



# PEDARE

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## **Deputy Principal - Teaching and Learning Position Description**

*Commencing January 2022*

<b>Position:</b>	Deputy Principal - Teaching and Learning
<b>Tenure:</b>	Five-year tenured leadership position, commencing January 2022
<b>Time:</b>	Full-time – 1.0 FTE
<b>Area of Responsibility:</b>	This is a Senior Management position, part of the College Leadership Team, with particular responsibility for leadership of Teaching and Learning philosophy R-12, and management of the academic program in the Middle and Senior Schools.

### **Position Context**

Pedare is a Reception to Year 12, co-educational, independent, Anglican and Uniting Church School. Pedare is located in the outer north-eastern suburbs of Adelaide, at Golden Grove, where there are currently over 1,000 students enrolled, and approximately 85 teaching staff employed. The College is structured into three schools; Junior School (Reception to Year 5), Middle School (Years 6 to 9) and Senior School (Years 10 to 12).

### **Position Overview**

The Deputy Principal - Teaching and Learning is responsible for raising student achievement and driving quality teaching and learning across the College in a way that is consistent with Pedare's Strategic Plan, vision, mission, and values. The Deputy Principal - Teaching and Learning is part of the College Leadership Team and as such, the position holds particular responsibility for the College's vision to build a learning community with an international standard of excellence. A personal and professional commitment to continual improvement is a key component of this position. As a member of the College Leadership Team, the Deputy Principal - Teaching and Learning will play a significant role in setting the tone and culture of the College and model the highest standard of professional and ethical behaviour at all times.

The position holds a key responsibility for developing a culture of innovative and exceptional teaching, and for leading, designing and managing high quality learning. The Deputy Principal - Teaching and Learning will set and lead expectations for the whole College through careful collaborative planning, monitoring, and review of learning effectiveness. Consistent with the Australian Institute for Teaching and School Leadership Principal Standards, the incumbent will create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners who are committed to lifelong learning. The Deputy Principal - Teaching and Learning is accountable for building positive and effective relationships amongst staff, students, and parents.

The Deputy Principal - Teaching and Learning is responsible for the facilitation of broad and effective professional development opportunities to foster pedagogical reflection and improvement in teacher practices across the College. They will oversee and assist in the offering of professional development opportunities for staff and formulate a strategy for evaluation. They will work to ensure that staff are engaged in reflective practice in their teaching and that they are informed of quality teaching principles.

This position will maintain a teaching load of up to 0.2 FTE, as negotiated with the Principal. Current Teachers' Registration is a requirement of this role.

## Line Management

- This position is responsible to the Principal.
- This position will not have line management responsibilities at commencement but will take over line management of Middle/Senior School Learning Area Coordinators, Senior Students and Pathways Coordinator, IB MYP Coordinator and other relevant leaders at the appropriate time.

## Colleagues

Business Manager, Deputy Principal / Head of Senior School, Head of Middle School, Head of Junior School, Manager People and Culture, and Community Relations Manager.

## Key Accountabilities

The Deputy Principal - Teaching and Learning will be expected to:

- Model at all times, a commitment to the Anglican and Uniting Church values of Pedare.
- Provide vision and leadership in the development of best practice pedagogy for Reception to Year 12.
- Oversee the delivery of a seamless curriculum from Reception to Year 12, including the development of R-12 'Guiding Principles for Learning'.
- Manage the academic program in the Middle and Senior Schools.
- Manage and oversee curriculum and pedagogy in the Middle and Senior Schools.
- Ensure connection and cohesion between the IB PYP, the IB MYP and the SACE programmes.
- Maintain a close working relationship with the three Heads of Schools.
- Promote understanding and the use of the Australian Institute for Teaching and School Leadership, Professional Standards for Teachers, including working with the Manager People and Culture and Heads of Schools to ensure teaching standards are reflective of the AITSL standards and the AITSL Classroom Practice Continuum.
- Provide leadership to Middle and Senior School Learning Area Coordinators.
- Ensure effective and consistent tracking of students' academic performance and growth throughout their Pedare journey.
- In collaboration with the Manager People and Culture and Leader of Innovation and Enterprise, ensure professional learning opportunities for all academic staff to enable them to deliver learning imperatives and priorities.
- Ensure teachers are well-informed about professional learning programs and opportunities and develop opportunities for teachers to explore areas of interest which are of benefit to students' learning, and support the development of individual professional learning plans for all teachers.

