



## POSITION DESCRIPTION ASPIRE9 CAMPUS LEADER

### CONTEXT

Padua College provides a contemporary Catholic secondary co-education for young people within the regions of the Mornington Peninsula and Western Port Bay. Our College was founded by the Sisters of Mercy and is named after St Anthony of Padua. In partnership with our students, staff, parents, parishes and the wider community, Padua College gives witness to the Christian faith in our Catholic tradition. We aim to be a positive, creative, hope-filled learning community where Catholic values and spirit are shared and the sacred dignity of each person is nurtured.

The **North Star** is our guiding direction. It encompasses our “why” at Padua College as we align our vision and action. It inspires, challenges, and provides direction.

We want every person to:

- recognise and utilise their God-given talents;
- be the best they can be; and
- make a positive impact on their world.

#### Our Core Values:

- a) We welcome and affirm
- b) We inspire growth of the whole person
- c) We create a love of learning
- d) We build positive relationships
- e) We embrace diversity
- f) We show compassion for those in need
- g) We reconcile and forgive
- h) We work for a just and peaceful world

Those in positions of leadership on each campus shape and drive the development of a College wide attitude that engenders the Padua College Mission and Values.

### OVERVIEW OF THE ROLE

The *Aspire9* Program aims are to educate the whole person; build strong relationships that enhance a positive and supportive learning environment and develop self-aware learners who are active in the community and the wider world. The program has been developed to foster a range of 21<sup>st</sup> century skills including innovation, collaboration, communication, critical thinking, and creativity. It is an inclusive program that engages and extends all students.

The *Aspire9* Campus Leader will assist the Director of *Aspire9* in leading the staff and students involved in the *Aspire9* Program at each Campus. The *Aspire9* Program Campus Leader is a key member of the *Aspire9* Team under the direction of the Director of *Aspire9* and reports directly to the Director of *Aspire9*.

### MAJOR AREAS OF RESPONSIBILITY

The responsibilities of the *Aspire9* Program Campus Leader include but are not limited to:

- i. In conjunction with the Director of *Aspire9*, overseeing the delivery of the learning and teaching program at *Aspire9*, including Focus Weeks and the Day 8 curriculum;
- ii. monitoring the delivery of the program on Campus to ensure an exemplary pedagogy that engages students in rigorous and relevant learning experiences that enhance their opportunities for success;
- iii. guiding and supporting staff and students to create a learning environment and campus culture that promotes the objectives of the *Aspire9* Program;

- iv. assisting the Director of *Aspire9* to undertake the duties required to effectively manage and administer the *Aspire9* Program on the campus; and
- v. performing other day-to-day duties and implementing decisions as requested by the Principal and/or members of the College Improvement Team.

## STATEMENT OF DUTIES

The following duties are aligned to the *Aspire9* Campus Leader's major areas of responsibility:

