



Caroline Chisholm Catholic College

Position Description – Director of Campus

POSITION CLASSIFICATION:

Teacher: Position of Leadership Level 4

REPORTS TO:

Principal via Deputy Principal (Wellbeing)

The Director of Campus is responsible to the Deputy Principal (Wellbeing) for the duties outlined below in accordance with developed College policies and procedures. The role of Director of Campus is to provide a vision and leadership in the area of Student Wellbeing and Administration. The Director of Campus is a member of the School Improvement Team of the College and focuses on encouraging and promoting excellence and achievement amongst all teachers, students and parents in our community.

Vision and Mission

Caroline Chisholm Catholic College is committed to educate and prepare our students to be the best they are called to be in a faith-filled and inclusive community. We strive to be leaders in learning excellence in our community by incorporating:

- Victorian Institute of Teaching ([Standards of Professional Practice](#) and [Code of Ethics](#))
- Australian Institute for Teaching and School Leadership (AITSL) [Standards](#)
- Victorian Catholic Education Multi Employer Agreement 2018 ([VCEMEA 2018](#)).
- Catholic Education Commission Victoria ([Accreditation to Teach in a Catholic School](#))

It is expected that all staff of Caroline Chisholm Catholic College endeavour to uphold the College mission statement and live out its vision.

Leadership

At Caroline Chisholm Catholic College, leaders are expected to demonstrate skills and a personal commitment to improvement in areas of school life, with the aim of offering leadership that is effective and has a meaningful, positive and lasting impact on student outcomes.

The College is committed to a positive and reflective culture, as such, the College supports and implements a growth coaching programme for all staff. All staff are expected to be supportive of the distributive leadership model informed by Growth Coaching.

Learner Mentor Programme

The Learner Mentor guides students and supports them to attain and develop a useful set of learning behaviors, they monitor both the academic and pastoral wellbeing progress of students. All teaching staff are expected to participate in the Learner Mentor programme.

Professional Responsibilities

The College uses the [AITSL standards](#) to classify teachers into stages from Graduate, Proficient, Highly Accomplished to Lead. As a Position of Leadership Level 4, teachers should be at a 'Lead' Standard. Lead Teachers are expected to;

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- Lead colleagues and create processes to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students over a full range of abilities
 - Lead initiatives to evaluate and implement teaching strategies to improve sequencing of content into coherently organised programmes, particularly strategies to include students' achievement in literacy and numeracy using research and student data
 - Demonstrate exemplary practice and lead colleagues to encourage students to pursue challenging goals, review the effectiveness of learning and teaching programmes and conduct reviews on such programmes using multiple sources
 - Lead and implement behaviour management, evaluate the effectiveness of student wellbeing policies and review policies for ethical use of ICT in learning and teaching
 - Evaluate school assessment policies, model exemplary practice and initiate programs to support colleagues in using student focussed data to improve teaching practice
 - Initiate collaborative relationships to expand professional learning opportunities, engage in research and analysis to improve educational outcomes of students
 - Model exemplary ethical behaviour and exercise informed judgements on professional dealings with the college community, and initiate and develop processes to support colleagues' compliance and understanding with legislative requirements

Duties:

Specifically, duties include;

Organisation and Management:

- Oversee the day-to-day operation of the Campus
- Oversee the general wellbeing of students on the Campus
- Oversee the care, tidiness and use of Campus facilities and resources
- Support the implementation of Campus excursions, retreats and camps arrangements
- Work in an honest, open, innovative and flexible manner with a focus on improvement of student outcomes and excellence in learning
- Initiate changes on the Campus to improve student outcomes

Students:

- Implement all College Student Wellbeing, Pastoral Care, Restorative Practice and Respectful Relationships policies and procedures in support of students within the Campus
- Attend to student pastoral needs in cooperation with Learner Mentors, House Coordinators, Student Counsellors, and Subject Teachers
- Develop and implement the Learner Mentor Programme in collaboration with the Deputy Principal (Wellbeing)
- Promote the Learner Mentor Programme to the wider College community
- Contribute to the planning, management and delivery of the College notebook program for students including:
 - Sessions related to appropriate ICT usage and cyber safety
 - The rollout and return of student notebooks
 - Incident management of student notebooks including warranty and insurance claims as well as incidents relating to College Community Expectations
- Oversee Campus Case Management arrangements
- Arrange Parent/Teacher/Student conversations when appropriate
- Oversee Campus Promotion Policy arrangements
- Oversee student entry and exit arrangements in cooperation with the Deputy Principal (Wellbeing) and the College Head of Admissions
- Implement and maintain the College Student Uniform expectations
- Arrange regular meetings with the Student Leaders including College Captains, Campus Captains, Learner Mentor Representatives, and College Ambassadors
- Support the College's co-curricular program
- Follow up on student records regarding attendance, lateness and early departure
- Work with the House Coordinators to collect, review and maintain the Pastoral Wellbeing data
- Work with the House Coordinators in identifying students who would benefit from individual Student Management Plans and Student Support Plans

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- Initiate programmes or approaches to enhance student wellbeing

Staff:

- Support staff to build positive relationships with students
- Monitor the College's Staff Dress Code requirements
- Advise the Deputy Principal (Staff) regarding teaching duties and other relevant staffing matters
- Assist, where appropriate with Coaching, staff appraisals, staff interviews and employment of new staff
- Liaise with Deputy Principal (Staff) regarding staff attendance concerns
- Work in co-operation with other key staff:
 - Deputy Principal (Wellbeing)
 - Deputy Principal (Staff)
 - Deputy Principal (Learning and Teaching)
 - Learner Mentors
 - Subject Teachers
 - House Coordinators
 - Director of Learning Programmes
 - College Counsellors
 - Heads of Learning

Communication:

- Chair Campus Leadership Team meetings which include House Coordinators, Student Counsellor and other staff as required
- Provide regular meetings of Campus staff including agenda and minutes
- Provide other regular communications including staff briefings, via Compass and contributing to the College Newsletter
- Liaise with various members of Leadership as required

College Projects:

- In cooperation with the Deputy Principal (Wellbeing), House Coordinators, Learner Mentor Teachers and Administration staff, implement and oversee the Student Orientation/Transition programmes and documentation
- Where applicable, in cooperation with the Deputy Principal (Wellbeing), Heads of Learning, Pathways coordinator and other relevant staff assist with arrangements for:
 - Mid-year and the end of year College based and VCAA examinations
 - Year 7 & Year 9 NAPLAN testing
 - Year 8 Scholarship examinations
 - Grade 6 Testing Day
 - Grade 4 Taster Day
 - Sacred Heart Day
 - House Gatherings

Transition programmes:

- In cooperation with the Deputy Principal (Wellbeing), Heads of Learning and other relevant staff, assist with student transition arrangements which may include:
 - Year 10 to VCE/ VCAL/VET
 - Course Advice day
 - VCE Parent Information Night
 - VCE /VCAL Transition Program
 - Year 7 Orientation Program
 - Year 7 Parent Information Nights
 - Associated Primary School visits
 - Year 9 to Year 10 subject selection

Student Enrolment:

- In cooperation with the Deputy Principal (Staff) and the College Head of Admissions, oversee all enrolment processes:
 - Interview prospective school applicants

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- Make recommendations regarding student enrolment to the Deputy Principal (Wellbeing)

End of Year arrangements:

- In cooperation with the Deputy Principal (Wellbeing) and House Coordinators oversee and assist in Campus end of year arrangements including:
 - Promotion Policy processes, including interviews and promotion letters
 - End of year assemblies and Masses
 - End of year Learner Mentor arrangements
 - End of year Campus clean up arrangements

Whole Campus Assemblies:

- In cooperation with the Deputy Principal (Staff) and House Coordinators, oversee the arrangements for the whole Campus assemblies each term

Child Safe Responsibilities

The Director of Campus is one of the designated College Child Protection Officers.

