



Guilford Young College

Manager of Teaching & Learning

APPLICATION PACKAGE

Applicants are expected to have an understanding of the aims of Catholic Education and a preparedness to support the identity and mission of the College.

Please ensure that your application includes:

- The Application for Employment form
- A brief letter of introduction stating the reasons why you are seeking the position
- A summary document addressing each of the selection criteria identified in the Role Description
- A current copy of your resume, including a brief employment history detailing positions held and duties undertaken

Completed applications should be marked

Attention: The Principal

and forwarded to: Guilford Young College, PO Box 241, Glenorchy, 7010
or email principal@gyc.tas.edu.au

by: **5pm, Friday 22 September 2017**



Application for Employment

Please include this form, a statement addressing each selection criteria, your resume and any other relevant information in your application.

Position Title	Manager of Teaching & Learning		
Family Name		Given Name(s)	
Postal Address			
Telephone:	Work <input type="checkbox"/>		Home <input type="checkbox"/>
	Mobile <input type="checkbox"/>		please tick preferred contact number
Email Address:			

Educational Qualification – Detail Highest Academic Qualification Awarded

Qualification			
Institution		Year Awarded	

Tasmanian Teacher Registration Number	
Catholic Education Accreditation Level Attained	

Referees

Please provide the names of three referees who are able to comment on your recent work experience and skills in relation to the selection criteria.

Name	
Postal Address	
Phone Number	
Email Address	

Name	
Postal Address	
Phone Number	
Email Address	

Name	
Postal Address	
Phone Number	
Email Address	

Signature		date
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Role Description

Role Title	Manager of Teaching and Learning
Leadership Classification:	Level 2
Time release:	5 hours
Allowance:	\$4,438, \$6,660 (Relevant Masters), \$8,703 (Doctorate)

Role Focus

OVERALL PURPOSE OF THE ROLE The Manager of Teaching and Learning is responsible for leading, mentoring and coaching teachers in curriculum implementation and delivery of senior secondary education at Guilford Young College. The Manager of Teaching and Learning has significant leadership responsibility for teaching and learning initiatives and strategic improvement.

SPECIFIC FOCUS OF THE ROLE

- to mentor and support teachers to provide personalised, high quality and engaging learning opportunities for students;
- to assist teachers to locate resources, plan teaching and learning programs, develop scope and sequence documentation, engage in moderation and review, and set professional goals for improvement;
- to collaborate with the College Teaching and Learning Team to implement best practice in the provision of appropriate curriculum opportunities for senior secondary students;
- to participate in the implementation of curriculum reform and improvement;
- to manage quality assurance, professional accountability, professional development for teachers and monitor the delivery of TCE and VEL programs to meet the learning needs of students; and
- to support a strongly positive and collegial academic culture seeking to develop students as autonomous, reflective and lifelong learners.

Role Relationships

Immediate manager:	Director of Teaching and Learning
Direct management and supervision of:	Teachers within the Learning Area Leadership portfolio

Meetings and team responsibilities

The Manager of Teaching and Learning is a member of the:

- College Teaching and Learning Team;
- Campus Teaching and Learning Team; and
- Association College Liaison Team.



Leadership Portfolio:

Learning Area Leadership - English, LOTE, Arts.

Learning Area Leadership - Humanities, Physical and Outdoor Education.

Learning Area Leadership - Maths, Science, Technology.

The six Managers of Teaching and Learning will each take a special interest in one of three groups of Learning Areas and manage the opportunities for professional learning, participation in curriculum reform and improvement and management of resources within those learning areas.

People Accountabilities

- 1 Build and maintain positive professional relationships across the College.
 - Communicate clearly and with appropriate sensitivity, respecting confidentiality and the dignity of people particularly in the professional supervision of staff and when working with students.
 - Anticipate periods of high workload and assist teachers to effectively meet their professional commitments.
 - Support teachers with clear communication about professional responsibilities with regard to planning, assessment, reporting, record keeping and professional development.
 - Meet regularly with teachers to discuss teaching and learning issues and find creative, collaborative solutions to problems.
- 2 Facilitate access for students to appropriate, challenging and enriching learning opportunities.
 - Prioritise the learner in planning and decision making about organisational issues.
 - Assist teachers to plan, assess and review learning programs to deliver TCE curriculum to a high standard which personalises the learning for students.
 - Collaborate with teachers to modify their planning and implementation of learning programs to differentiate the curriculum and meet student needs.

