

LEARNING LEADER (ELC – 6)

This document is to be read in conjunction with the Teacher Duty Statement.

Position Description

Function

The Learning Leader provides pedagogical and instructional leadership across ELC to Year 6 to strengthen curriculum, teaching and learning, and student outcomes.

The role leads the implementation and continuous improvement of the College's IB PYP, literacy and numeracy programmes and is responsible for leading and coordinating the learning-related priorities of the College's Strategic Plan.

Working collaboratively with the ELC Director, Phase Leaders and Inclusive Learning Coordinator, the Learning Leader leads curriculum development, IB PYP implementation and professional learning to build teacher capability and drive continuous improvement in teaching, learning and student outcomes.

Tenure

This position of additional responsibility (PAR) has a 3-year tenure.

Conditions

This position of additional responsibility attracts Leadership Points as per the current Lutheran Schools SA Enterprise Agreement.

A time allowance of approximately 0.6FTE is provided to fulfil the responsibilities of the position, with the remainder allocated for teaching and/or other duties.

Attendance is required during term breaks – up to 7 days in total in a calendar year. The days of work during the holiday breaks will be agreed with the Principal St John's Campus.

Line Management

This position directly reports to the Principal St John's Campus.

Essential Characteristics

Education & Qualification

- South Australian Teacher Registration
- LEA accreditation appropriate for the role
- Post-graduate qualifications in Education (desirable)

Knowledge & Experience

- Knowledge and understanding of relevant curriculum and IB PYP frameworks.
- Knowledge and understanding of contemporary research, practices and educational trends.
- Experience in leading teams of staff, projects, and/or educational change.
- Capacity to create partnerships with institutions and organisations beyond the educational environment.

Personal Qualities

- Demonstrates alignment with the College values:
 - **Integrity** (Our actions align with our words, even when it is difficult.)
 - **Courage** (We embrace challenge and take healthy risks.)
 - **Aspiration** (We strive for continuous growth and improvement.)
 - **Care** (We show respect and kindness to ourselves and others.)
 - **Connection** (We welcome, include and appreciate others)
 - **Grace** (We show humility, gratitude and forgiveness)
- Motivates and influences through exceptional communication and collaboration
- Demonstrates excellent professional judgement, composure and resilience when faced with challenge
- Openness to change and improvement
- Ability to work in a demanding role, including working out of normal hours.
- Projects positivity and displays genuine enthusiasm and optimism.
- Contemporaneous approach to curriculum and teaching and learning.

Positional Responsibilities

1. Accountability

- 1.1 Meets all accountability requirements as set down by the College's policies and directives
- 1.2 Is directly accountable to:
 - 1.2.1 the Head of College through the Principal St John's Campus for meeting role responsibilities
 - 1.2.2 to the Principal St John's Campus for the implementation and management of:
 - a) campus learning and curriculum strategic priorities
 - b) agreed campus educational frameworks, curriculum and practices
 - c) staff professional growth, support and accountability
 - 1.2.3 to the Director of Learning & Wellbeing for the implementation of the College's learning, wellbeing and professional strategy
- 1.3 Will maintain regular and visible presence in Chapel, Staff Devotions and Campus and ELC – 12 College events
- 1.4 This position acts as the Responsible person for Single Subject teachers (SSTs).

2. Decision Making

- 2.1 Takes direction from the Head of College, College Executive Team and Principal St John's Campus
- 2.2 Works closely with the Director of Learning & Wellbeing and other campus leaders on matters related to the learning program and curriculum offerings for ELC – 6
- 2.3 Has responsibility for the successful implementation of the PYP
- 2.4 Oversees the IB PYP and works closely with teachers to ensure the program is effectively and consistently delivered by all teachers
- 2.5 Oversees the professional learning, PLP and feedback programs to support the professional growth of teaching staff.

3. Key Accountabilities

- 3.1 Assumes the professional responsibilities of a Teacher as outlined in the Teacher Role Description
 - 3.2 Fosters the development of a learning culture, vision and program within the whole College and promote collaboration with other learning areas
 - 3.3 Creates a climate of excellence in student accomplishment through the establishment of an effective environment for quality learning, teaching, personal best achievement and collaborative relationships between teachers, students and parents
 - 3.4 Provides outstanding leadership and exemplary teaching by adopting evidence-informed practice in the delivery of teaching, learning and curriculum
 - 3.5 Promotes ethical, efficient and appropriate use of physical resources, information technology (equipment and software) as relevant to the role
 - 3.6 Ensures the formal records required by the College, using the College's Administration System, including but not limited to attendance and student records, are accurately managed and updated
 - 3.7 Works collaboratively with other staff to ensure an integration of College wide priorities.
-

4. Leading Teaching & Learning

- 4.1 Across ELC – 6, lead the development, implementation, review and continuous improvement of the College's agreed curriculum programmes (see below), ensuring they are coherent, consistently implemented, low-variant and appropriately documented (i.e. unit plans and scope and sequence).
 - 1.1..1 IB PYP framework and curriculum
 - 1.1..2 Australian Curriculum
 - 1.1..3 Christian Studies
 - 1.1..4 Literacy
 - 1.1..5 Numeracy
 - 1.1..6 EAL/D
- 4.2 Leads and coordinates the implementation and evaluation of the St Johns campus PYP framework and curriculum, across ELC to Year 6
- 4.3 Support the implementation and continuous improvement of key learning programme components, including:
 - curriculum structure and offerings
 - inclusive philosophy, structures, programmes and practices (i.e. MTSS model in Tier 1)
- 4.4 Lead the coordination and implementation of assessment schedules and the collection, management and analysis of assessment data (e.g. DIBELS, PAT, NAPLAN), ensuring accurate records that inform teaching, learning and school improvement.
- 4.5 Lead the implementation of College assessment, moderation and reporting practices, ensuring valid, reliable and consistent judgements of student learning and the effective use of assessment data to improve teaching and learning
- 4.6 Supports Specialist Teaching Staff in documenting and developing their individual curriculum areas while assisting the integration of specialist subject areas into the Program of Inquiry
- 4.7 Lead the implementation, management and continuous improvement of the College's Learning Management Systems (e.g. SEQTA, Toddle) to support curriculum delivery, teaching and learning, assessment and reporting
- 4.8 Collaborate with colleagues to design, implement and evaluate innovative, evidence-informed pedagogy and teaching practices aligned with the College's Instructional Model.
- 4.9 Model, coach and support high-quality teaching practice through classroom collaboration, co-teaching, mentoring and instructional feedback.
- 4.10 Build staff capability by leading professional learning, supporting colleagues to use data effectively, and contributing to the College's professional learning programme.

