

Position Description:

Learning Leader: VCE Senior Pathways Coordinator (POL 3)



Loreto
COLLEGE BALLARAT | EST. 1875

Purpose of the Position

The Learning Leader: VCE Senior Pathways Coordinator is a new role for the College as part of a restructure to strengthen the holistic development of students. The Learning Leader: VCE Senior Pathways Coordinator leads the direction, development, promotion, and management of the VCE and VCE-VM pathways for senior students. The Learning Leader: VCE Senior Pathways Coordinator will ensure that the College fulfils all requirements from the VCAA and manage all aspects of the VCE and VCE-VM in relation to the VCAA, providing advice, support and information to students, staff and parents. The Learning Leader: VCE Senior Pathways Coordinator will promote and model a culture which encourages collaboration amongst teachers to develop an environment that is just, fair and challenging, remaining abreast of VCAA requirements in relation to the VCE and VCE-VM. The Learning Leader: VCE Senior Pathways Coordinator will liaise closely with the Assistant Principal – Learning & Innovation, the Director of Years 10 - 12, Faculty Leaders and Year Level Coordinators.

Key Competencies

- **Leadership** – The capacity to lead self and others in relation to VCE/VCE-VM teaching and requirements
- **Communication** – Excellent skills in communicating to staff, students and parents/carers through the gathering and delivery of information
- **Development of Others** – The capacity to develop others in their professional growth
- **Planning and Organisation** – Excellent planning and organisation skills, demonstrating the ability to balance resources, timelines, and priorities to achieve objectives
- **Problem Solving and Decision Making** – Excellent skills in problem solving and decision making, including the ability to be analytical and decisive when identifying solutions, making appropriate and timely actions
- **Collaboration** – The capacity to lead and work with others in achieving common goals, objectives and outcomes
- **Continuous Learning** – An ongoing commitment to learn and self-development, particularly in relation to the curriculum and pedagogy for girls' education
- **Ownership and Accountability** – responsibility and accountability for the quality of their decision making, delegating, and reflecting objectively on events and actions

Portfolio Responsibilities

- To promote a vision for enriching our growth and development in senior years
- To realise the vision of the College's Strategic Plan in fostering an aspirational culture of learning and growth through voice, choice and agency
- Lead the transition of students to VCE/VCE-VM studies, ensuring appropriate dissemination of information and requirements of various pathways to parents/carers and students
- Maintain a thorough knowledge and understanding of all VCE/VCE-VM requirements
- Maintain an awareness of subject offerings and student subject choices, including options for VET study

- Oversee the conduct of the VCAA examination process
- Oversee the distribution of VCAA numbers to students
- Produce the *VCE/VCE-VM Policies and Procedures Booklets* and ensure distribution
- Advise and support staff and students in satisfying the VCAA requirements
- Liaise and work with the VCAA, the Chief Examination Supervisor and other staff as required to ensure all VCAA requirements are met for running the GAT and VCE Examinations
- Oversee the audit process for examination procedures
- Assist staff with external subject audits as required
- Work with the VASS Coordinator and other relevant staff (e.g. the Faculty Leader – VCE-VM) in fulfilling all responsibilities regarding communication with and provision of data to the VCAA
- Oversee all applications for Special Provisions, Delay of Decision and Derived Study Score requests
- Supervise twice weekly supplementary sessions in conjunction with the Year 11 and Year 12 Coordinators
- Refer students requiring assistance with VET courses to the Careers Coordinator
- Coordinate VCE Academic Panels as needed
- Review annual data from GAT and VCE results, providing advice to the Assistant Principal – Learning & Innovation regarding areas for improvement
- Collaborate with the Interdisciplinary Leader – Analysis and Research to monitor and improve student outcomes through the use of data
- Refer issues regarding the provision, development and administration of courses to the Assistant Principal – Learning & Innovation
- Communicate VCE study issues requiring attention to the notice of the relevant people such as the Assistant Principal – Learning & Innovation, Year Level Coordinators, Faculty Leaders or Learning Diversity so that intervention strategies for support or extension are provided to students, ensuring ongoing growth and development
- Collaboratively work with the Learning Diversity Team as required, including attending all relevant meetings such as PSGs
- Lead at least one VCE Teachers' Meeting per term
- Oversee the induction of teachers new to teaching VCE/VCE-VM, communicating expectations and requirements
- Contribute to publications such as the newsletter, magazines and Annual Report as required
- Other duties as required by the Principal and Deputy Principal

Shared Responsibilities

Mission and Ethos

- Have a commitment to, and a clear understanding of the ethos of a Catholic School and the Loreto charism of Mary Ward
- Support the Catholic ethos by taking part in staff and student prayer, retreats, social justice activities and voluntary service
- Role model Christian values in all dealings with students, staff and parents
- Maintain confidentiality at all times and demonstrate high professional standards within the College and community
- Provide consistent public support both within and outside the College for school-wide policies, initiatives and strategic plans

Child Safety

- Have a clear understanding of Ministerial Order 1359 on Child Safety as it relates to the College's Code of Conduct, policies, procedures and practice
- Be familiar with and comply with the College's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Provide students with a child-safe environment
- Uphold a zero-tolerance attitude towards child abuse
- Ensure cultural safety for Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds
- Provide a safe and accessible environment for children with a disability
- Implement strategies that promote a healthy and positive learning environment

Key Selection Criteria

The criteria listed below will inform the selection process:

- An understanding of and commitment to girls' education
- The capacity for leading improvement and change generating a sense of common purpose and ownership
- An understanding of best practice in contemporary and innovative education
- Outstanding planning, organisation, communication, and interpersonal skills
- The ability to provide spiritual leadership underpinned by the Loreto values and a commitment to the work of Mary Ward
- Highly desirable is an understanding of positive education in relation to education
- A demonstrated commitment to the safety, wellbeing, and inclusion of all children
- The ability to laugh at one's self, reflect and commit to continual learning