

## Position Information Document

# Assistant Director of Teaching and Learning

### Marcellin Campus

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## Context

Sacred Heart College is a Catholic secondary school in the Marist tradition, comprising two campuses: Champagnat (Years 7–9) and Marcellin (Years 10–12). Marist education values presence, practicality, and purpose, recognising that formation happens through relationships, example, and meaningful work. Our mission is “to awaken in young people the desire to grow, to contribute, and to find their place in the world” (*In the Footsteps of Marcellin Champagnat*, 2023, [112]).

The College is committed to high-quality learning, inclusive practices, and the development of each student’s potential. Strong leadership in teaching and learning is essential to this commitment. The Assistant Director of Teaching and Learning supports a culture of professional collaboration, pedagogical excellence, and continuous improvement. Working alongside the Director of Teaching and Learning, the Assistant Director plays a key role in leading curriculum, pedagogy and academic progress across Years 10–12, in alignment with SACE requirements, national standards, and College-wide improvement goals.

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## Broad purpose

The Assistant Director of Teaching and Learning supports high-quality teaching, curriculum development and academic progress across Years 10–12. Working closely with the Director of Teaching and Learning and Heads of Learning Area, the role ensures that learning programs are rigorous, inclusive, and responsive to student needs. The Assistant Director contributes to the strategic coordination of SACE, supports staff in evidence-informed practice, and leads key aspects of curriculum alignment, student tracking and academic intervention. As a member of the Marcellin Leadership Team, the role plays an active part in campus operations, whole-school improvement, and the ongoing development of a learning culture grounded in the values of Catholic and Marist education.

## Key areas of work

### Curriculum, Pedagogy, and SACE

The Assistant Director of Teaching and Learning will:

- serve as Deputy Chair of the Teaching and Learning Committee to support high-quality curriculum and student learning outcomes;
- guide Heads of Learning Area (“**HoLAs**”) to ensure curriculum documentation, including programs of work and Learning and Assessment Plans, meets relevant standards;
- model effective, evidence-informed teaching practice in their own classroom;
- contribute to the development and maintenance of curriculum handbooks;
- support the implementation of pedagogical strategies that promote consistency and quality across learning areas;
- support the Director of Teaching and Learning to ensure all eligible students complete the SACE;
- coordinate SACE administration, including student tracking, subject preclusions, and special provisions;
- manage students and families seeking early or accelerated SACE completion, ensuring appropriate pathways, approvals, and supports are in place;
- oversee SACE examinations, trial exams, and applications for special provisions;
- monitor academic progress data and support timely intervention for students at risk;

- lead the coordination of SACE subjects and programs including Activating Identities and Futures, Exploring Identities and Futures, Integrated Learning, Workplace Practices, and Community Studies;
- manage subject withdrawals, subject changes, and ensure compliance with SACE patterns and requirements;
- oversee the allocation, monitoring, and review of study lines, mentor lines, and the Stage 2 mentoring program; and
- provide academic oversight for students undertaking university pathways, Certificate II or III enrolments (including full completion of the same), or exchanges.

### Student Progress and Equity

The Assistant Director of Teaching and Learning will:

- work alongside the Aboriginal Education Coordinator to support Aboriginal student outcomes;
- oversee English as an Additional Language or Dialect (EALD) levelling, support, and monitoring;
- implement targeted supports for students with diverse learning needs, in partnership with the Learning Enrichment Team;
- support responses to students at risk through collaboration with relevant staff; and
- oversee library study, including the coordination of study groups, academic workbacks, and supervision.

### Family and Community Engagement

The Assistant Director of Teaching and Learning will:

- engage with families, caregivers and Boarding House staff regarding student learning and academic concerns;
- communicate clearly and proactively about SACE timelines, requirements, and support services;
- participate in enrolment interviews and subject counselling processes; and
- contribute to a culture of trust, transparency and shared responsibility in supporting student learning.

### Leadership and Strategic Improvement

The Assistant Director of Teaching and Learning will:

- be deeply committed to the principles of a data-informed and measurable approach to school improvement;
- contribute to the implementation of the College's Annual Improvement Plan and the articulation of a shared vision aligned to the Strategic Plan;
- maintain a working knowledge of current curriculum and policy developments from the SACE Board, ACARA, Catholic Education South Australia ("CESA"), and Marist Schools Australia (MSA);
- collaborate with Directors of Teaching and Learning on both campuses to ensure curriculum and assessment alignment;
- work closely with the Marcellin Leadership Team, College Executive, Hearts Leadership Team, HoLAs, and specialist coordinators;
- support the Director of Teaching and Learning in the line management of HoLAs, the Leader of eLearning, Pathways Coordinator, and VET Coordinator;
- participate actively in relevant committees, including the Teaching and Learning Committee, Timetabling Committee, and Marcellin Leadership Team (on invitation); and
- engage in professional learning and networks to remain informed about current trends and system-level priorities.

