



PARADE COLLEGE

POSITION DESCRIPTION

Position Title	Dean of Learning (Years 7 to 9)
Reports To	Principal, Assistant Principal, Teaching and Learning

PRIMARY PURPOSE OF POSITION

The Dean of Learning (Years 7–9) is a member of the Teaching and Learning Executive and has delegated responsibility for the leadership, coordination and quality assurance of all curriculum, pedagogy and assessment practices across Years 7–9. The role leads the implementation of the Victorian Curriculum 2.0, including the general capabilities, and ensures consistent application of the College’s Instructional Model to improve student learning outcomes. The Dean acts as the primary point of escalation for Teaching and Learning matters in Years 7–9, including curriculum, classroom practice and parent concerns, and works collaboratively with the Assistant Principal – Teaching and Learning, Dean of Learning (10–12), and key leaders to ensure a coherent whole-school approach.

STATEMENT OF DUTIES

Learning and Teaching	<ul style="list-style-type: none"> • Lead the design, implementation and ongoing review of curriculum for Years 7–9 in alignment with the Victorian Curriculum 2.0, ensuring integration of General Capabilities and compliance with VCEA and EREA Victorian School Ltd requirements. • Hold delegated responsibility for the quality assurance of curriculum, pedagogy and assessment across Years 7–9. • Oversee curriculum mapping to ensure coherence, progression and rigour across all Learning Areas. • Lead and support Learning Area Leaders to ensure consistent curriculum delivery, high-quality assessment design and effective classroom practice. • Manage all Teaching and Learning matters in Years 7–9, including: <ul style="list-style-type: none"> ○ responding to and resolving student and parent concerns ○ supporting staff to address issues professionally and consistently ○ acting as the primary escalation point for learning-related matters. • Lead processes for: <ul style="list-style-type: none"> ○ subject and class changes, ensuring equity and alignment with College procedures ○ academic integrity breaches, including investigation, documentation and educative outcomes. • Collaborate with: <ul style="list-style-type: none"> ○ Learning Coordinators and staff to develop course documentation and teaching resources ○ the Dean of Learning (10–12) to ensure consistency and continuity across Years 7–12 ○ the Assistant Principal – Learning and Teaching on subject selection processes. • Drive professional learning to build teacher capacity, with a focus on Victorian Curriculum 2.0 and evidence-based, innovative practice. • Contribute to the Teaching and Learning Leaders Team (TaLL) through course audits, review processes and strategic recommendations.
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	<ul style="list-style-type: none"> • Lead implementation of the College’s Curriculum Development, Review and Renewal policy. • Support high-quality teaching practice by: <ul style="list-style-type: none"> ○ working directly with teachers and Learning Area Leaders ○ promoting continuous improvement in student outcomes. • Collaborate with the Leader of Literacy and Learning Data to: <ul style="list-style-type: none"> ○ set and monitor literacy and numeracy goals ○ analyse student learning data and improve outcomes ○ support standardised testing (NAPLAN, PAT, ACER). • Work closely with: <ul style="list-style-type: none"> ○ Additional Needs Coordinators to ensure appropriate student support ○ Dean of Students on academic programs and early commencement activities ○ Enrolments Office on curriculum information, electives, and transition programs. • Oversee processes for accelerated learning (Year 9 into VCE Unit 1 & 2), ensuring rigorous selection, monitoring and support. • Lead communication with families regarding curriculum, electives and student learning pathways. • Model and promote a restorative approach in all interactions with staff, students and families.
<p><i>Assessment and Reporting</i></p>	<ul style="list-style-type: none"> • Lead the implementation and refinement of continuous reporting, including the development of Learning Area-specific rubrics. • Ensure all assessment and reporting practices align with Victorian Curriculum 2.0, including progression points and capabilities. • Coordinate, in collaboration with relevant leaders, Year 8–9 Semester Examinations. • Assist in Leader of Literacy and Learning Data with the coordination of ACER testing, PAT and NAPLAN requirements. • Work with the Assistant Principal, Learning and Teaching, and key staff to ensure consistent, accurate and meaningful reporting of student achievement and progress.
<p>Teaching and Learning Professional Learning</p>	<ul style="list-style-type: none"> • Lead and support the consistent implementation of Parade College’s Instructional Model across Years 7–9. • Work with teachers and Learning Area Leaders to: <ul style="list-style-type: none"> ○ Embed agreed pedagogical practices in all classrooms. ○ Model, coach and support effective teaching strategies aligned to the Instructional Model. ○ Monitor and evaluate the impact of pedagogical practices on student learning outcomes. • Lead and coordinate Teaching and Learning professional learning for staff, including: <ul style="list-style-type: none"> ○ curriculum implementation ○ pedagogy aligned to the College’s Instructional Model ○ assessment and reporting practices. • Work with the Assistant Principal – Teaching and Learning and TaLL team to: <ul style="list-style-type: none"> ○ plan and lead key whole-staff Teaching and Learning professional learning events, including the annual staff professional learning day. ○ align professional learning with College priorities.
<p>Data Analysis</p>	<ul style="list-style-type: none"> • In collaboration with the Leader of Literacy and Learning Data, Assistant Principal, Teaching and Learning, assist with the analysis and use of relevant data to improve learning and teaching across Years 7 to 9.