5. Leading Improvements, Innovation & Change

- 5.1 Oversee the development and implementation of the PYP "Program Development Plan"
 - 5.2 Support the Campus Principal, and other College Executive members in leading strategic learning-related initiatives
 - 5.3 Leads the design, implementation and evaluation of campus-specific learning strategic priorities and practices that lead to improved student outcomes
 - 5.4 Lead and oversee staff professional learning and growth, including the PLM and PLP processes, ensuring professional learning is coordinated, strategically aligned with the College's priorities, and responsive to staff and organisational needs
-

-
- 5.5 Develop and embed partnerships with external organisations that provide learning opportunities that enrich student learning and engagement.
 - 5.6 Collaborate with College leaders to support whole-school improvement and the implementation of strategic learning initiatives based on evidence-informed practice.
 - 5.7 Collect, analyse and monitor student learning data to evaluate curriculum effectiveness, and lead continuous improvement in programmes, practices and student outcomes

6. Leading People & Culture

- 6.1 Lead in a manner that supports the College's vision and role models the College's values framework
- 6.2 Build a positive environment that promotes the College's values framework
- 6.3 Promote positive conversation about the College and consistently show support for College initiatives and strategic plans, both within and outside the College
- 6.4 Lead and support the accountability and professional growth of all Single Subject teachers
- 6.5 Leads professional learning opportunities and programs in areas that build teacher capacity and improve student learning outcomes
- 6.6 Supports the teachers in developing and embedding professional and collaborative planning to support teacher growth
- 6.7 Leads accountability structures and mentoring and feedback opportunities that facilitate the growth of and enhance the College's learning programs and outcomes
- 6.8 Oversee Professional Learning applications and approvals
- 6.9 Support staff induction and probation processes
- 6.10 In liaison with relevant stakeholders, evaluates and revises reporting and accountability mechanisms
- 6.11 Conduct regular meetings and reviews with direct reports and provide regular feedback on their performance, including one performance appraisal meeting each year
- 6.12 Actively develop own and others leadership capacity through professional learning opportunities.

7. Managing Operations & Resources

- 7.1 In collaboration with relevant leaders, plan for the long-term human, physical and financial resource requirements of the St John's learning programme, including the preparation and management of the annual budget.
 - 7.2 Lead the effective administration and ongoing management of the IB PYP Programme, ensuring College and IB requirements are consistently met.
 - 7.3 Coordinate curriculum-related events, programmes and key communications to ensure effective planning, delivery and stakeholder engagement.
 - 7.4 Collaborate with leaders and teachers to identify, implement and manage digital and physical learning resources that enhance teaching, learning and student wellbeing.
 - 7.5 Oversee curriculum-related meetings, ensuring agendas, minutes, documentation and relevant information are effectively communicated to staff and stakeholders.
 - 7.6 Address **significant curriculum, assessment or programme matters** and concerns in a timely, professional and solution-focused manner.
 - 7.7 Provide the Campus Principal with reports, updates and advice relating to curriculum, learning and programme implementation.
-

-
- 7.8 Support the Campus Principal and contribute to broader College initiatives as required.
 - 7.9 Participate in the recruitment and selection of staff as requested.
 - 7.10 Build and maintain productive relationships with the IB Organisation, external partners, professional associations and relevant networks that enhance programme quality and student outcomes.
 - 7.11 Ensure communications with students, parents and staff are timely, accurate and aligned with College expectations.
 - 7.12 Organises and coordinates the supervision of student teachers and work experience placements.

Performance Appraisal & Review

1. The Learning Leader is accountable for and appraised annually on the basis of the following:
 - Executing the responsibilities outlined in this duty statement.
 - Leading a coherent, knowledge-rich curriculum and developing relevant documentation.
 - Leading innovation in curriculum design, including the integration of authentic industry, primary school, and community partnerships that enhance student learning.
 - Identifying improvement priorities and taking strategic action to address them.
 - Using data to enhance student learning, achievement, and faculty operations.
 - Managing the effective use of the College Learning Management System (e.g. SEQTA, Toddle) to support teaching, learning, and reporting.
 - Contributing constructively to College-wide initiatives and demonstrating collaborative leadership.
 - Fostering a collaborative, positive, and professional culture.
 - Supporting staff development and mentoring, including the identification of leadership potential and opportunities for professional growth.
 - Managing learning resources effectively and efficiently, including budgets, facilities, and equipment.
2. All roles evolve over time, and the school is regularly committed to reviewing and updating duty statements to ensure they accurately reflect each employee's contribution and the College needs. The Learning Leader PAR will be reviewed on a 3-year cycle, or more frequently as appropriate.
3. A formal appraisal process will be conducted at end-of-tenure to determine the future of the PAR and the suitability of the incumbent.