Sustainability and Leadership Accountabilities

- 1 Collaborate with teachers and leaders to implement best practice in the delivery of appropriate curriculum opportunities for senior secondary students, seeking out opportunities to engage in sustainable school improvement in all areas of teaching and learning.
 - Model and promote excellence in teaching and learning and best practice in education.
 - Recognise and celebrate achievement, teaching excellence and progress in learning.
 - Remain informed and disseminate relevant information to teachers about educational developments and opportunities in the portfolio of Learning Areas.
 - Lead teachers in the process of planning, delivering and reviewing teaching approaches, sharing insights from praxis and seeking sustained improvements in professional practice.
 - Promote and support teachers to integrate eLearning opportunities and technologies into their classroom practice.
 - Seek to review and reflect on processes and procedures in order to make improvements.
 - Collaborate with the Teaching and Learning Team in planning and implementing the strategic direction for ongoing improvement in teaching and learning and report against the objectives of the College's Strategic Plan.



- 2 Take a lead role in the process of mentoring, formation and professional development of teachers.
 - Engage in planning for formation and professional improvement with teachers as individual professionals and in learning teams.
 - Work with teachers to build skill in reflective practice and goal setting.
 - Encourage teachers to take up opportunities for targeted professional learning opportunities which meet their professional learning goals.
 - Assist teachers to participate in the implementation of curriculum reform and improvement and give support in dealing with adapting to change.
 - Assist teachers to access professional appraisal.

Operational Accountabilities

- 1 Mentor and support teachers to deliver differentiated, high quality and engaging learning opportunities for students.
 - Facilitate clear communication of professional information to teachers.
 - Provide professional supervision to teachers within their portfolio of Learning Areas.
 - Coach teachers through challenges relating to work expectations for assessments and reporting, student behavioural management, pastoral care and broad issues of syllabus delivery.
 - Assist teachers through the process of Quality Assurance and Auditing processes.
 - Collaborate with the Targeted Programs Manager to assist teachers to plan for differentiated personalised learning plans for students with targeted needs.
 - Lead Teaching and Learning components of campus staff meetings to communicate operational information and lead professional conversations.
- 2 Manage a Leadership Portfolio of Learning Areas.
 - Assist teachers with quality assurance, assessment and reporting processes.
 - Direct subject moderators to provide clear communications of teaching and learning expectations regarding moderation, scope and sequence and learning opportunities
 - Assist teachers to collaborate in budget planning to manage resources for courses and shared Learning Areas.
 - Keep accurate records of meetings and procedures.
 - Collaborate with teachers within Learning Areas to maximise opportunities to share resources, guest speakers, excursions, presentations and celebrations of learning and professional dialogue.
- 3 Manage the resolution of student and parental concerns around teaching and learning issues and keep accurate records.
- 4 Collaborate with the Campus Teaching and Learning Team to communicate teaching and learning information to students and parents.
 - Collaborate with teachers and moderators to compile course information for the College Handbook, Booklists and Scope and Sequence documents and share learning experiences through the College newsletters and bulletins
 - Assist the Campus Leadership Team and Heads of House to facilitate assemblies and community events



- Support the course counselling processes for students and act as liaison with an Association College
 - Proofread and review term subject reports
 - Assist teachers as needed to send Letters of Advice regarding student progress.
- 5 Undertake delegated responsibilities for Workplace Health and Safety.

Selection Criteria

Qualifications:

Essential

- Registration as a teacher in Tasmania
- Accreditation to teach in Catholic Education

Desirable

- Accreditation to Lead in Catholic Education
- Qualifications in leadership
- Post graduate study in education or leadership

Experience

Essential

- Recognised as an expert teacher in chosen Learning Area.
- Proven track record of quality teaching and professional learning.
- Experience in curriculum development such as course writing and resource development.
- Organisational management experience including managing budgets, managing documentation, meeting deadlines and facilitating team meetings.

Desirable

- Experience dealing with and managing processes of conflict resolution.
- Experience in providing professional learning to teachers.

Knowledge, skills and abilities:

Essential

- Effective written and verbal communication skills.
- Ability to manage and coordinate multiple work priorities and tasks within set timelines.
- Ability to work autonomously with little direction or supervision.
- Ability to work collaboratively to find creative solutions to problems.
- Knowledge of curriculum development in Tasmania and nationally.
- Knowledge of current research and best practice approaches in teaching and learning.
- Capacity for growth and development as a teacher and a leader.

Desirable

- High level of skill in the effective use of ICT solutions and capacity to learn new systems efficiently.
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