

Position Description – Head of Teaching and Learning Secondary 2027

Title	Head of Teaching and Learning - Secondary	Reporting	Head of Secondary
Type	Teaching (0.7 FTE) / Position of Responsibility (0.3 FTE) negotiable	Review	September 2027
Position Hours	8.15am – 4.30pm		

Introduction

Bayside Christian College is an ELC–Year 12 school on Victoria’s Mornington Peninsula and part of the Christian Education National network. The College partners with parents in the education of their children, recognising their God-given responsibility. Our curriculum and culture are shaped by a Christian worldview that acknowledges the Lordship of Christ over all. The College seeks to nurture and equip students academically, emotionally, and spiritually to contribute to God’s restorative work in His world.

All staff are expected to demonstrate a clear understanding of, and commitment to, the College’s Educational Creed, modelling Christ-like character in their professional and personal lives. They must also show an ability and willingness to exercise authentic Christian spiritual leadership of staff, students, and parents in a manner consistent with the College’s vision, mission, and purposes.

Purpose of the Role

The Head of Teaching and Learning (HoTL) - Secondary provides vision and leadership for Christ-centred teaching and learning across the College. They are responsible for developing and maintaining strategies to optimise teaching and learning within their sub-school. The role supports the effective implementation of curriculum, assessment, and teaching practices within the sub-school and reviews, evaluates, and supports best outcomes for student learning.

Working under the direction of the Head of Secondary and in collaboration with the Teaching and Learning Team, the HoTL plays a key role in ensuring College-wide consistency, clarity, and quality in teaching and learning. The HoTL helps to embed agreed practices and priorities across the College, contributes to curriculum development, supports staff in their practice and pedagogy, and assists in the coordination of key teaching and learning processes.

Note: The HoTL Position of Responsibility FTE for the role will be reviewed for 2028 and for each year following as the College grows. The initial focus will be predominantly on teaching and learning.

1. Curriculum Implementation and Support

- Support the implementation of a cohesive and aligned Christ-centred curriculum across the sub-school
- Assist in the development and review of curriculum documentation in collaboration with Heads of School and the Teaching and Learning Team
- Review, monitor, and adapt the curriculum scope and sequence across all subject areas and year levels, ensuring that it is age-appropriate, contextually relevant, contains a Christian worldview, and aligns with the ACARA standards
- Ensure units of work, weekly plans, term overviews, term plans, and Canvas content (appropriate to sub-school expectations) are maintained and up to date
- Support staff in understanding and delivering curriculum expectations, including the development and monitoring of differentiated curriculum
- Assist in ensuring the curriculum reflects the College's educational philosophy and Christian perspective
- Lead curriculum review, documentation, and whole-school alignment
- Any other Teaching and Learning related matters as directed by the School Leadership Team

2. Assessment and Data Support

- Monitor the appropriateness of assessment tools used within the sub-school and liaise with Heads of School to deliver a whole-school assessment program
- Support the consistent implementation of assessment practices across the sub-school
- Assist in reviewing and resourcing the effectiveness and appropriateness of assessment tasks
- Collate and support the review of student data (e.g., NAPLAN, PAT, ICAS, VCE)
- Contribute to professional discussions about data and student outcomes
- Support staff in using data to inform planning and differentiation
- Oversee the reporting process with administrative support, including guiding report format reviews as needed

3. Pedagogical Practice

- Model effective teaching practices in the classroom
- Support staff in implementing agreed pedagogical approaches and College initiatives
- Encourage the use of effective strategies, including explicit instruction, differentiation, formative assessment, inquiry, and thinking skills
- Promote collaboration and sharing of practice within teams
- Participate in and support an open classroom culture

4. Staff Support and Collaboration

- Act as a point of support for teachers within the sub-school
- Assist colleagues with curriculum, planning, and classroom practice as needed
- Support the development of positive professional relationships within teams
- Contribute to maintaining a supportive and collaborative staff culture
- Work constructively with Coordinators and leaders to address day-to-day needs
- Oversee Faculty Heads
- Conduct staff development reviews with relevant staff in their teams
- Support New Staff Induction as required

5. Professional Learning

- Represent the College at relevant professional organisations and disseminate information regarding curriculum issues and professional development
- Liaise with the SLT to ensure that all staff are professionally developed in a manner that meets the needs of the College's Strategic Plans
- Participate in planning and running whole-school and sub-school Professional Development Days as needed
- Promote the academic interests of teaching staff by encouraging best practice, rich learning environments, and sharing of ideas within teams
- Support the delivery of whole-school and sub-school professional learning
- Share relevant curriculum and pedagogical information with staff
- Assist in implementing professional learning priorities within teams
- Encourage staff engagement in professional growth and reflective practice
- Encourage study through the National Institute of Christian Education
- Attend professional development related to innovations in teaching and learning, developing a biblical worldview, and the provision of distinctly Christian education

6. Administration and Systems

- Assist in maintaining curriculum guides, course information, and documentation
- Administrate and/or support the management of external assessments (e.g., NAPLAN, PAT, AGAT)
- Assist with processes such as booklists and homework monitoring (as applicable)
- Support the use of learning platforms, including Canvas
- Share in the preparation and management of curriculum budgets, professional development budgets, and other budgets in conjunction with Heads and the Teaching and Learning Team
- Ensure appropriate archives exist for curriculum documentation and assessment records
- With the support of Secondary Administration and the Head of School, oversee all aspects of internal exams and timetabling.

