



HEAD OF LEARNING AREA

Position Description

Introduction to the College

Trinity College has its origins in Christian Brothers College (Perth). Founded in 1894, the 'Terrace School' was located at the corner of St Georges Terrace and Victoria Avenue in the heart of the city. In 1938, the boarders moved to the new Aquinas College, while the day boys remained at CBC. When Perth hosted the 1962 Commonwealth Games, the City Council acquired the Terrace site for a hotel and the College moved to the new Trinity College campus located beside the river in East Perth. In 2007 the Christian Brothers handed the governance of their school over to Edmund Rice Education Australia (EREA).

Trinity College is a Catholic school in the Edmund Rice Tradition. The College receives its educational mandate from the Catholic Archbishop of Perth and operates in accordance with the policies of Edmund Rice Education Australia and the Catholic Education Commission of Western Australia. Trinity College is a member of the Public Schools Association (PSA) of Western Australia.

Trinity College proudly provides an all boys' education for students from Year 4 through to Year 12. A Trinity College education is based on four pillars – Faith, Academic, Cultural and Sport, with our commitment to the development of each student's faith and personal spirituality being of most importance. A particular emphasis is placed on a developmental program that assists in the formation of each student as they journey from boyhood to manhood. The College motto *In Nomine Domini* – 'In the Name of the Lord'; is the foundation for all in our community to focus their endeavours in the heart of our call to be Christian. The maxim by which our students are encouraged to live by is Men for Others. This philosophy is clearly articulated through our Service programs, our Immersion experiences and our Retreat programs. We demonstrate the Church's commitment to the dignity of the individual, particularly by being called to relationship in community.

Our spacious and well-appointed East Perth campus has grown considerably thanks to the efforts of many in the College community. Several specialist facilities have been developed including the Chapel, Design and Technology Centre, Observatory, VR Laboratory and Swimming Pool. In recent years, a new Cultural Centre (Music, Art, Campus Ministry) was added along with extensions to the Library and Science Block. Most recently, the magnificent new Sports Centre was completed. These excellent facilities are complemented by our Outdoor Education Centre, (Camp Kelly, Dwellingup) and our playing fields at nearby Waterford. We enjoy a strong reputation for the excellent pastoral care of our students.

Due to its central location, Trinity College attracts enrolments from all over the metropolitan area and this provides a wonderfully eclectic mix of students. Trinity College aspires to be an inclusive, creative learning community centred in Christ and committed to the education and development of each individual. To this end, a range of pathways are offered to cater for the diverse needs of all boys. Our Mary Rice Centre provides education for students with particular learning needs,

extension programs exist across all curriculum areas and our bursary programs for Aboriginal and Refugee students is very highly regarded. The curriculum programs are current, utilise the latest technology and respond to emerging trends in education and the ever-changing demands of our modern world.

The College enjoys a strong reputation for the excellent pastoral care and formation of our boys. The College Staff are wonderful role models who give enormous hours of their time to both the formal and informal curriculum. They value the dignity and worth of every student and strive to create a positive learning environment in which the personal needs of all students are catered for. The boys are encouraged to seek personal excellence and challenged to discover and develop their talents not only for themselves, but in the service of others.

The Role

As a prominent member of Trinity College, it is expected at all times that a Head of Learning Area (HoLA) will embody the full Catholic philosophy and Edmund Rice charism of the College, as well as demonstrate a high level of personal and professional qualities that would be expected of a Middle Leader. The position of HoLA is an important leadership role within the College. It is a promotional position and persons occupying this role must be suitably qualified and fully supportive of the College's Mission.

The HoLA will be a member of the Academic Council. Collectively, this group takes responsibility for curriculum planning and directing the teaching and learning process within the College. The HoLA is expected to work collaboratively with the Principal and members of the Academic Council in demonstrating full support and implementation of the Vision and Mission of the College. As a Middle Leader, the HoLA will support the Principal, the Staff and the College Community in promoting and upholding the religious, social and educational values of the College.

The HoLA will have a particular responsibility in directing the teaching and learning process within their respective Learning Area. This will include: curriculum development, formation of relevant assessments, monitoring of student outcomes, data analysis, resource management and the general promotion and celebration of the Learning Area. The HoLA will also have the responsibility to lead their respective staff in providing effective contemporary teaching practices and innovative curriculum delivery with a view to improving student outcomes. The HoLA will encourage academic excellence across their Learning Area, provide inspiration, expertise and direction, and continually develop their staff in professional growth.

