

## Leading Teacher - Educational Leadership (2024 start date) (Leading Teacher Range 3)

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Company: Schools (Government)

Location: Melbourne

Category: other-general

### Role

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.

### 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 development and developing individual and team 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.

### **Who May Apply**

Teachers currently registered or eligible for registration with the Victorian Institute of Teaching and qualified to teach and/or have demonstrated experience in the curriculum area(s) specified for the position.

### **EEO AND OHS Commitment**

The Department of Education is committed to the principles of equal opportunity, and diversity and inclusion for all. We value diversity and inclusion in all forms – gender, religion, ethnicity, LGBTIQ+, disability and neurodiversity. Aboriginal and Torres Strait

Islander candidates are strongly encouraged to apply for roles within the Department. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces. It is our policy to provide reasonable adjustments for persons with a disability (see ).

Aboriginal and/or Torres Strait Islander applicants can contact Brett West, Yamatji man, in the Koorie Outcomes Division to talk about the recruitment process, the Department and supports for Aboriginal and/or Torres Strait Islander people in the Department. Mobile: 0477 726 801 or email on:

### **Child Safe Standards**

Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department's exemplar available at:

### **DE Values**

The Department's employees commit to upholding DE's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DE's Values complement each school's own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools.

Information on the DE values is available at:

### **Other Information**

Applicants aspiring to Leading Teacher positions at Mount Ridley P-12 College will be required to have a proven record of high quality educational leadership. Leading Teachers at the College are referred to as Directors. As key members of the senior leadership team, Directors are responsible for actively promoting the College's vision, goals and processes. Each Director will be expected to have a direct impact and influence on devising and implementing teaching and learning practices that result in positive student learning outcomes. They will take responsibility for specific outcomes in relation to the College's Strategic and Annual Implementation Plans.

Directors are highly skilled classroom practitioners who also possess leadership skills, experiences and qualities to effectively lead major programs and continuous improvement strategies across the College. Directors are appointed under the tag of Educational

Leadership and are assigned an initial portfolio after negotiation with the College Principal. Since successful applicants have demonstrated generic leadership skills, they are expected to be flexible and willing to alter their leadership role in line with changes to the College's Strategic Plan and needs, as well as having the opportunity to further develop their leadership skills.

Applicants are encouraged to refer to our staff Code of Practice which is located on our website.

Applications should include:

a cover sheet providing your name, home address, telephone contact details and whichever is applicable – VIT or Working With Children Check registration number;

a specific response to the selection criteria with regard to the position advertised;

a summary of experience and qualifications; and

the contact details (names, telephone numbers and email addresses) of three referees who can provide information regarding your application in relation to the key selection criteria. Please note that referees other than those nominated may also be contacted. Consistent with policy guidelines should this occur, you will be advised.

### **Conditions of Employment**

All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements.

Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check.

A probationary period may apply during the first year of employment and induction and support programs provided.

Detailed information on all terms and conditions of employment is available on the Department's Human Resources website at

### **VIT LANTITE**

To be eligible for employment, transfer or promotion in the principal or teacher class a person must have provisional or full registration from the Victorian Institute of Teaching. In addition, from 3 August 2020, to be eligible for employment in the principal class or teacher class, a

person who graduated from a Victorian Initial Teacher Education program after 1 July 2016, must demonstrate that they have passed the literacy and numeracy test for initial teacher education (LANTITE) requirements. This condition is satisfied where the LANTITE requirement is part of the Victorian Initial Teacher Education program completed by the person.

### **Location Profile**

Mount Ridley P-12 College was founded in 2009 and is located in the City of Hume, one of Melbourne's rapid growth corridors. Situated on an 11 hectare site along Hampton Street in Craigieburn and approximately 26 kilometres north of the CBD, the College includes provision for both primary and secondary students and will have an enrolment figure of approximately 2750 students across the whole College in 2023. The current College's Student Family Occupation (SFO) index is whilst our Student Family Occupation and Education (SFOE) index is ; Although these figures indicate a high level of family social disadvantage, increased funding levels provided by the Education Department aim to assist with raising the educational outcomes of our students.

The College offers curriculum provision and facilities for students in Prep to Year 12 governed by a single School Council. It incorporates an innovative and flexible design to meet new and changing pedagogical approaches to State education. Located adjacent to the Maternal and Child Health Service developed by the Hume City Council, the College works closely with the Craigieburn Child and Family Centre in integrating learning and teaching programs so as to achieve a seamless transition into primary school. Adjoining recreation facilities established by the Hume City Council, Stockland, the AFL and the Calder Cannons Football Club are also providing opportunities for shared ventures. The College has developed a Community Garden project which is focussed on providing students of all ages with the opportunity of learning, applying and sharing practical sustainability and healthy living skills.