## General

The Assistant Director of Teaching and Learning will:

- uphold the Catholic and Marist ethos of the College in their leadership and relationships;
- model professional and pastoral conduct aligned with College values and expectations;
- work collaboratively with colleagues, students, families and external partners, including the SACE Board, CESA, and other Catholic colleges;
- participate actively in the life of the College, including formation, staff development, and community events; and
- undertake other duties as directed by the Principal or delegate.

## Qualifications

### Essential qualifications

The following are required for the role:

- formal teaching qualifications and current (or eligible) registration with the Teachers Registration Board of South Australia;
- relevant experience in educational leadership, with particular expertise in SACE coordination and curriculum implementation;
- demonstrated capacity to lead academic initiatives, support staff, and monitor student achievement; and
- a commitment to Catholic education and the values of the Marist tradition.

### Desirable qualifications

The following are considered advantageous:

- postgraduate qualifications in educational leadership, curriculum, or a related field;
- experience in leading strategic or cross-campus curriculum projects; and
- familiarity with national or system frameworks such as the AITSL Standards, School Improvement Tool, or Living Learning Leading framework.

## Screening and Compliance Requirements

The employee must hold and maintain the following certifications and clearances throughout their employment:

- current registration with the Teachers Registration Board of South Australia;
- accreditation to teach in CESA;
- a valid Working with Children Check, in accordance with CESA requirements;
- approved Mandatory Notification training (Responding to Risks of Harm, Abuse and Neglect – Education and Care);
- a current First Aid certificate or qualification (as applicable to the role); and
- any other certifications or clearances required by CESA or the College.

## Workplace health and safety (WHS)

**Workers** have a responsibility to:

- take reasonable care for their own health and safety
- take reasonable care to not adversely affect another person at work through acts or omissions
- follow reasonable instructions given to ensure health and safety; and

- cooperate with reasonable policies and procedures made available to staff, which are designed to protect people at work.

In practical terms this means to:

- use appropriate equipment and safe work procedures designed to ensure health and safety;
- participate in training programmes as requested;
- report unsafe/unhealthy conditions (hazards) in their work environment;
- report incidents or near misses which have or could have caused injury; and
- become familiar with and follow the policies, procedures and information about WHS available to staff on Complispace.

**PORs (Positions of Responsibility) and Managers** are required to:

- ensure staff are aware of and follow WHS policy and procedures described on Complispace;
- participate in training designed to support their responsibilities;
- ensure staff in their faculty/department attend training and induction designed to inform and protect them about risks associated with their work;
- encourage the formal reporting of hazards and incidents arising in the workplace;
- inform school leadership about hazards or issues which do or could affect health and safety and over which they cannot exercise control;
- respond appropriately to staff reporting work related psychosocial issues which have the potential to affect health (e.g., conflict between staff, bullying, harassment, and violence); and
- participate in workplace inspections, incident investigations and other WHS activities on request.

### Behavioural expectations and fair treatment in the workplace

Employees of Sacred Heart College are expected to:

- comply with the Code of Conduct for Staff Employed in Catholic Education SA;
- comply with legislation, policies, procedures and protocols regarding the non-acceptance of any unfair workplace treatment – discrimination, harassment and/or bullying; and
- report any concerns and/or ask questions or seek assistance regarding anything you are unsure about.

### Performance review

All employees are required to proactively participate in the College's Performance Development Program including periodic review.

### Conditions of employment

The term of appointment is four years. Salary and conditions are in accordance with the South Australian Catholic Schools Enterprise Agreement (as amended from time to time). This position is classified as a Position of Responsibility (POR) 3 and includes a time release of at least 0.60 FTE. This release typically covers the equivalent of three teaching lines and a homeroom.

### Reporting/working relationship

Immediately responsible to: Director of Teaching and Learning

Line management from: Head of Campus

The College Principal is responsible for general employment conditions.

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## References

Institute of the Marist Brothers of the Schools. (2023). *In the footsteps of Marcellin Champagnat: Marist educational mission* (2nd ed.). Rome: Marist Brothers – Secretariat for Education and Evangelisation.