

Position Information Document

Leader of Numeracy (7–12)

Champagnat and Marcellin Campus

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 Leader of Numeracy plays a critical role in advancing excellence in teaching and learning, primarily in Mathematics across Years 7–12. This position holds shared responsibility for the pedagogy, assessment practices, curriculum design, and student achievement outcomes in Mathematics across both campuses.

In collaboration with the Heads of Learning Area (“**HoLA**”), and particularly the HoLA: Mathematics on each campus, the Leader of Numeracy will drive improvement in teaching and learning by focusing on high-impact practices, contemporary curriculum trends, quality task design, and strategic use of data. Research highlights the importance of school-wide leadership, alignment of teaching practices, and collective professional capacity in achieving sustained improvements in student numeracy outcomes (Gaffney & Faragher, 2014). The role is pivotal to the College’s commitment to continuous school improvement and will contribute to building a culture of high expectations and academic achievement across both campuses.

Broad purpose

The Leader of Numeracy will actively contribute to the Catholic and Marist character of the College, hold an unwavering belief in the capacity of every young person to achieve and thrive (see, eg, Hattie, 2023), and be deeply committed to school improvement. They will enhance numeracy outcomes across both campuses, as measured by NAPLAN, Progressive Achievement Test (“**PAT**”) and SACE data, and lead the development of a whole-school numeracy strategy that is explicit, measurable and informed by data. Recognising that collective teacher efficacy is central to student learning (Hattie, 2023), the Leader will model high-trust professionalism and lead colleagues to do the same.

They will work closely with both campus Leadership Teams and Teaching and Learning Committees (“**TLCs**”) to support the strategic direction set by the College Executive. The Leader of Numeracy will remain informed of curriculum and pedagogical developments through SACE, ACARA, Crossways and other relevant bodies. In all aspects of their work, they will collaborate with staff, families, Marist Schools Australia (“**MSA**”) and Catholic Education South Australia (“**CESA**”) personnel to support student growth and achievement. The Leader of Numeracy will model a consultative and collaborative leadership style, be empathetic to the needs of young people, and promote learning environments where all students can thrive.

Key areas of work

Instructional Leadership and Pedagogy

The Leader of Numeracy will:

- model high-quality teaching practice and ensure curriculum, pedagogy, and assessment in Mathematics reflect evidence-informed best practice;
- lead the design and delivery of high-impact learning and assessment tasks, in collaboration with subject teachers and the HoLAs on each campus;

- ensure that curriculum documentation is mapped from Years 7–12, and that teaching programs respond to student developmental pathways;
- support the effective delivery of the Australian Curriculum and SACE requirements, working in partnership with the Directors of Teaching and Learning;
- contribute to curriculum planning, subject selection, and transition processes between campuses;
- support appropriate class placements, task design, and reporting practices in Mathematics; and
- collaborate with the Gifted and Talented Coordinator to ensure differentiation and extension strategies are embedded.

Improvement and Strategy

The Leader of Numeracy will:

- lead the development and review of a whole-school numeracy strategy that is measurable, explicit, and aligned with school-wide goals;
- work collaboratively with teachers and leaders to enhance collective teacher efficacy and drive improvement in numeracy outcomes across all learning areas;
- use data from NAPLAN, PAT, SACE and College-based assessments to identify trends, inform planning, and track improvement;
- prepare improvement plans that are evidence-informed and focused on learning growth for all students, particularly those at risk of underachievement;
- review and refine existing courses and structures to ensure alignment with current curriculum frameworks and evolving student needs; and
- contribute to a culture of high expectations, professional reflection, and continuous learning.

Staff Development and Collaboration

The Leader of Numeracy will:

- mentor and support the HoLAs on each campus in leading effective teams and improving student outcomes;
- work collaboratively with subject teachers and leaders to promote a cohesive, professional learning culture;
- identify and respond to capability gaps across staff, including coaching, modelling, and resourcing;
- support the selection and allocation of staff in the Mathematics Learning Area;
- work collaboratively with the Hearts Leadership Team on staffing and academic priorities as required;
- participate actively in the TLCs and the Mathematics Learning Area Team; and
- contribute to staff formation, curriculum development, and broader College improvement initiatives as required.

College Operations and Communication

The Leader of Numeracy will:

- coordinate communication with the TLCs regarding curriculum planning, subject selection, and cross-campus transitions;
- support appropriate supervision structures, including afterschool reflection sessions, in collaboration with campus leaders; and
- undertake other duties as directed by the Principal, Deputy Principal, or delegate.

General

The Leader of Numeracy will:

- report to the Principal via the Directors of Teaching and Learning (Champagnat and Marcellin) and the Deputy Principal;
- contribute actively to the life of the College, including staff development, academic events, and whole-school formation;
- model professional integrity, sound judgement, and alignment with the Catholic and Marist ethos of the College;
- participate as a member of the Teaching and Learning Committee and the Mathematics Learning Area Team across both campuses; and
- undertake other duties as directed by the Principal, Deputy 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;
- current accreditation to teach in CESA; and
- demonstrated expertise in Mathematics instruction and curriculum leadership.

Desirable qualifications

The following are considered advantageous:

- leadership experience in curriculum, pedagogy, or assessment, particularly in Mathematics or Numeracy;
- postgraduate qualifications in education, curriculum, or leadership;
- experience contributing to school improvement or data-informed instructional leadership; and
- familiarity with national or system frameworks such as the School Improvement Tool, AITSL Standards, 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 current 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 additional certifications, registrations, or qualifications necessary for the safe and effective performance of the role.

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: Deputy Principal

The College Principal is responsible for general employment conditions.

References

- Gaffney, M., & Faragher, R. (Eds.). (2014). *Leading Improvements in Student Numeracy*. Australian Council for Educational Research (ACER) Press.
- Hattie, J. (2023). *Visible learning, the sequel : a synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.
- 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.