	<ul style="list-style-type: none"> • This includes: <ul style="list-style-type: none"> ◦ Analysis of ACER and NAPLAN data ◦ Assessment and Reporting data.
Student Wellbeing	<ul style="list-style-type: none"> • To work with the House Leaders to provide a holistic education for students in Year 7 to 9. This includes: <ul style="list-style-type: none"> ◦ Supporting “students at risk” in collaboration with House Leaders, Tutor Teachers, Student Counsellors and Additional Needs Coordinators ◦ Overseeing the implementation of a study skills and exam preparation program as part of any Student Wellbeing Program at Year 7 to 9. • Other duties as requested from time to time by the Principal and/or Assistant Principal-Teaching and Learning.

POSITION REQUIREMENTS	
Skills and Attributes	<ul style="list-style-type: none"> • Experience as a teacher who models excellence in teaching and knowledge of curriculum in Year 7 to 9 • A demonstrated ability to promote a team spirit among the staff involved with teaching in Years 7 to 9 • A demonstrated understanding of the needs of Year 7 to 9 students • Effective interpersonal and communication skills • The ability to work collaboratively with House Leaders, classroom teachers and parents to provide a flexible range of intervention measures as student needs change • Strong organisational skills and experience in leadership • The desire to be an active collaborative member of the Teaching and Learning Leaders (TaLL), Executive and Team • An understanding of the operative teaching connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person. • An understanding of the operative teaching connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person.
Child Safety	<ul style="list-style-type: none"> • Be a suitable person to engage in child-connected work • Be experienced in working with children • A demonstrated understanding of child safety • A demonstrated understanding of appropriate behaviours when engaging with children • A sound knowledge of legal obligations relating to child safety under Ministerial Order No. 1359 Child Safe Standards, • Working familiarity with Child Safe requirements and expectations of VCEA PROTECT, VIT, EREA and VRQA • A demonstrated understanding of and commitment to Child Safety protocols, codes of conduct and to ensuring Parade College is a Child Safe School.
Selection Criteria	<p>Applicants should be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Willingness to support the faith life of Parade College including commitment to the Mission Statement, ethos of the College, Charter of Edmund Rice Education Australia and personal faith formation. 2. A clear vision for the development of a learning environment at Year 7 to 9 for a modern and comprehensive Catholic secondary college, with a demonstrated understanding of the needs of Year 7 to 9 students

	<ol style="list-style-type: none"> 3. Excellent leadership, management and administrative skills, including a demonstrated ability to promote a team spirit among the staff involved with teaching in Years 7 to 9 4. Effective interpersonal and communication skills, with an ability to work within a collaborative decision making framework with House Leaders, classroom teachers and parents to provide a flexible range of intervention measures 5. Appropriate qualifications and educational experience, with proven success as a teacher who models excellence in teaching and a knowledge of curriculum in Year 7 to 9 6. A commitment to ongoing personal professional development
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TERMS AND CONDITIONS
<ul style="list-style-type: none"> • Terms and conditions for this position are as outlined in the <i>Catholic Education Multi Enterprise Agreement 2022</i> for Registered Teachers. Salary is set out in the Agreement according to years of experience and qualifications. • The position is for a three-year term. The position will be re-advertised after three years and is subject to the College Review process. • This position attracts a POL 4 allowance and a time allowance, as determined by the Principal. • The position reports to the Assistant Principal, Teaching and Learning and will need to be available to the Assistant Principal, Teaching and Learning during specified periods leading up to the commencement of school and after school finishes. • The position will, from time-to-time require attendance outside normal hours. • The successful applicant would require a commitment to ongoing professional learning and hold relevant qualifications. The position is subject to a regular cycle of professional appraisal and performance review according to College policy. • All employees at Parade College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act. • Parade College is fully committed to the protection of children. The successful applicant will be expected to satisfy child protection screening, and adhere to the School's Child Protection Policies.