<p><b>i. Implementation of the program</b></p>	<p>Modelling the objectives of the College's <i>Aspire9</i> Program and the College's Learning and Teaching Framework the <i>Aspire9</i> Program Campus Leader will:</p> <ul style="list-style-type: none"> <li>• oversee the delivery of relevant and differentiated courses offered within the <i>Aspire9</i> Program, including but not limited to Focus Weeks and the Day 8 curriculum that is aligned to the Victorian Curriculum;</li> <li>• foster the development of a cohesive, student-focused teaching and learning culture;</li> <li>• lead a supportive and productive environment for program feedback and review;</li> <li>• experiment new learning technologies with colleagues, assessing their potential to enhance curriculum delivery and student learning;</li> <li>• reflect with colleagues on student engagement and responsibility for their learning within the <i>Aspire9</i> Program;</li> <li>• ensure student performance data is appropriately analysed and used to inform the Learning and Teaching programs;</li> <li>• facilitate regular and well-structured team meetings that ensure professional dialogue around student learning, professional practice, and curriculum quality; and</li> <li>• identify, initiate, and build on opportunities that engage parents/carers in the progress of their child's learning.</li> </ul>
<p><b>ii. Student Learning</b></p>	<p>The <i>Aspire9</i> Campus Leader will exercise leadership and assist the delivery of exemplary pedagogy that maximises student learning by:</p> <ul style="list-style-type: none"> <li>• demonstrating exemplary practice and high expectations;</li> <li>• leading colleagues to encourage students to pursue challenging learning goals and take responsibility for their learning;</li> <li>• ensuring student performance data is appropriately analysed and used to inform teaching and learning programs;</li> <li>• discussing and evaluating with the <i>Aspire9</i> Program Committee in consultation with the Learning Leaders across the College:             <ul style="list-style-type: none"> <li>a) the consistency of delivery studies and courses across parallel classes at each year level</li> <li>b) the promotion of students' responsibility for their learning;</li> </ul> </li> <li>• coordinating meetings with Learning Enhancement staff and <i>Aspire9</i> teachers to ensure particular student needs are met; and</li> <li>• liaising with other Learning and Pastoral Leaders on students needing additional support.</li> </ul>
<p><b>iii. Supportive learning environment &amp; Campus culture</b></p>	<p>The <i>Aspire9</i> Program Campus Leader guides and supports staff to create a learning environment and campus culture that promotes the <i>Aspire9</i> Program objectives, specifically in relation to student wellbeing, resilience, and learning. This includes working closely with staff in their team to:</p> <ul style="list-style-type: none"> <li>• establish a learning environment that fosters students' experience of the integration of faith, culture, and life;</li> <li>• encourage each student to aspire to success by being the best they can</li> </ul>

	<p>be;</p> <ul style="list-style-type: none"> <li>• ensure the learning environment is student-centred, flexible, and dynamic;</li> <li>• value the role of parents as integral partners in their child's learning;</li> <li>• collaborate with Pastoral Leaders and the House Coordinators to develop, implement, and effectively lead the <i>Aspire9</i> Program; and</li> <li>• identify, initiate, and build on opportunities that engage parents/carers in the progress of their children's learning.</li> </ul>
<b>iv. Management and Administration</b>	<p>The <i>Aspire9</i> Campus Leader undertakes management and administrative duties delegated by the Director of <i>Aspire9</i> to ensure the <i>Aspire9</i> program operates effectively and efficiently on the campus. These delegations include:</p> <ul style="list-style-type: none"> <li>• working closely with the <i>Aspire9</i> Assistant to ensure campus-based administrative tasks are completed and are compliant with College, CECV and legislative requirements;</li> <li>• ensuring that all staff engaged for <i>Aspire9</i> events are cognisant of and compliant with all College child safety, excursion and camp policies and relevant staff-to-student ratio requirements;</li> <li>• liaising with Campus Administration and Staff regarding the <i>Aspire9</i> Program;</li> <li>• campus-based resource allocation and management;</li> <li>• chairing Campus Planning Meetings;</li> <li>• assisting the Director of <i>Aspire9</i> to contribute to communications and publications including the Paduan and other College online platforms; and</li> <li>• acting as proxy for the Director of <i>Aspire9</i> when necessary.</li> </ul>
<b>v. Expectations</b>	<p>The <i>Aspire9</i> Program Campus Leader will be required to</p> <ul style="list-style-type: none"> <li>• be familiar with and comply with Padua College's Child-Safety and Wellbeing Policy and Code of Conduct, and any other policies or procedures relating to child safety;</li> <li>• be familiar with and comply with legislated Occupational Health and Safety practices and participate in consultative processes to ensure workplace safety for staff and students;</li> <li>• maintain currency of all relevant legislated and required College Occupational Health and Safety modules, and all First Aid and CPR Qualifications;</li> <li>• undertake regular professional learning to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role;</li> <li>• attend College and Campus Staff Meetings as requested by the Principal or his/her nominee; and</li> <li>• perform any other day to day duties as requested by the Principal or his/her nominee.</li> </ul>

This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide as to the responsibilities of the role. The position is subject to review and modification by the Principal (or nominee), in negotiation with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee. Any significant additions to the responsibilities may be requested by the Principal (or nominee) through consultation and mutual agreement with the appointee.

