



PARADE COLLEGE

POSITION DESCRIPTION

Position Title	Leader of Literacy and Student Learning Data
Reports To	Principal, Assistant Principal, Teaching and Learning

PRIMARY PURPOSE OF POSITION

Parade College is a learning community that recognises that literacy is foundational to all learning. Literacy empowers students to communicate effectively, succeed academically, and engage successfully in society. Literacy teaching at Parade reflects the EREA Touchstones as we strive to provide all students with an Inclusive, Liberating Education, in the light of Gospel Spirituality, and Justice and Solidarity.

Informed by the College Mission statement and the College’s Vision for Literacy, the Leader of Literacy and Student Learning Data has responsibility for the strategic oversight, coordination, and implementation of standardised testing in Years 7-10 across the College, including NAPLAN and Progressive Achievement Testing (PAT). This role plays a critical leadership function in ensuring the effective and smooth implementation of standardised testing across the College. Through strategic oversight of student learning data, the position will build staff confidence in analysing and using evidence to inform practice. The role is central to developing clear, evidence-based improvement strategies linked to evidence available to the College, driving measurable gains in literacy achievement across cohorts. In doing so, the position ensures strong alignment between evidence, the College’s instructional model, and classroom teaching practice, ultimately enhancing student learning outcomes.

STATEMENT OF DUTIES	
Literacy Leadership	<p>The Leader of Literacy will:</p> <ul style="list-style-type: none"> • Evaluate and monitor: <ul style="list-style-type: none"> ○ how literacy practices are developed and promoted throughout College programs; ○ the impact of these strategies on student learning growth. • Lead a whole-school approach to data-informed practice, with a strong focus on literacy improvement. • Develop and implement targeted action plans to improve literacy outcomes across the College. • Support Learning Area Leaders to ensure that Parade’s syllabus aligns with the literacy demands of the Victorian curriculum 2.0. • Cultivate partnerships with other schools and professional bodies to share best literacy practices and jointly improve student outcomes. • Maintain expert knowledge of current literacy research and best practice with current trends and leading research in literacy.
Evidence-Based Student Learning Leadership	<ul style="list-style-type: none"> • Lead the coordination, administration, and implementation of all standardised testing across the College, including: <ul style="list-style-type: none"> ○ Year 7 and 9 NAPLAN ○ Year 7 -10 Progressive Achievement Testing (PAT). • Ensure all testing processes are compliant, efficient, and effectively communicated to staff, students and parents/careers. • Translate NAPLAN, PAT and internal data into clear, actionable strategies at a: <ul style="list-style-type: none"> ○ Whole-school level ○ Learning Area level

	<ul style="list-style-type: none"> ○ Classroom Teacher level. ● Oversee the timely collection, organisation, and dissemination of data to relevant stakeholders. ● Lead whole-school analysis and interpretation of standardised testing evidence to identify: <ul style="list-style-type: none"> ○ Trends over time ○ Areas of strength and celebration ○ Areas requiring targeted improvement. ● Present data insights clearly to: <ul style="list-style-type: none"> ○ College Leadership ○ Teaching and Learning Executive (TLX). ● Work in partnership with the Deans of Learning, Learning Area Leaders of English and Mathematics to: <ul style="list-style-type: none"> ○ Analyse NAPLAN and PAT data ○ Identify key trends and learning gaps ○ Develop coordinated responses across literacy and numeracy domains. ● Support all Learning Area Leaders to: <ul style="list-style-type: none"> ○ Unpack relevant literacy data ○ Set measurable improvement goals ○ Align teaching strategies with identified student needs and literacy practices.
Instructional Practice Leadership	<ul style="list-style-type: none"> ● Lead targeted staff professional learning to build capacity with the College Instructional Model, including: <ul style="list-style-type: none"> ○ Explicit teaching of literacy ○ Effective use of evidence to inform instruction. ● Lead the design and implementation of targeted literacy improvement initiatives and professional learning for academic staff to enhance literacy teaching and data literacy. ● Facilitate differentiated professional learning based on staff needs identified through analysis of literacy evidence. ● Work with individual teachers and teams to: <ul style="list-style-type: none"> ○ Interpret evidence of student learning ○ Design targeted teaching strategies ○ Implement and evaluate their impact. ● Support classroom teachers through coaching and modelling of effective literacy practices. ● Support induction of new staff in literacy expectations and evidence-informed teaching practices.
Leadership	<ul style="list-style-type: none"> ● Be an active member of the Teaching and Learning Leaders (TaLL) and Executive Team (TLX). ● Take part in regular meetings with the Assistant Principal for Teaching and Learning. ● To model to staff and students the best practice in restorative practices philosophy. ● To model perseverance, sensitivity, compassion, patience and discretion in the face of complex and difficult situations. ● To exercise discretion when handling confidential and sensitive information. ● To accept a leadership role in College events. ● Support the College New Student Enrolment process through: <ul style="list-style-type: none"> ○ leadership and attendance at the College Open Day; and ○ the facilitation of new student interviews and liaison with the College Registrar with regards to feedback following a new student enrolment interview.
Classroom Teaching	Teach various classes across a number of different year levels.
Other Duties	Other duties as directed by the Principal and/or Assistant Principal Teaching and Learning.

POSITION REQUIREMENTS	
Skills and Attributes	<ul style="list-style-type: none"> • Excellent communication skills in both written and spoken modes. • An ability to foster positive working relationships with and between staff. • The ability to create and lead teams of teachers. • Excellent organisational and administrative skills. • Flexibility, creativity and inventiveness in responding to the literacy/language needs of students and staff. • Empathetic appreciation of the individuality of teachers. • Commitment to the Catholic philosophy and ethos of education. • Experience and understanding of the major issues impacting upon the education of boys. • The ability to work as an effective team member.
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. 870 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. Support and participation in 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. Ability to promote a healthy learning environment which promotes best practice and excellent student learning outcomes. 3. Understanding of and commitment to academic excellence including the ability to actively promote this within the academic staff. 4. Knowledge and understanding of contemporary practices and policies related to student learning, in particular, boys' education. 5. Understanding of key policies and the ability to encourage the implementation of these policies across Learning Areas. 6. Well-developed interpersonal skills including organisation and communication, with a proven ability to work effectively, independently and collaboratively, in a team. 7. Commitment to ongoing professional learning.

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 allowance, and a time allowance per cycle 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 requires the completion of an Annual Review Meeting.

- 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.