



## POSITION DESCRIPTION

<b>Title</b>	<b>Head of Curriculum and Assessment (Years 9-12)</b>
<b>Department</b>	Learning & Growth
<b>Reporting</b>	Director of Learning & Growth
<b>Location</b>	Senior Campus, Kew

**Our Intent** Xavier College aspires to form exceptional graduates through inspiring learning experiences and our distinct Jesuit character. The individual is expected to align their actions and leadership with the Intent, our Graduate qualities and the Pillars in the Xavier College Strategic Plan **XC150**.

**Our Position** The Head of Curriculum and Assessment will make a significant contribution to an aspirational and rigorous culture of educational excellence at Xavier through their leadership offered to students, their parents and all educators engaged with the Senior Campus, working in close partnership with and under the guidance of the Director of Learning & Growth and the Director of Senior Campus, as well as the Heads of Learning Areas and other members of the Senior Campus and Learning Leadership teams.

Specifically, this senior leader is responsible for the alignment, delivery and performance of the core curriculum and assessment requirements of the Senior Campus (Years 9-12). The role primarily leads students and educators in the processes of curriculum documentation, assessment frameworks and schedules and the delivery of essential learning outcomes, while also having an important role in communication and reporting with parents and to external bodies. It is instrumental in the cultivation of a deep and rigorous culture of learning and growth across the College.

The role of Head of Curriculum and Assessment requires a deep and effective understanding of the academic needs and specific requirements of Years 9-12 learners, with particular emphasis on the high-quality delivery and implementation of VCAA and VCE requirements and processes.

The Head of Curriculum and Assessment must model these aims and responsibilities so as to lead by example and to be in a position to coach and direct all educators at Xavier. It requires awareness and insight into exceptional learning systems and cultures and the ability to drive educator skill and performance in their teaching and learning endeavours, especially with regards to curriculum delivery, assessment and reporting. The role also requires a collaborative and engaging mindset, with empathetic and effective actions and communication supported by good process and documentation. Quality in personal engagement and the formation of positive

relationships with staff, students and parents is essential.

The Head of Curriculum and Assessment will work constructively to ensure a positive and professional culture is maintained across the College. This culture is centred in the understanding of *cura personalis* – the care of the individual – and the wider values and characteristics of Jesuit education. It is driven by the desire to promote rigorous standards and outcomes in educational and operational excellence and is attentive to all matters of child safety.

**Core Duties  
and  
Responsibilities**

The Head of Curriculum and Assessment will:

- Ensure that VCE students have knowledge of and access to required VCAA information
- Maintain a file of school policies, including publication of an annual VCE Handbook and advice for VCE teachers, and evaluate these with the Director of Learning & Growth and Heads of Learning Area as necessary
- Be responsible for all VCAA communications to staff, including audit material, study design updates and other VCAA publications
- Lead regular VCE meetings for staff or present at Staff Meetings where appropriate
- Meet with new staff to Xavier College and to VCE to advise them of VCAA regulations, reporting processes and necessary deadlines
- Ensure full compliance with all VCAA regulations, assessment and reporting requirements and VEC procedures
- Liaise with the Director of Learning & Growth to devise, review and apply school policies regarding VCAA regulations
- Communicate to staff on VCAA and College VCE policies and procedures, in particular cross marking, ranking and the moderation of scores
- Oversee the processes involved in gaining Special Provision or applying for Derived Examination Score Applications (and advising on SEAS Applications) for students, in consultation with the Diverse Learning staff, Careers Counsellor and Heads of House as relevant
- Oversee the arrangements for VCE examinations and the employment of supervisors. This includes liaison with the Head of Administration concerning all such practical arrangements
- Be consulted in the case of any breach of discipline concerning VCE assessment requirements and participate in meetings of the VCE Appeals Committee and, together with the Director of Learning & Growth and the Director of Senior Campus, decide on the appropriate course of action
- Manage all student and parent inquiries relating to the VCE
- Be responsible for ensuring that students and parents are kept up to date in all matters related to the VCE through newsletters and other means of communication
- Oversee the regular review of all curriculum documentation and policies in accordance with the requirements of Government Regulations, the Victorian Curriculum and the College