In overview, the Head of Learning Area will be required to:

- Coordinate and oversee all aspects of the teaching and learning process, including innovative and consistent pedagogical practices within their particular Learning Area
- Provide leadership, direction, support and act as a mentor for all Teachers within their particular Learning Area

- Promote an inclusive education environment that provides additional support for individual students and their learning needs
- Analyse relevant data so as to determine the strategic direction of curriculum delivery, subject pathways and teaching practices within their particular Learning Area
- Positively contribute to the Academic Council in directing an effective teaching and learning program throughout the College
- Seek to be involved in whole of school improvement initiatives and strategic planning
- Develop important working relationships with other key College personnel such as; the College Leadership Team, Staff within the Learning Area, Teacher Assistants, other Teaching Staff, College Finance, College Administrative Staff, students and families
- Promote and embed the College's Vision for Learning so it becomes a constant source of reference within the Department

The Role Details

- Accountability: Principal
- Reporting: Deputy Principal – Learning and Innovation
- Promotional Allowance: Category 2: Level 1
- Time Allowance: As negotiated with the Principal
- Tenure: The tenure of this role shall be at the discretion of the Principal and has been determined as eight (8) years. The initial period for this role shall be for a period of two (2) years and, given a successful review/s, a further period of three (3) years will be offered. At the conclusion of the tenure period (8 years), the position will be advertised. The incumbent may re-apply.
(Ref: CECWA Policy *Appointment of Staff in Catholic Schools*)

KEY AREAS

Specific Duties regarding the Leadership of each Learning Area within the College.

Teaching, Learning, Assessment and Communication

- The implementation, application, supervision and review of the Western Australian Curriculum within the Learning Area (including the design and delivery of requisite teaching – Learning Programs, Study Planners, Assessment Tasks and Rubrics) together with the units of work mandated by the Diocesan Bishops
- Collaboration with others to deliver the General Capabilities of the Western Australian Curriculum
- Ensuring that Learning Area Assessment Programs are developed and executed in accordance with both College and School Curriculum and Standards Authority policies and procedures
- The development of appropriate documentation for College, parent and student publications
- To provide ongoing data presenting the performance of both students and staff across all subjects/courses offered by the Learning Area

- Informed by data, determine the Strategic Direction of the Learning Area giving particular attention to remedial and accelerated interventions required for students
- To access NAPLAN, OLNA and various other forms of data to inform and improve Teaching and Learning
- Work with the relevant staff to develop Individual Education Plans, including adjusted Assessments, for students where required
- The development and distribution of appropriate documentation to all members of the Learning Area Team
- Oversee the distribution of grades in all subjects/courses across the Learning Area
- Ensure robust moderation processes are implemented in all subjects/courses across the Learning Area
- Liaise with others in determining the allocation of appropriate academic awards to students undertaking subjects within the Learning Area
- Consulting with the members of the Learning Area Team to facilitate the development of feedback and reporting mechanisms that effectively advise parents of their child's progress and achievement
- The application, supervision and review of appropriate Courses of Study (including the design and delivery of requisite teaching – Learning Programs, Study Planners, Assessment Tasks and Rubrics)
- Work with the Academic Council to develop Assessment and Reporting structures and procedures
- Place and regularly update the Course Outlines and Assessment Structures on the College's Learning Management System (SEQTA)
- Ensure all College requirements with respect to SEQTA are consistent and up-to-date across the Learning Area. Eg: Coverpage, Course Outline, Assessment Schedule, lesson outline, resources, updated marks book
- Oversee and formally approve all Learning Area activities including incursions and excursions, and the Professional Learning of staff

Leadership of Staff

- Actively contribute to the maintenance of the Catholic Ethos; through a manner of life and stated beliefs that are in keeping with the teachings of the Catholic Church
- Ensure the underlying values of the College Mission are embedded within practice in the classroom
- In line with the College's Evangelisation Plan, foster ongoing spiritual formation amongst staff and students and promote the evangelistic role of the College
- Ensure the Learning Area's annual priorities align and support the improvement initiatives outlined in the College' Strategic Plan and School Improvement Plan
- Take an active part in the co-curricular aspects of College life
- Fully participate in the Liturgical life of the College and be a positive role model for staff and students

- Complete the necessary professional learning associated with the Learning Area, Leadership role and Accreditation for Teaching in a Catholic School
- Ensuring attendance at staff meetings, Parent Evenings and other College Functions as the Principal may require
- Undertaking any other duties or responsibilities that may be assigned by the Principal
- Complement the selection, orientation and induction procedures for newly appointed Learning Area staff
- The supervision and leadership of the teaching – learning function as it applies to the Learning Area
- Ensuring that all Learning Area staff execute their responsibilities in accordance with College policies and procedures
- Ensuring that Learning Area staff constantly and consistently communicate with parents regarding student performance including areas of commendation and concern
- The provision of assistance, support and advice to all Learning Area staff with regard to pedagogical practices and classroom management concerns
- As required, liaise with the Deputy Principal – Student Wellbeing and Heads of Year regarding pastoral care concerns for students undertaking a subject within their Learning Area
- Lead staff in their Staff Performance and Development process (both formative and summative) of teaching and support staff employed within the Learning Area
- Demonstrate stewardship of human resources in continually leading all staff within the Learning Area in their personal growth and development

