



## POSITION DESCRIPTION

### *ASPIRE9 COORDINATOR*

#### 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 Coordinator plays a pivotal role in realising the College’s Learning and Teaching Framework and Educational Strategic Plan. They lead the Aspire9 Program across all campuses and, as a member of the Learning and Teaching Executive, contribute to setting the strategic direction for student learning in Year 9 that focuses on the core capabilities from the Victorian Curriculum. Their focus is to ensure that every student is provided with the opportunity to thrive, achieve success, and prepare confidently for their senior years.

The Coordinator provides oversight in curriculum design, program development, and staff support, fostering a dynamic learning environment where both students and teachers are empowered to grow and strive for personal excellence by recognising and sharing their God-given gifts.

The Aspire9 Coordinator is an educational leader who demonstrates a passion for innovative learning and inspiring practice, underpinned by a strong knowledge of contemporary pedagogy. They champion a program that nurtures positive relationships, supports wellbeing, and builds resilience, equipping students to become confident, capable, and compassionate young people ready to engage with their community and the wider world.

Effective leadership in this role requires a personal witness to the Catholic ethos of the College, ensuring that the spirit of the Gospel is lived and reflected in every aspect of Campus and College life. The *Aspire9* Coordinator provides direction and support to the *Aspire9* Campus Leaders on each campus, fostering unity and consistency in the delivery of the program.

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Effective leadership in this role entails personal witness to the Catholic ethos of the College and ensures that the spirit of the Gospels permeates all aspects of Campus and College life. The *Aspire9* Coordinator leads the *Aspire9* Campus Leaders on each campus.

The *Aspire9* Coordinator is a member of the Learning and Teaching Executive and reports directly to the Vice Principal - Learning and Teaching.

### PROFESSIONAL LEADERSHIP RESPONSIBILITIES:

As a Position of Leadership Level 3, teachers should be at a 'Highly Accomplished' career stage. Position of Leadership Level 3 Teachers in the role of *Aspire9* Coordinator are expected to specifically:

- Select from a flexible and effective repertoire of teaching strategies to suit the physical, social, and intellectual development and characteristics of students. Standard 1.1.3
- Expand understanding of how students learn using research and workplace knowledge. Standard 1.2.3
- Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds. Standard 1.3.3
- Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives. Standard 1.4.3
- Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities. Standard 1.5.3
- Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies. Standard 1.6.3
- Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs. Standard 2.1.3
- Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs. Standard 2.2.3
- Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment, and reporting requirements. Standard 2.3.3
- Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages. Standard 2.4.3
- Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement. Standard 2.5.3
- Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful. Standard 2.6.3
- Develop a culture of high expectations for all students by modelling and setting challenging learning goals. Standard 3.1.3
- Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students. Standard 3.2.3
- Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. Standard 3.3.3
- Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning. Standard 3.4.3
- Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement, and achievement. Standard 3.5.3
- Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practice, Standard 3.6.3

- Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. Standard 3.7.3
- Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. Standard 4.1.3
- Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities. Standard 4.2.3
- Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience. Standard 4.3.3
- Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment. Standard 5.1.3
- Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning. Standard 5.2.3
- Organise assessment moderation activities that support consistent and comparable judgements of student learning. Standard 5.3.3
- Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions, and modifying teaching practice. Standard 5.4.3
- Work with colleagues to construct accurate, informative, and timely reports to students and parents/carers about student learning and achievement. Standard 5.5.3
- Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice. Standard 6.1.3
- Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable. Standard 6.2.3
- Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students. Standard 6.3.3
- Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. Standard 6.4.3
- Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. Standard 7.1.3
- Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes. Standard 7.2.3
- Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing. Standard 7.3.3
- Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning. Standard 7.4.3

## MAJOR AREAS OF RESPONSIBILITY

The *Aspire9* Coordinator's major areas of responsibility include but are not limited to:

- i. Demonstrating leadership that exemplifies Padua College Mission and Vision;
- ii. Leading the *Aspire9* Program across all campuses ensuring each student's learning is challenging, authentic, engaging, and continuous;
- iii. Overseeing and coordinating the administration responsibilities of the *Aspire9* Program; and
- iv. Performing other day-to-day duties and implementing decisions as requested by the Principal or the College Improvement Team.