## Leadership of Teaching and Learning

Successful leadership of Teaching and Learning at Pedare will be demonstrated by an incumbent who:

- Develops a culture of improvement in teaching and learning by placing learning at the centre of strategic and operational planning.
- Ensures a challenging, engaging and flexible curriculum that is supported by creative and responsive teaching and effective learning environments.
- Implements effective learning and assessment frameworks that use data, benchmarks and observation to monitor every student's progress.
- Plans, acts, reviews, and responds at the highest level of professional practice by:

- gathering information, analysing data, and making decisions
- developing strategies, aligning resources, and implementing actions for improvement
- consolidating improvement, changing established practices, and adjusting decision making processes as necessary
- With the Principal and other members of the Leadership Team, contributes to and implements the College's strategic plan, vision, mission, and values while taking a leadership role in the coordination, monitoring and updating of the strategic plan.
- Promotes high performance and challenges underperformance by leading and facilitating effective teacher intervention and professional growth.
- Assists other members of leadership to review, evaluate, and support staff to build capacity and to review performance.
- Works with others to produce and implement clear, evidence-based improvement plans and policies that promote and sustain school improvement.
- Leads a program of professional growth for staff centred around learning observations, regular feedback, and targeted goal setting.
- In partnership with the Leader of Innovation and Enterprise, facilitates opportunities for co-teaching, and digital-learning coaching for teachers.
- Ensures that existing and emerging technologies are used to enhance and extend teaching and learning experiences and to achieve excellence.
- Contributes to the development of quality assurance review strategies.
- Works with the Heads of School to continuously evaluate the curriculum for improved quality, balance, and relevance.
- Works with Diverse Learning Coordinators to support the needs of students with diverse learning needs, including supporting the enrichment and extension programs.
- Fosters a supportive environment for students and staff to realise their full potential.
- Contributes to the development and maintenance of efficient administrative policies and procedures.
- Communicates with parents, students, and staff on matters of curriculum and learning.

## Required Skills and Attributes

A successful Deputy Principal - Teaching and Learning at Pedare is one who:

- Is committed to the learning and growth of all students.
- Models the highest standards of professional practice and interaction with students.
- Inspires and motivates the College community towards high educational standards.
- Understands, applies and shares contemporary educational research, theory and practice in pedagogy, assessment, and reporting.
- Demonstrates knowledge of the contexts driving relevant state and national policies and compliance requirements.
- Demonstrates and shares the importance of emotional intelligence and empathy in building trust and a positive learning atmosphere across the College community.
- Defines challenges clearly and seeks positive solutions, often in collaboration with others.
- Is able to make and communicate decisions informed and supported by analysis of available evidence.
- Communicates, negotiates, collaborates and builds partnerships effectively while relating to the whole School community.

- Understands the different demographic groups within the Pedare community and is able to work effectively with them.
- Promotes life-long learning from Early Years through to adult life.
- Leads development of strategies to ensure educational opportunity for all students.
- Develops, implements and maintains structures for effective liaison and consultation.

### **Key Selection Criteria**

- Demonstrated high level understanding of initiatives in student learning, including the AITSL Standards, and the capacity to provide leadership in the alignment of these areas.
- Demonstrated commitment and capacity to actively contribute to and lead whole school improvement initiatives, manage major curriculum or student activities and a commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity.
- Understanding of and proven leadership experience in the implementation of IB PYP, IB MYP or SACE.
- Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning.
- Demonstrated high level ability to monitor and assess student learning data at the individual, cohort and whole school level and to use this data to inform teaching for improved student learning.
- Demonstrated high level written and verbal communication skills and high-level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff and contribute to the leadership and management of the school.