- Liaise with the Head of Diverse Learning and other staff as appropriate concerning applications for Year 11 Special Examination arrangements
- In consultation with the Director of Learning & Growth, Head of College Administration and Heads of Learning Area, plan the annual SAC and SAT program of assessments and arrange for catch-up SACs to take place when necessary
- Be available for all after school SAC events and catch-up SAC events until their conclusion
- Liaise with the VASS Coordinator to oversee the input of results and the provision of results to students
- Oversee the collection of data relevant to VCE enrolment and graduation
- Liaise with the Careers Counsellor, VET Coordinator and Heads of Learning Area to establish credit transfer arrangements for VET courses
- Liaise with the Director of Learning & Growth, Heads of House and Tutors to ensure that Year 9 and 10 students are given appropriate advice about both the VCE and Year 9-10 subject selection, addressing Year Assemblies and Subject Selection information evenings as and when appropriate
- Oversee the Year 11 Unit 3 & 4 Acceleration application process and consult Heads of House about the candidature of students requesting acceleration
- Be responsible for curriculum and assessment adjustments, and other such alterations to program, for students who seek to undertake Enrichment Studies
- Oversee the complete documentation and presentation of curriculum information relating to coursework, assessment and reporting throughout Years 9-12, utilising tools such as Rubicon Atlas and SEQTA
- Approve assessment schedules and track the delivery and effectiveness of curriculum programs and assessment throughout Years 9-12, ensuring observations and insights are conveyed to the Director of Learning & Growth
- Network with VCE and Curriculum Coordinators in like schools
- Liaise with other educational institutions where our students are enrolled in VCE units
- Attend Learning & Growth and Senior Campus Leadership Team meetings

## Reporting

### Team Membership:

- Learning & Growth Consult
- Senior Campus Consult
- Senior Campus Academic Team

### Primary Report:

- Director of Learning & Growth

### Direct Report:

- VASS Coordinator

## **Selection Criteria**

- A commitment to educating children in Catholic Faith and Identity in a Jesuit school
- Commitment and experience in leading and developing faith and spirituality in the context of a Catholic school
- Exceptional knowledge and skill in VCAA requirements and VCE practice and procedures
- Exceptional knowledge and skill in learning pedagogies, assessment practice and reporting
- Excellent understanding of data and information systems as part of a performance-oriented, growth community
- Demonstrated ability to act with and foster collaboration and effective teamwork
- Excellent organisational, administrative and operational skills
- Demonstrated positive approach to change and to strategic planning and implementation
- Demonstrated knowledge of, adherence to and leadership for child safety, the Child Safe Standards and an exceptional culture of child safety
- Proven capacity to lead staff and a willingness to continually develop in this area
- Well-developed people management skills coupled with strong communication and interpersonal skills, especially for the benefit of staff, students and parents
- Ability to work in a dynamic environment that requires self-direction, team-orientation and the ability to effectively handle pressure in a manner consistent with Ignatian values
- Ability to develop, cultivate and maintain professional relationships with a wide variety of stakeholders across the school community and beyond

## **Compliance Requirements**

- Victorian Institute of Teaching (VIT) as appropriate
- Australian Childhood Foundation “Safeguarding Children” online module
- DET Mandatory Reporting and Other Obligations Training (annual update)
- Province Code of Conduct and acceptance of the Code (on appointment)
- First Aid accreditation including CPR, Anaphylaxis, Asthma Management

## **Other Duties**

The nature of the position is such that the Head of Curriculum and Assessment will be required to be available outside normal school hours and be available to attend College events as might be relevant. The Head of Curriculum and Assessment may also be asked to undertake other leadership responsibilities as directed by the Principal.

## Terms and Conditions

<b>Reporting Line:</b>	Director of Learning & Growth
<b>Tenure:</b>	4 years (renewable through merit process)
<b>Review:</b>	Yearly professional growth objectives and review
<b>Location:</b>	Senior Campus, Kew

*All other terms and conditions as per the Xavier College Enterprise Agreement 2016.*

## Leadership at Xavier College

### Leadership through Our Pillars

Our Intent is developed through seven Pillars: Our Jesuit Identity, Our Inspiring Learning, Our Student Life, Our Xavier Family, Our Professional Expertise, Our Operational Excellence, and Our Global Engagement. Each have core Values and Priorities that direct and drive our ongoing actions. It is essential that these actions demonstrate alignment across the College, and that individual actions similarly align with values and priorities and identified actions across each of the Pillars.

#### **Our Jesuit Identity**

As a delegated leader, the Head of Head of Curriculum and Assessment will:

- be inspired at all times by the highest Ignatian ideals of companionship and collegiality, of being men and women for and with others and who desire to make a positive difference in the world
- will be discerning and reflective, deeply committed to the ongoing exploration of their own spirituality, in order to accompany staff and students at the College on their holistic journey
- will promote and protect the Ignatian beliefs, Jesuit ethos and Jesuit educational tradition in every aspect of College life, ensuring they are acknowledged, articulated and developed among the whole Xavier Family.