## STATEMENT OF DUTIES

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

<b>i. Demonstrate leadership that exemplifies Padua College Mission and Vision</b>	<p>The <i>Aspire9</i> Coordinator is responsible for leading in a way that exemplifies the College Catholic Ethos and Padua College Mission and Vision. Specifically, the <i>Aspire9</i> Coordinator will:</p> <ul style="list-style-type: none"><li>• ensure that all staff understand the holistic educational needs of each student, focusing on the interaction between learning, wellbeing, and spiritual growth;</li><li>• articulate decision-making based on Gospel values that have at their heart the innate human dignity of all;</li><li>• promote the education of the whole person; and</li><li>• provide an inclusive program that engages and extends all students.</li></ul>
<b>ii. Leading the Aspire9 Program across all campuses ensuring each student's learning is challenging, authentic, engaging, and continuous.</b>	<p>The <i>Aspire9</i> Coordinator in conjunction with the Director of Innovation, Learning and Pedagogy Leaders (LaPs) and <i>Aspire9</i> Campus Leaders, is expected to:</p> <ul style="list-style-type: none"><li>• lead and implement a flexible, innovative and cross-campus learning program aligned to the Victorian Curriculum and the College Learning and Teaching Framework and is designed to engage and engender a love of learning in Year 9 students;</li><li>• ensure that the learning program is mapped against whole school curriculum to ensure learning outcomes connect with student, and their local and global contexts;</li><li>• collaborate with the Director of Innovation, Instructional Coaches, Director of Learning Enhancement, Director of Wellbeing Programs and House Coordinators to explore and evaluate programs, pedagogical practices, emerging technologies, curriculum design and documentation, social and emotional learning, to centralise students' needs and ensuring learning outcomes are maximised;</li><li>• ensure all <i>Aspire9</i> programs, including Focus Weeks, are appropriately planned and budgeted in accordance with school policy, compliance requirements and MACS guidelines;</li><li>• ensure that staffing and planning for Focus Weeks is balanced with College operational needs and that staff are provided with appropriate professional learning to ensure best practice delivery of the program;</li><li>• appropriately analyse student performance data (including Padua DIGS) to inform the teaching and learning programs and practice, and incorporate effective reporting and feedback strategies for staff, students, and families;</li><li>• conduct regular reviews of <i>Aspire9</i> programs using multiple sources of evidence, including student attendance and assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students, and colleagues;</li><li>• embed social and emotional learning into the <i>Aspire9</i> program in collaboration with <i>Aspire9</i> Campus Leaders, using the eXcel approach and designing initiatives that foster student connection, perseverance, and confidence.</li><li>• strengthen student wellbeing by enhancing House connectivity, aligning with College behaviour management systems, promoting student leadership and voice, and working with the Director of Wellbeing Programs and House Coordinators to support pastoral care and address the specific wellbeing needs of Year 9 students.</li></ul>

<p><b>iii. Oversee and coordinate the administration responsibilities of the Aspire9 Program.</b></p>	<p>The <i>Aspire9</i> Coordinator is expected to oversee the <i>Aspire9</i> administration to ensure:</p> <ul style="list-style-type: none"> <li>● that the program is appropriately planned and organised so as to ensure the smooth running of the program in accordance with school policy, compliance requirements and MACS guidelines;</li> <li>● that the program is sustainably and appropriately budgeted;</li> <li>● that the program is effectively communicated in terms of philosophy, planning and expectations to all staff, students, and parents;</li> <li>● in consultation with the Vice Principal – Staff, Strategy and Development, that key personnel required for the effective implementation of the program are identified, and Focus Weeks;</li> <li>● in consultation with the Vice Principal - Staff, Strategy and Development, Director of College Operations and Campus Operations Leaders, that staffing and planning for Focus Weeks balances with other College needs; and</li> <li>● that staff are provided with appropriate professional learning to enable best practice delivery of the program.</li> </ul>
<p><b>iv. Expectations</b></p>	<p>The <i>Aspire9</i> Coordinator:</p> <ul style="list-style-type: none"> <li>● is expected to attend planning days prior to the start of school each year;</li> <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. Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students’ safety has been identified.

## KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	COMMITTEES
Principal College Improvement Team Heads of Campus Director of College Operations Director of Innovation Director of Wellbeing Programs Instructional Coaches AHOC- LAP Operations Leader Learning Leaders Teachers Students	Parents Support Agencies External Providers	Learning and Teaching Executive Learning and Teaching Committee Pastoral Executive

## CRITERIA FOR EFFECTIVE LEADERSHIP

The effective performance of the *Aspire9* Coordinator 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
- passion for teaching and learning
- provide effective role modelling to the staff using appropriate communication, conflict resolution and negotiation skills as required.
- a vision for exemplary practice and student engagement informed by Padua’s Teaching and Learning Framework
- openness to change and commitment to improvement
- optimism, confidence, and enthusiasm when leading staff and students and managing change
- approachability as an active listener, negotiator, and advocate
- 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

- thorough knowledge of contemporary best practice approaches to teaching and learning
- excellent knowledge of innovations in pedagogy, technologies influencing the learning landscape and learning environments
- up-to-date knowledge of learning and assessment policy and procedures as interpreted and implemented by the VCAA, ACARA, CEM and the CECV

- knowledge of the appropriate avenues and resources for seeking information, support, and clarification in relation to the responsibilities of the role
- knowledge of the College's policies and procedures that impact on learning and teaching
- understanding the need for accountability as a member of the Campus Administration Team
- demonstrated commitment to ongoing learning through post graduate studies

#### Skills & Capabilities

- demonstrated record as a Highly Accomplished or Lead Teacher in reference to the Australian Professional Standards for Teachers
- the ability to analyse data and trends so as to monitor developments in learning and teaching, provide feedback and plan for continuous improvement
- demonstrated success in developing, implementing, and evaluating educational policy and practice
- excellent capabilities in the application of SIMON (or similar learning management system)
- ability to form teams and sustain teamwork
- track record of skilfully fostering positive relationships between teachers
- versatility to communicate clearly, personally, and effectively in a variety of settings
- capacity to multi-task and pay close attention to detail
- ability to keep to timelines and manage multiple deadlines
- ability to implement the College Improvement Team's long-term plans for continuous improvement in learning and teaching
- excellent capabilities in the application of learning management systems
- capacity to reflect on one's own leadership performance and style

#### TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION:	POL 3 10 of 39 periods
TENURE	1-year appointment 2026
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 be working toward CECV Accreditation to Teach in a Catholic School Completion of OHS Modules

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

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

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

Date of Document: August 2025

Date for Review: August 2026