7. Communicating and Liaising

- Participate in sub-school and relevant Teaching and Learning meetings
- Communicate curriculum-related information clearly to staff
- Liaise with teachers and Coordinators to support consistent practice
- Contribute to parent information evenings where required

8. Graduate Teachers and Student Teachers

- Support the coordination of pre-service teacher placements within the sub-school
- Assist in supporting Provisionally Registered Teachers (PRTs), including mentoring and guidance
- Work with supervising teachers to ensure a positive and consistent experience
- Contribute to relevant processes as directed by senior leaders

9. Professional Engagement

- Attend relevant meetings as required (e.g., Teaching and Learning, sub-school meetings)
- Engage with College priorities and initiatives
- Work collaboratively with the Teaching and Learning Team and Heads of School (and VCE Coordinator)
- Assist in the development of policy, procedures, and guidelines to meet government regulatory and compliance requirements
- Support the SLT in contributing to the strategic direction of teaching and learning across the College

Key Relationships

Whilst having an active teaching role, the HoTL will adopt administrative and leadership responsibilities that complement the work of the School Leadership Team (SLT). The HoTL will work in collaboration with the HoTL

- Primary, Heads of School, and Secondary Heads of Faculties to ensure a cohesive approach to delivering curriculum across the College.

Specifications

Key Capabilities and Attributes

- Demonstrate strong classroom teaching practice; model effective pedagogy
- Sound understanding of curriculum requirements, assessment practices, and student data
- Ability to support and guide colleagues in improving teaching practice
- Confidence in facilitating professional conversations within teams
- Strong organisational skills, with the ability to manage curriculum processes and timelines
- Clear and professional communication skills
- Ability to work collaboratively and respond to direction from senior leaders
- Willingness to support whole-school Teaching and Learning priorities and initiatives
- Competence in using and supporting others with learning technologies (e.g., Canvas)
- Strong interpersonal skills, with the ability to build positive working relationships
- Commitment to ongoing professional learning and development of staff
- Alignment with the College's Christian ethos and values

Inherent Requirements

As the position frequently interacts with students and staff during the course of employment, the role entails the direct modelling of the Christian faith, in word and deed, in our Christian learning community through such practices of faith as:

1. Praying for the welfare of the College community, its students, parents and staff
2. Participation in staff devotions, including leading such devotions on a scheduled basis
3. Leading and participating in Bible study devotions
4. Leading and participating in corporate prayer and worship with staff and the school community
5. Demonstrating the Lordship of Christ over all creation including education and work
6. Respecting students, parents and staff as fellow image bearers of God and co-workers in His ongoing Kingdom purposes of restoring and redeeming His creation
7. Where appropriate, supporting teachers in classes with the delivery of the teaching and learning process, consistent with Bayside's Christian worldview perspective.

Other Requirements

- Work at Bayside Christian College and in its educational communities involves serving and supporting those people for whom Bayside Christian College exists, namely Christian students and their parents (but not exclusively). Each employee is expected to work as a member of a team pursuing this core function: serving and supporting each other in the tasks to which God has called them. Bayside Christian College and its educational communities have expectations of mutual love, service, trust, acceptance, patience, forgiveness and support. Each staff member is expected to contribute positively to the maintenance of a professional,

purposeful, productive and safe workplace. Bayside Christian College expects its employees to be generous, open, work as a team, be effective, efficient, attend to detail and contribute to positive working relationships.

- A passionate, skilled, student-focused educator and leader who inspires staff to achieve excellent outcomes by encouraging and demonstrating continuous improvement in contemporary teaching and learning practices
- Evidence of a deep commitment to the character and spiritual development of students through pastoral care, co-curricular, and service programs that complement academic programs
- An ability to articulate a Christian standpoint in a sensitive manner to a secular world
- A visible leader with a proven ability to create strong and productive relationships of trust and collaboration inside and outside the College community
- Ability to work in a highly collaborative manner
- Lead with integrity, loyalty, and honesty
- Uphold the vision, mission, values, and purposes of the College

It is a requirement of this position that the College's Child Protection Policy and Child Safety Code of Conduct are adhered to at all times. All staff and volunteers must demonstrate that they are familiar with the contents of these documents.

This Position Description may change at the discretion of the Principal and is subject to annual review.