#### **Our Inspiring Learning**

As a delegated leader, the Head of Head of Curriculum and Assessment will:

- promote the efficacy of all educators and their role in the mission of the holistic education of students at the College
- liaise on a regular basis with the Executive Team (and other leaders and staff as appropriate) so as to fully appreciate the educational objectives and needs of the College and its respective elements
- be conversant with current curriculum issues and future teaching and learning development, especially as it pertains to effective school practices and requirements.

### **Our Student Life**

As a delegated leader, the Head of Head of Curriculum and Assessment will:

- model their leadership on the ASPIRE Qualities of the College, with a deep sense of how staff actions are oriented for the good of student outcomes
- support the application of student pastoral care and *cura personalis* from an operational and strategic perspective
- support those charged with the delivery of pastoral care in undertaking these responsibilities, especially through the adept undertaking of events and activities.

### **Our Xavier Family**

As a delegated leader, the Head of Head of Curriculum and Assessment will:

- be aware and responsive to student, staff and parent needs, supported by the implementation of effective communication strategies
- be responsible for providing strong leadership and direction by contributing to a passionate educational community that aspires to achieve excellence through continual improvement in all aspects of school life
- embrace the wide variety of human and other resources available so as to maximise stakeholder engagement and collaboration

### **Our Professional Expertise**

As a delegated leader, the Head of Head of Curriculum and Assessment will:

- model effective Ignatian leadership and the Xavier Leadership Traits, with fellow leaders and in all engagements with all members of the Xavier Family
- take a particular interest in the professional growth and performance of all staff, assisting with staff appraisals/reviews, as required and in conjunction with the professional growth model of the College
- support fellow leaders to ensure that there are effective and proactive levels of support for staff, thereby contributing to an excellent staff culture.

### **Our Operational Excellence**

As a delegated leader, the Head of Head of Curriculum and Assessment will:

- be an effective and visionary steward of College resources
- contribute to ensuring the appropriate strategic planning for and evaluation of events, resources and systems across the College
- ensure that processes are effective, human-centred, outcomes-driven and forward-thinking, with a clear understanding of and attention to excellence and commensurate performance measures and outcomes.

### **Our Global Engagement**

As a delegated leader, the Head of Head of Curriculum and Assessment will:

- be an expansive and global thinker and learner
- consider and promote valuable learning and operational linkages across national and international domains
- engage with Jesuit education networks including “Educate Magis”.

## **Our Xavier Leadership Traits**

As a senior leader of the College, the Head of Curriculum and Assessment should consistently display effective leadership traits. At Xavier, we identify the value and importance of:

- competence, conscience, compassion and commitment
- those we serve
- respectful, divergent thinking
- ideas and innovation
- leading high standards
- collaboration and collegiality
- openness, trust and ownership
- process, solutions and outcomes
- stewardship and sustainability
- the pursuit of the possible.

## **Our Attitudes and Habits as Educators at Xavier**

In alignment with the Ignatian profile of an educator in a Jesuit school, Xavier College has identified complimentary attitudes and habits that are essential attributes for educators at Xavier. The College recognises the power and critical need for individuality and diverse gifts among its members, as well as the similar requirement for an alignment in attitude and habit that are necessary for effective teamwork and alignment.

As a significant leader at the College, these attitudes and habits should be:

- consistently demonstrated and modelled in all areas of endeavour
- used to positively inform the consistent practice and standards of all educators at the College.

An educator at Xavier College:

- clearly models the Xavier ASPIRE Graduate qualities through teaching and personal actions
- demonstrably values competence and skill in the art of teaching or area of service/work, performing at or beyond a 'highly accomplished' level (or equivalent) in the national teaching and leadership standards
- demonstrates active reflection in personal practice by engaging in and being responsive to professional feedback and conversations that are performance and growth oriented
- values all aspects of the role equally, seeking to meaningfully attend to tasks through competent commitment that attests to quality outcomes and performance
- conducts themselves with a clear intent to model and uphold Gospel values and Ignatius' understanding of generosity
- values solving problems more than identifying them, and the collaborative and creative generation of thoughtful ideas, thereby positively contributing to all areas of College life
- seeks alignment and collaboration in professional activities, through respectful and empathic conversation and the desire to act for and with others
- is honest, trustworthy and companionable, acting with integrity in supporting others and treating all with respect
- works to identify and develop the inner potential, capacity and self-worth of every student and colleague
- understands and fosters the strategic vision of the College, as well as the holistic view of education in a Jesuit school.