The College has four Mini Schools:

Early Years (Prep – Year 4);

Junior Years (Years 5 – 7);

Middle Years (Years 8 and 9); and

Senior Years (Years 10 – 12).

An extensive senior leadership team structure consisting of Principal Class members, Leading Teachers and Learning Specialists, assisted by Administration Staff, supports students, staff and families in each Mini School.

Mount Ridley College is well serviced by a range of facilities. Buildings in the Early Years Mini School are based around Learning Neighbourhoods with creative, interactive and reflective spaces in each neighbourhood. There are Prep, Years 1, 2, 3 and 4 Learning Neighbourhoods. The creative spaces are used for small group work and for problem solving or project based work. A common space in the centre of each Learning Neighbourhood is used for larger group work and team teaching. In addition, there is a separate music space, a multipurpose room and gymnasium that can be used for performing arts and indoor recreational activities. Our Early Years Italian and Japanese Languages program is delivered from a dedicated Learning Hub, whilst a canteen, library and designated administration area service the wider needs of the Early Years Mini School. In recent years, an Early Years DICE room has been created for the purpose of providing students with a cross-curriculum (Science, Design Technology Digital Technology, Mathematics and Inquiry) based approach to learning. Like their older peers, this space supports students in developing skills in critical thinking, creativity, communication and self-direction.

As part of the national Community Hubs project, the College operates a Community Hub on the Early Years site for the purpose of connecting refugee families with their community. Services being provided include English language programs; cultural heritage and diversity projects; and vocational training.

The Junior Years Mini School consists of two Learning Neighbourhoods incorporating interactive learning and teaching spaces, student 'break-out' studios, computer labs and specialist science rooms. Years 5 and 6 students are exclusively accommodated in the Midland Learning Neighbourhood, whilst Year 7 students are located in the Paddington Learning Neighbourhood and adjacent Learning Hubs. Each Learning Neighbourhood has flexible learning areas that promote creative, interactive and reflective practices. An administration area servicing the needs of the Mini School is based in one of the Learning Neighbourhoods, accommodating support and senior staff. Teaching teams are also located across the two Learning Neighbourhoods and nearby Learning Hubs. For ease of access for students and staff, the Junior Years Student Management team is located in the Paddington Learning Neighbourhood.

Students and staff in the Middle Years Mini School are accommodated in a Learning

Neighbourhood, along with a number of re-locatable general purpose classrooms. Specialist facilities in the Learning Neighbourhood include a Science laboratory, Computer Suite and a combined Art and Technology room. In order to support students, the Middle Years Student Management team is located in the Brighton Learning Neighbourhood. Years 8 and 9 students undertake a two-year program known as The Middle Years Certificate. Over the course of this time, students are invited and provided opportunities to participate in additional activities such as excursions, incursions, community projects and leadership ventures. These activities are recorded and acknowledged at the end of Year 9 when students are awarded their Completion Certificate at a celebratory ceremony.

The Willandra Learning Neighbourhood incorporates a Prep to Year 12 Student Pathways Centre and teaching and learning spaces for our Years 10 – 12 students. A Study Centre is located within the central area of this facility, supporting students to connect, create and learn collaboratively and individually as required. At the same time, half of the building converts into a Senior Years student assessment and examination centre when necessary. A Community Hub has also been incorporated into this facility to support and expand our numerous business and community alliances. An administration area is located in the building to service the needs of Years 8 to 12 students. Senior staff, teachers and the Senior Years Student Management team are on hand to support students.

Currently under construction is a new double storey building which will be known as Nottingham. It will consist of 8 general purpose classrooms (that can be transformed into an additional student assessment/examination centre), an Art space, a Science classroom, a computer lab, student breakout spaces, staff workrooms and staff amenities. This state of the art project will predominantly accommodate the learning needs of our Year 10 students and is expected to be completed for the commencement of the 2024 school year.

Our Languages and Professional Learning Centre, known as Landale, services our Italian and Japanese Languages program, EAL Classes, Sister School partnerships and International Students Program. Staff associated with these programs are conveniently located in this building so as to provide students with the necessary supports they require.

Professional Development programs for staff, aimed at building pedagogical knowledge and enhancing student engagement practices also operate from this space.

Connecting our students to the world around them remains a major focus of our College.