Stewardship of Resources

- The development, submission and monitoring of the Learning Area budget
- The selection of texts, learning materials and resources in consultation with members of the Learning Area
- Ensure that all Capital equipment, plant, buildings and consumables associated with the Learning Area are adequately supervised and appropriately maintained
- Seek to be a steward of the environment in reducing the use of consumables across the Learning Area

College Responsibilities and Accountability

- The submission of an annual report to the Principal detailing Learning Area activities, including highlights and recommendations for improvement. This should be constructed on the basis of data analysis from the performance of both students and staff
- Liaise with the Deputy Principal - Learning and Innovation regarding the construction and development of the timetable as it applies to the Learning Area
- Liaise with the Deputy Principal - Learning and Innovation together with members of the Learning Area regarding Curriculum, Assessment and Reporting

- Liaise with the areas of Education Support, Literacy and Technology across the Curriculum to ensure the maximisation of Learning Area opportunities for all students
- To facilitate all Learning Area meetings, and when required, provide the Principal and Deputy Principal -Learning and Innovation with briefings
- Provide the active and appropriate representation of issues raised by Learning Area staff at Learning Area meetings
- Ensure that decisions made by the College Executive and Academic Council are communicated to, and fully supported by members of the Learning Area

Additional Role Components

All staff, in particular those in leadership positions within the College, are required to:

- Actively contribute to the maintenance of the Catholic Ethos; through a manner of life and stated beliefs that are in keeping with the teachings of the Catholic Church
- Ensure the underlying values of the College Mission are embedded within practice in the classroom
- In line with the College's Evangelisation Plan, foster ongoing spiritual formation amongst staff and students and promote the evangelistic role of the College
- Contribute appropriately to the implementation of the College's Strategic Plan
- Take an active part in the co-curricular aspects of College life. Eg: PSA Sport, Tutorial/Study groups, Homework Club etc
- Fully participate in the Liturgical life of the College and be a positive role model for staff and students
- Complete the necessary professional learning associated with the Learning Area, leadership role and Accreditation to Teach or Accreditation to Teach Religious Education in a Catholic School
- Ensure attendance at staff meetings, Parent Evenings and other College functions as the Principal may require
- Undertake any other duties or responsibilities that may be assigned by the Principal

Team Contribution

- Ensure a friendly, helpful and professional demeanour at all times
- Demonstrate a high level of interpersonal skills
- Create positive and open communications to deliver the best possible outcomes
- Ensure systems and processes are optimised for efficiency and effectiveness whilst seeking ways to continually improve such systems and processes
- Demonstrate a flexible approach to the role by undertaking other tasks to support all of the above
- Support others and facilitate a team-orientated professional environment
- Demonstrate the ability to work independently and also within a team environment
- Demonstrate excellent time management and organisational skills, including the ability to meet deadlines

- Demonstrate the ability to work with a wide range of staff and have a demonstrated ability to build meaningful and professional relationships with students and families
- Utilise effective interpersonal skills and initiative when dealing with challenging situations
- Contribute to a positive and vibrant workplace

SKILLS AND ATTRIBUTES

Essential Criteria

- A strong commitment to the ethos of Catholic Education and a willingness to promote and support Catholic values as a member of the Trinity College Community
- Have a minimum of four (4) years' Tertiary qualification, which includes appropriate educational qualifications
- Be currently and fully registered with the Teacher Registration Board of Western Australia (TRBWA)
- Have completed and have current either Accreditation to Teach Religious Education or Accreditation to Teach in a Catholic School
- Have a minimum of five (5) years of teaching experience

On appointment, the successful applicant will be required to;

- Have a current Working with Children Check (WWC).
- Undergo Mandatory Reporting Training.
- Undergo Staff Code of Conduct Training
- Acquire and/or maintain relevant Accreditation requirements as a HoLA in a Catholic School.

Desirable Criteria

- Demonstrated experience and performance in a similar or related role within a school environment
- Have a proven ability to work in a collaborative environment as a member of a team
- Be able to demonstrate a high level of competence in utilising interpersonal skills
- Be able to assist with the development of community amongst staff, students and parents
- Have a proven ability to work in a highly organised manner, including adherence to deadlines and a knowledge of College policies and procedures
- Have demonstrated an ongoing commitment to enhancing student development
- Have demonstrated co-curricular involvement and a capacity to relate easily and professionally with students
- Have demonstrated ability to demonstrate initiative, drive and a strong sense of professionalism
- Have demonstrated capacity to manage staff relationships and enhance the synergy between key stakeholders and various departments
- Self-directed and highly motivated

Special Conditions

- Some flexibility of hours may be required to facilitate effective input and involvement in the full scope of this position. This is likely to require the incumbent to attend a range of meetings and particular College events.