Key responsibilities for the College's Child Protection Officers include:

- Having a good working knowledge of the College's Child Protection and Safety Policy and Child Protection Program
- Promptly managing the College's response to an allegation or disclosure of child abuse, and ensuring that the allegation or disclosure is taken seriously
- Ensuring that the College's Child Protection and Safety Policy is clearly communicated to all key stakeholders including students, parents, staff and volunteers (direct and indirect)
- Ensuring that the College's Child Protection Safety Policy and Child Protection Programs are being implemented effectively
- Ensuring that there are clear procedures to allow people to report child protection concerns within the College
- Review and assess the effectiveness of the College's response to a child protection incident
- Promoting child protection issues within the College community and responding to general queries with respect to the College's Child Protection and Safety Policy and Child Protection Program
- Acting as "Child Protection Champions" and ensuring a strong and sustainable child protection culture is embedded within the College
- Ensuring that all staff and Direct Contact Volunteers undertake child protection training so that they can identify signs of abuse, understand how to respond and when to make a referral either internally or to an external agency
- Being the first point of contact for staff, or other members of the College community, and raise child protection concerns within the College
- Assisting the Principal and other senior staff members in coordinating appropriate responses to child protection incidents including liaising with the Police and other external agencies and responding to a child who makes, or is affected by, an allegation of child abuse; and ensuring the College's Child Protection and Safety Policy and Child Protection Program are reviewed on a regular basis by an appropriate member of staff

Religious Leadership:

- Promotes the religious dimension of the College and is supportive of the Religious Education and Faith Development programmes
- Actively encourages and is supportive of prayer and liturgy within the College
- Ensures his/her own professional learning and encourages the professional learning of others in Religious Education
- Attend school liturgy celebrations

College Culture:

- Participates in the College planning and policy development and responds to their own professional needs
- Maintains effective relationships with staff through cooperation with and supporting colleagues
- Works positively with parents and families to encourage learning in a safe environment
- Presents a professional manner in appearance, communication and behaviour

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- Fulfills all conditions of employment, including punctuality of duties, administration tasks, and meetings
 - Attends and supports the College activities such as Open Day, Information Nights, Performances, Camps and staff professional learning or conferences, as required. From time to time these may occur outside normal working hours

Budget and Resourcing

Budgeting and resource procurement responsibilities involve overseeing the development and maintenance of student resources related to learning and teaching programmes within the Campus. This involves purchasing, maintaining and developing resources for the Campus.

Green Procurements choices must be made in line with the College's policies and guidelines and all services must meet relevant child safety requirements and OHS procedures.

These duties are indicative, and the College has the right to vary these duties to accommodate the demands of a changing and evolving educational environment.

Other duties as directed by the Principal

Selection Criteria

- Strives to be a leader in Learning Excellence and a vision for the role with the ability to reflect on one's leadership performance and style
- An ability to form teams and sustain a network through the term of appointment with excellent leadership, management and administrative skills
- The capacity to work flexibly and creatively within a collaborative decision-making structure
- Exhibit an ability to communicate clearly, personably and effectively in ways that engage staff, students, guardians and the wider school community
- Experience in different educational settings and/or roles
- A sound grasp of current educational thought and practice specifically in the context of the role
- Proven record as an exemplary innovative teacher and excellent capabilities of successfully integrating the use of ICT in contemporary education
- Remain committed to undertaking a proactive role in enhancing student learning outcomes and perform at a high level of teaching
- Holds a current registration with the Victorian Institute of Teaching
- Demonstrates commitment to Catholic Education including Accreditation to Teach in a Catholic School or a commitment to attain registration within 2 years of the appointment

Terms & Conditions

Terms and Conditions of employment are as per the Victoria Catholic Education Multi Enterprise Agreement 2018 (VCEMEA). This position will attract a Position of Leadership Level 4 and will attract a time allowance commensurate with the role.

Child Safe School

Caroline Chisholm Catholic College is committed to creating and maintaining a child safe environment in which students feel safe and are safe. The College has established, implemented and continuously reviews and improves our Child Protection Program in accordance with Ministerial Order No. 1359 and the National Principles for a Child Safe organisation.

For further information on our Child Safety Code of Conduct and our Child Protection and Safety Policy please refer to our website: www.cccc.vic.edu.au