further development of others' professional practice. 	
Scope:	Reports to: Associate Principals – Teaching and Learning
<p>Learning Specialists and the Director of Teaching and Learning lead the teaching and learning programs at Brentwood Secondary College. They form part of the Curriculum Committee and assist Faculty Heads in the leadership of their role. Learning Specialists will research and construct whole school teaching and learning frameworks for implementation by Heads of Faculty and classroom teachers.</p>	
Key responsibilities :	Key Performance Indicators:
<ul style="list-style-type: none"> • Provide leadership to staff, students and the broader community by coaching, mentoring and supporting staff and students to achieve 'best practice' in teaching and learning • Leading and supporting the development of Heads of Faculty in the implementation of continuous improvement of pedagogical practice and classroom management • Leading and supporting the development of teachers in the continuous improvement of pedagogical practice and classroom management • To assist in the ongoing development, implementation and review of a system of peer observation, feedback and reflection for teachers 	<p>Students will:</p> <ul style="list-style-type: none"> • Report an increase in positive student survey responses across all questions for all teachers • Have an increased voice in their learning, engage in more differentiated learning, work in a more collaborative fashion and be able to articulate their growth in learning; as indicated by increased positive

<ul style="list-style-type: none"> • Continue to develop a specialisation in at least one key improvement area of our teaching and learning models, and lead their implementation across the school • To assist in the ongoing development, implementation and review of a whole school professional learning plan in consultation with the Learning Specialists and Principal team • Co-lead and deliver the professional learning program and provide expert advice about the content, processes and strategies that will shape individual and whole school professional learning • Modelling exemplary classroom practice including through teaching demonstration lessons • Leading and modelling the implementation of whole-school improvement strategies related to curriculum planning and delivery including but not limited to: Literacy, Numeracy, Student Voice and Agency, eLearning, Curriculum Design and Assessment, and Learning Growth • 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 • Providing evidence-based feedback to teaching staff to inform their effectiveness and development • Mentoring and/or coaching teachers, which may involve observing and providing feedback to teachers on their practice • 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 • Coaching individual and small groups of staff as required. • To liaise with other members of the College leadership team to support the teacher performance and development review process • Other duties as determined by the Principal 	<p>responses in the relevant questions of the student survey</p> <ul style="list-style-type: none"> • Articulate the implementation of the use of the GROWTH instructional model as observed through the Observational Framework • Demonstrate growth in NAPLAN and On Demand tests <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the Growth Model when implementing their learning sequence, as a tool when engaging in classroom observation protocols and when working collaboratively with colleagues in a professional learning community • Participate in professional development activities led by the Teaching and Learning Leadership Team. • Integrate effective High Impact Teaching Strategies in their classroom practice • Systematically collect, analyse and evaluate teaching practices and student achievement data to improve their practice <p>School leaders will:</p> <ul style="list-style-type: none"> • Lead a staff professional learning program to support staff in their understanding and implementation of HITS, in association with the GROWTH Instructional Model • Lead the implementation of the whole school observational framework
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Additional Learning Specialist Responsibilities:

Each Learning Specialist will specialise in one of the whole-school improvement strategies below and lead responsibilities associated with each. An internal process will be used to determine the roles and responsibilities of each Learning Specialist once they have been appointed.

Specialist Role	Responsibility
Curriculum Design and Assessment	<ul style="list-style-type: none"> • Develop a high level of expertise in enhancing curriculum design and assessment practices at the College. • Supporting the development of the leadership team members to assist staff in design curriculum and implementing consistent assessment practices • Develop whole school assessment and reporting protocols

	<ul style="list-style-type: none"> • Develop whole school curriculum documentation protocols
eLearning	<ul style="list-style-type: none"> • Developing a high level of expertise in using digital technologies to support the implementation of High Impact Teaching Strategies through the College GROWTH instructional model. This will include surveying and monitoring staff development in this area • Supporting the development of the leadership team to assist staff in using digital technologies in the classroom • Oversee the communication (i.e. handbooks and information evenings) to inform parents and the wider community how to engage in digital technologies in supporting their child's learning and the general promotion of them in the classroom
Learning Growth	<ul style="list-style-type: none"> • Develop a high level of expertise in enhancing the use of data and evidence in the College GROWTH instructional model • Supporting the development of the leadership team members to assist staff in using evidence to inform their practice • Develop systems and protocols for measuring and celebrating student growth
Literacy	<ul style="list-style-type: none"> • Develop a high level of expertise in literacy teaching strategies across the College • Supporting the development of the leadership team to assist staff in using literacy teaching strategies in the classroom • Lead the implementation of the Literacy Support Program
Numeracy	<ul style="list-style-type: none"> • Develop a high level of expertise in numeracy teaching strategies across the College • Supporting the development of the leadership team to assist staff in using numeracy teaching strategies in the classroom • Lead the implementation of the Numeracy Support Program
Student Voice and Agency	<ul style="list-style-type: none"> • Develop a high level of expertise in enhancing student voice and agency in the College GROWTH instructional model • Supporting the development of the leadership team to assist staff in embedding student voice and agency strategies in the classroom • Implementing systems and protocols for responding to student voice