## CHILD SAFETY

Padua College is committed to the safety, wellbeing, and inclusion of all our students. The school has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. Particular attention is paid to the most vulnerable children (Aboriginal and Torres Strait Islander, culturally and/or linguistically diverse backgrounds and children with a disability). In this context, Padua College implements a regular and comprehensive Child Safety and Protection program across the entire Padua College community.

All staff at Padua College take an active role, and are well informed of their obligations, in relation to Child Safety under Ministerial Order No. 1359 "Implementing The Child Safe Standards – Managing The Risk Of Child Abuse In Schools And School Boarding Premises ". Employment at Padua College is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Protection – Reporting Obligations Policy, being read, understood, and adhered to by being proactive in reporting any concerns or identified risk.

## KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	COMMITTEES
Principal College Improvement Team Vice Principal - Learning & Teaching Director of <i>Aspire9</i> Director of Innovation Heads of Campus AHoC – LaP/LaP Leader AHoC – SWAG Instructional Coaches Learning Enhancement Learning Leaders Teachers Students	Parents MACS CAA VCAA	<i>Aspire9</i> Program

## CRITERIA FOR EFFECTIVE LEADERSHIP

The effective performance of the *Aspire9* Program Campus Leader will be due to their capabilities across a comprehensive range of the following:

### Attributes & Dispositions

- commitment to the Mission, Vision, and Catholic identity of Padua College
- optimism, confidence, and enthusiasm when motivating staff and students
- a vision for exemplary practice and student engagement in *Aspire9* informed by Padua's *Aspire9* Program objectives
- determination to achieve the goals set for the program's success each year
- high level of motivation to ensure learning and teaching standards foster student achievement and success
- approachability as a professional guide, mentor, and coach
- openness to change and commitment to improvement
- behaves in ways that respect and advance the profession (VIT Code of Ethics, 2021)
- positive role model in education settings, in the community and online (VIT Code of Conduct, 2021, P.2.1)
- acts with discretion and maintains confidentiality in all communications (VIT Code of Conduct, 2021, P. 2.1)

### Knowledge & Understandings

- knowledge and understanding of contemporary trends and research into student wellbeing, engagement and learning outcomes
- thorough knowledge of contemporary best practice approaches to teaching and learning in Middle Years
- knowledge of the appropriate avenues and resources for seeking information, support, and clarification in relation to the responsibilities of the role
- understanding the need for accountability as a Campus *Aspire9* Coordinator and member of the *Aspire9* Program Team

### Skills & Capabilities

- track record of skilfully fostering positive relationships between teachers and students
- demonstrated record as working towards a Highly Accomplished Teacher level in reference to the Australian Professional Standards for Teachers
- capacity to reflect on one's own leadership performance and style
- the ability to use data to provide feedback and plan for continuous improvement
- capacity to negotiate
- capacity to multitask and pay close attention to detail
- clear and personable communication skills
- excellent capabilities in the application of learning technologies and use of learning management systems

## TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION:	<b>Mornington Campus</b> POL 1 8 of 39 periods <b>Rosebud &amp; Tyabb Campus</b> POL 1 5 of 39 periods
TENURE	21 July 2025 – 26 January 2027
APPRAISALS	Annual Review Meeting
ENTITLEMENTS	Entitlements under the <i>Catholic Education Multi Enterprise Agreement 2022</i> (or its successors)
REQUIREMENTS	Victorian Institute of Teaching – Full Registration Have or be working towards Accreditation to Teach Religious Education in a Catholic School, or have or working toward CECV Accreditation to Teach in a Catholic School Completion of OHS Modules

Authorised by: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Signed by: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Date of Document: June 2025

Date for Review: July 2026