

## Director of Middle School Learning and Engagement – Middle School

### ROLE DESCRIPTION

<b>ROLE TITLE:</b>	Director of Learning and Engagement – Middle School
<b>CLASSIFICATION:</b>	Teacher – POR 4
<b>DURATION:</b>	4 Years
<b>TIME RELEASE:</b>	Whilst the POR 4 release allocation in the South Australian Catholic Schools Enterprise Agreement 2020 is 6.5 hours per week, the College will endeavour to allocate a release time of up to 12.5 hours per week.
<b>COMMENCEMENT:</b>	19 January 2026
<b>RESPONSIBLE TO:</b>	Deputy Principal Learning and Achievement
<b>KEY RELATIONSHIPS:</b>	<p><b>Internal:</b> Principal, Deputy Principals, Henley Leadership Team, Director of Middle School, Director of Senior School, Curriculum Committee, Year Level Directors, Pastoral Leadership Team, Beverley Leadership Team, Inclusive Education, Gifted and Talented Key Teacher, Pedagogy Coach, Counsellors, Registrar, Senior Administration Officer: Curriculum &amp; Assessment, Student Services Team, Teaching Staff, Administration Staff</p> <p><b>External:</b> Parents/Caregivers, Partner Primary Schools, CESA, relevant associations, external providers, alternative pathway providers</p>
<b>LOCATION:</b>	Based at the Secondary Campus, Henley Beach

### PURPOSE AND ROLE ACCOUNTABILITY

The Director of Learning and Engagement (Middle School) works to enhance the Catholic identity of the College and support the Lasallian philosophy of education. With a dual focus, this role involves maintaining high standards in curriculum delivery and assessment as well as supporting student engagement and pastoral care.

The role requires collaboration with various stakeholders to ensure smooth school transitions (Years 7-9), improved outcomes for disengaged students, and leadership of a vibrant learning community in the Middle School. A key member of the Henley, Curriculum Leadership teams, the Director ensures that the Teaching and Learning Framework is delivered by staff and that the quality of relationships between the College and Partner Primary Schools is maintained.

The Director works directly with the Leaders of Learning - Middle School English/HaSS, and Mathematics/Science and co-line manages Leaders of Learning, Key Teachers and the Curriculum Committee on Middle School learning and achievement matters. This role is supported by the Senior Administration Officer: Curriculum & Assessment.

#### **DUTIES:**

##### **Curriculum, Assessment and Reporting - In line with the Teaching and Learning Framework for the Middle School**

- Supports a contemporary and inclusive educational vision for the school
- Lead pedagogy, curriculum planning, assessment, reporting, and evaluation
- Promote and model high impact pedagogical approaches in the classroom in line with the Teaching and Learning Framework
- Collaborate with the Director of Inclusivity and Inclusive Education Coordinator across their portfolio to ensure a best academic outcomes approach.
- Analyse and respond to student achievement grades and implement data-informed strategies for improvement
- Co-chair and co-manage the Curriculum Committee
- Ensure Middle School curriculum offerings are innovative, engaging and reflect 21<sup>st</sup> century educational goals in line with ACARA v9
- Provide leadership and guidance in drafting curriculum-related documentation.
- Works with the Religious Education Coordinator to ensure a quality curriculum based on Crossways RE Framework for SA Catholic Schools and takes account of student needs and the requirements of Church, State and Federal bodies.
- Responsible for Middle School Academic Awards Assemblies.
- Liaise with parents and stakeholders regarding curriculum matters as appropriate.
- Develop or organize Professional Development activities for Middle School Staff
- Oversee PAT R/M and NAPLAN testing programs
- Lead Year 7-9 subject selection information assemblies
- Attend Year 7-9 parent information evenings
- Collaborate with the Director of Senior School Learning and Achievement in college-wide learning and pedagogy priorities

##### **Student School Transition and Engagement (Years 7-9)**

- Collaborate with the Beverley Leadership Team and Partner Primary School staff to coordinate and record handover of information to support student school transition
- Plan and manage school transition programs, including 'Big Brother, Big Sister' opportunities.
- Seek feedback from students, families, and primary schools regarding school transition and orientation processes
- Support students with disabilities and additional needs to ensure smooth transitions
- Mentor and case manage new students (Years 7-9) to the College

- Plan and coordinate engagement activities and events for new students in Years 8-9
- Assist with enrolment interviews in Years 7-9

#### **Improving outcomes for disengaged young people (Years 7-9)**

- Coordinate communication and support services for parents/caregivers and school-aged students identified as disengaged from schooling
- Implement strategies and programs to support students engaging in school refusal behaviours and habitual lateness
- Foster effective working relationships and maintain communication with parents, school staff, and external agencies
- Support the development of successful retention and school transition strategies for 'at risk' students
- Plan engagement opportunities of a co-curricular nature to engage and celebrate with students

#### **ROLE PERSONAL SPECIFICATIONS**

- A commitment to uphold and contribute to the ethos of St Michael's College
- Demonstrated understanding and implementation of the Mission and Vision of St Michael's College as a Catholic school in the Lasallian tradition
- Highly effective administration and decision-making skills
- Highly developed interpersonal, communication, and collaborative skills
- Ability to relate to all levels of the school community
- Efficiency as an administrator, able to work well under pressure
- Commitment to professional development
- Demonstrated commitment to the co-curricular program of the College
- Refined public speaking skills

#### **QUALIFICATIONS AND EXPERIENCE**

##### **Essential:**

- At least 5 years of teaching experience and some prior leadership experience
- Teacher Registration (South Australia)
- Teacher Accreditation (Catholic Education SA)
- Screening clearance and a police clearance to work in Catholic Education SA in accordance with current guidelines
- Completion of Required Core Training programs prior to, or as soon as possible after appointment
- Demonstrate leadership skills

##### **Desirable**

- Undertaking study towards a related qualification or Masters
- Experience in a similar curriculum and/or school engagement role
- Role related qualifications or projects
- Membership of Educational Leadership Institutions

## **CERTIFICATIONS**

- Current Driver's Licence
- Applicable First Aid Certificate relevant to the role requirements
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy

## **WORK PLACE HEALTH & SAFETY**

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must: -

- Take reasonable care for your own health and safety
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers  
(Reference: Division 4, Section 28 – SA WHS Act 2012)

## **PROFESSIONAL EXPECTATIONS**

- Adherence at all times to the St Michael's College Code of Conduct  
[CodeofConduct\\_SACCS\\_May2020.pdf](#)
- This Code applies to the standard for appropriate ethical and professional behaviour
- Demonstrate understanding and implementation of the Mission and Vision of St Michael's College as a Catholic school in the Lasallian tradition
- Enhance the College's relationship with external stakeholders through positive interactions and communication
- Maintain professional and courteous relationships with internal and external providers and clients
- Demonstrate the values of the College through personal behaviour
- Demonstrate safe behaviour at all times
- Comply with the College's standards and procedures in WHS
- Reporting of all WHS hazards and incidents

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.

Position Description Review: May 2025