Our sister school Japanese program has been successfully operating since 2013. On five reciprocal occasions, students from Akatsuki Junior High School have visited our

College and students and staff from our College have visited Akatsuki. The sister school partnership program developed with the Liceo Scientifico Alessandro Volta in Sicily, Italy commenced in 2014. During this time our College has visited the Liceo Scientifico on three occasions for the purpose of enhancing student language skills; providing a rich cultural experience; and developing staff professional opportunities. Alongside this, we have developed a sister school partnership with Delhi Public School (DPS) in Noida, India. This has resulted in two visits from students and staff from Delhi. Members of our senior leadership team toured India and visited DPS in January 2019 for the purpose of investigating joint programs including staff professional learning exchanges and student learning opportunities. In late 2018 we worked closely with the Victorian Department of Education for the purpose of expanding our sister school program to include partnerships in China. As a result, the College has signed reciprocal agreements with Chengdu Eldu Wisteria Primary School and Chengdu Shishi Tianfu High School in the Sichuan Province. A program including student cultural tours and staff professional learning exchanges is now in place. Staff and students from Chengdu Eldu Wisteria Primary School travelled to our College in April 2019, whilst MRC staff and students undertook a Study Tour of China and school visits in October that year.

Two full sized gymnasiums for Years 5 – 12 students; a synthetic grassed futsal playing field; undercover hard-court; four synthetic surfaced basketball courts; a grassed football/rugby oval; numerous hard-courts; and synthetic surfaced combined running track and soccer field allow our students to keep active. In recent years, the addition of a strength and conditioning gym, along with ice baths, provides students at the College with state of the art facilities that support the achievement of health and fitness goals. For students interested in The Arts, the Performing Arts centre includes a music studio, instrumental music learning pods, drama room, an exhibition gallery and stage area. The College will see these facilities expanded in 2024 with the completion of a jointly funded College and Department of Education building project which will deliver a 300 seat Theatre, an outdoor amphitheatre and additional performing arts spaces.

Our Art and Technology facility, known as the DICE Centre, boasts a series of classrooms and external courtyard areas which allow students to undertake projects involving the use of materials such as paint, clay, wood, metal and fabric. The building also has a senior student art studio, two science laboratories, a mini theatrette, exhibition area and two computer labs available for student use.



The College's Main Administration building houses a student cafeteria, conference facility and 120 seat tiered auditorium. State-of-the-art hospitality/food technology classroom kitchens are directly linked into the cafeteria's commercial kitchen facilities so that it can be utilised as an added resource for students. A Resource Centre featuring quiet reading areas, computer stations, display areas, and reference and research spaces provide students with a variety of learning opportunities.

Our Student Services and Counselling facility offers students and their families with easy access to a range of services provided by specialist staff such as a medical doctor, psychologists, speech pathologists, youth workers, etc. A case management system is utilised to provide individualised assistance to students experiencing wellbeing issues.

The Prep to Year 12 nature of the College offers great advantages. Comprehensive curriculum and transition programs allow the College to cater for the needs of all students through their various stages of development. Indeed, there is an emphasis on the social, emotional, cultural and academic needs of all students in order to develop their full potential. Through a caring and safe environment, individual students are encouraged to think, reflect and develop into life-long learners so that they can take their place in society as informed, responsible and active citizens of the global community.

Select entry programs such as ACED (Acceleration, Challenge, Enrichment, Discovery) cater for capable and committed students who are able to meet its academic rigours, whilst the Elite Sports Program (ESP) has students accessing exclusive sports training and intensive conditioning. Both of these programs operate from purposely designed double storey Learning Hubs which are tailored to the specific needs of their students, from the curriculum and physical environment, to the approach to learning and co-curricular opportunities.

A Middle Years High Achievers Class and VCE High Achievers Club (MHAC) provide opportunities for students to focus on achieving high levels of academic excellence. Alongside this, a range of programs including the Program for Students with Disabilities (PSD), English as an Additional Language (EAL), Oral Language, Language Support, Little Learners Love Literacy, Literacy and Numeracy Intervention and Targeted Student Tutoring provide specialised assistance aimed at meeting the specific individual learning needs of students.

The College continues to expend considerable time and resources on building social capital, creating structures, refining practices and establishing effective staff teams. Flexibility, creativity and collaboration form the basis of our success and staff at the College are required to

demonstrate a willingness to take on these approaches.

Mount Ridley College is defined by:

A well balanced curriculum program that utilises purposeful and explicit teaching aimed at empowering students to be active learners, striving for personal excellence and ongoing growth and development;

Challenging, innovative and creative approaches in learning and teaching practices that embrace the delivery of cross-curricula programs, including the extensive use of Applied Learning Tasks for Prep to Year 9 students and a full range of post compulsory pathways for Years 10 to 12 students;

Highly skilled, versatile, dedicated and caring staff committed to life-long learning and developing the full potential of each student through the implementation of an effective personalised learning program;

The active participation of staff in collaborative PLCs (Professional Learning Communities);

Shared educational responsibility between parents, staff and students;

Seamless transition for students as they progress through their various stages of development; and

Effective channels of communication that promote trust, positive interactions and strong links with the wider community.

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