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**POSITION DETAILS:**

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<b>Position Title:</b>	<b>Curriculum Leader (Humanities &amp; Business)</b>
<b>Group:</b>	Teaching & Learning
<b>Supervisors:</b>	<b>Director of Curriculum</b> <b>Director of Realms of Thinking</b> <b>Head of Career Pathways (for all matters related to Career Pathways)</b>
<b>Direct Reports:</b>	Teachers within the Learning Area Teacher Aides within the Learning Area (as applicable)
<b>Date of Last Review:</b>	February 2021

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**PRIMARY ROLE/PURPOSE:**

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The Curriculum Leader is responsible to the Director of Curriculum and the Director of Realms of Thinking for the Learning Programs (Years 7-12). The Curriculum Leader will work with appointed staff to ensure academic programs of study in the applicable area are effectively managed and that appropriate learning standards are met.

The purpose of the role is summarised as:

- To provide direction, supervision and care for appointed staff, which is consistent with the St Paul's School Ethos Statement;
- To effectively lead a culture of learning which is aligned to the Common Learning Framework (holistic education) as articulated in the School's Guiding Principles and Strategies (GPS) document;
- To work collaboratively with the Leadership Team to ensure that planning, teaching and learning align to the School's Strategic Plan.

The Curriculum Leader is a member of the Curriculum Leaders' team, led by the Director of Curriculum and the Director of Realms of Thinking.

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**KEY ACCOUNTABILITIES:**

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**Leadership**

- Coach staff as directed through Teaching Practice Partnerships, Realms of Thinking Certification, Graduate Teacher Programs and New Staff Orientation;
- Provide feedback for new staff probation;
- Lead the Learning Area in a way that places the students at the centre;
- Build relationships within the Learning Area based on trust and respect in line with the School's Ethos Statement;
- Build relationships with members of the School community and beyond with a view to implement innovative and creative integrated programs;

## **Leadership (continued)**

- Work collaboratively to strengthen a Prep to Year 12 continuum of Learning, ensuring alignment and progression in the overall program;
- Work strategically to improve holistic planning, teaching and learning;
- Be a champion and advocate for the School's strategic vision;
- Praise initiative and celebrate creativity and innovation.

## **Curriculum Leadership**

- In collaboration with the Learning Area, Realms Coaches and Heads of Studies, ensure that programs are regularly reviewed and invigorated;
- Make informed decisions to support curriculum development and the Realms of Thinking planning, teaching and learning practices;
- Provide students with up to date disciplinary knowledge and innovative curriculum delivery;
- Using the Common Learning Framework (CLF), foster holistic learning that ensures student engagement consistent with the School's Ethos Statement;
- Model, support and be knowledgeable in differentiation strategies, assessment for learning and the Realms of Thinking and Ways of Being Frameworks;
- Facilitate and be knowledgeable of information resources and technology used for instruction;
- With the assistance of the Realms Coaches and the Head of Data & Logistics, use multiple sources of data and feedback as diagnostic tools to assess, identify and apply instructional improvement.

## **Management**

- Hold Learning Area meetings to co-ordinate planning, teaching and learning and maintain records of Agendas, Minutes and Attendance;
- Support staff in the development of their professional understandings;
- Ensure all staff meet School policies and procedures around planning, assessment, reporting and compliance;
- Review planning, teaching and learning providing constructive and timely feedback to teachers;
- With the Heads of Studies and the Head of Data & Logistics collect, collate and upload student data ensuring student results are calculated and recorded as per assessment and reporting procedures;
- Maintain records of student progress, including meeting all QCAA requirements;
- On behalf of the Learning Area, prepare budget requests to present to the Finance Manager, as per the School's budgeting process;
- Manage the Learning Area budget and order resources, ensuring that a register of assets is kept;
- Follow excursion procedures and protocols;
- If applicable, with the support of the Head of Career Pathways, appropriately manage any embedded External courses e.g., VET, University, CIE;
- Oversee staffing issues to ensure that concerns are managed constructively;
- Refer staff performance issues to the Director of Curriculum;
- In consultation with the relevant House Leader, manage any academic behavioural issues.

## **Other**

- Additional duties as allocated by the Headmaster.



## ATTACHMENT – ST PAUL’S SCHOOL

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### ETHOS STATEMENT

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**The School’s Purpose is** “to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership.”

**The School’s Vision is** “Transforming educational thinking and practice.”

**The School’s Values are:**

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

**We value Faith believing where:**

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

**We value Learning where:**

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.
- A variety of student dispositions to learning are fostered through our Realms of Thinking Framework which are embedded from PP-12 across all Learning Areas.

**We value Community where:**

- Students, staff and families support the aims, purpose and mission of the School and serve one another using their God-given gifts.
- Students, staff and families grow together in faith and learning, promoting love, justice and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul’s community when they graduate, through a vibrant Past Students’ Association.

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## **SCHOOL EXPECTATIONS**

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All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

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## **LEADERSHIP EXPECTATIONS**

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"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.
- The concept of St Paul's School as a single whole School, made up of three Sub-Schools each with some degree of autonomy whilst sharing many common elements.

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## **ANGLICAN SCHOOLS COMMISSION - STATEMENT OF COMMITMENT**

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Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have the opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God
- Every child: loveable and loved, unique and unrepeatable
- Outstanding education for the flourishing of people and the good of community

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practised.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm; and
- respond to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.