



ELTHAM HIGH SCHOOL

Junior Sub-School (Year 7) Team Leader

(LEADING TEACHER)

INFORMATION PACKAGE

September 2017

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ADVICE TO APPLICANTS

Junior Sub-School (Year 7) Team Leader (Leading Teacher)

25 January 2018- 26 January 2021

Prospective applicants are advised to refer to the school website in order to access the information package relevant to this position. www.elthamhs.vic.edu.au

All prospective applicants, including those external to the Department of Education and Training, need to be aware that they must visit the "Recruitment Online" website to register their CV and to address the Key Selection Criteria. www.education.vic.gov.au/schooljobs

The Principal will be conducting tours of the school after school hours. You are encouraged to visit the school. Please contact the Kate Scalzo (Principal's PA) on 9430 5111 and book in for one of the scheduled tours.

Monday 18th September 2017 – 4:30 pm.

Tuesday 19th September 2017 – 4:30 pm.

Wednesday 20th September 2017 – 4:30 pm.

Preparation of application:

It is requested that applicant prepare their application by:

- addressing each of the Key Selection Criteria within no more than **one** A4 page for **each criterion**;
- including a Résumé / CV;
- providing the names of three referees including **work time** and **after hours** contact numbers.

Submission of application:

In addition to submitting the application via Recruitment on Line and in order to avoid any possible difficulties with this process, we request that applicants forward 4 printed copies of the application to the school by the closing date.

Selection Panel:

The selection Panel will consist of:

- The Principal
- An Assistant Principal
- A Leading Teacher
- A member of the teaching staff.

The Selection Process will involve the following steps:

- Receipt of application by the closing date.
- Short listing of applicants.
- Interview process (applicants may be invited back for a second interview).
- Referee Checks (these may occur prior and /or after the interviews). The panel reserves the right to contact others outside of the list of referees provided by the applicant.
- On making a decision to appoint, a job offer will be made to the successful applicant.

Vincent Sicari

Principal

PRINCIPAL'S WELCOME

Welcome to Eltham High School. It is with great pleasure that I introduce our school to you, which has been working with the community since 1926.

Eltham High School is a large secondary school on the urban rural fringe of north eastern Melbourne. The school's primary focus has always been to enhance student outcomes through the provision of high quality teaching and learning strategies.

Eltham High School is highly regarded as an educational institution. Its reputation as an outstanding academic school is well recognised within the community and education circles. Students are offered a large number of outstanding co-curricular opportunities including programs in the performing and visual arts and elite sport. Engagement with student leadership initiatives is sustained across all areas and levels of the school.

In the last 91 years Eltham High School has established a tradition through its strong commitment to Inspiring through excellence and social justice.

Eltham High School is a school with high expectations where you feel safe to be yourself and are challenged to think critically, to work independently and in teams, to show leadership and to achieve success along many pathways.

As a learning community we value:

- The Pursuit of Excellence
- Individuality
- Creativity
- Social and environmental responsibility
- Respect for diversity
- Integrity.

Our school motto "Deeds Count" guides our way to achieving our goals.

The tradition we have established continues today through the excellent work of our current staff, a team of very professional and committed teachers and support personnel that I am very proud to lead.

Our students are consistently offered a broad range of opportunities that provide innovative and exciting educational experiences. Strong emphasis is placed on students learning from each other.

Student welfare and well-being is the foundation of our school. This is enhanced by the building of positive relationships between all sectors of our community and supported by a sub-school structure with a number of coordinators at each level (junior, middle and senior); Student Services Leader, Student Support Workers, VCAL/VET Coordinator, Careers and Pathways Coordinator, Additional Learning Needs Coordinator, Sick Bay attendant and a series of support personnel.

Eltham High School is an outstanding school in a range of areas including:

Academic Excellence:

- A high performing school.

- VCE results across all studies consistently place Eltham High School amongst the top schools in the state.
- In 2016, of all the Year 12 students who applied for a tertiary course, 92% were offered a place of their choice in the first two rounds.
- Students gain places in tertiary courses in medicine, science, law, business, health science, the media, humanities, the arts and sport.

Innovation:

- Leading innovation in curriculum and pedagogy through a concept based framework and an Inquiry model of curriculum delivery.
- Strong links with Melbourne and Latrobe Universities through such programs as In2Science and the Learning Partnership and Swinburne University through the BRAINstem initiative.
- Strong links with the VCAA through the trialling of innovative programs such as “Extended Investigation”.
- Linking students to experiential learning within their community.
- A notebook program in support of the use of e-learning technologies.

Leadership:

- Creating responsible citizens to lead in the 21st century.
- Developing students as leaders through a wide range of training and responsibilities.

Teamwork:

- Great Relationships: Students and staff working together to achieve their best.
- Strong parent and community support enhancing student outcomes.

Building further, our Elite Sports and strong Interschool Sport programs are offered to students across all age groups. Our extensive music program acclaimed as one of the best school bands program in Australia provides not only the opportunity for students to learn an instrument but also to represent our school and community nationally and internationally. The outstanding performance program in Drama continues to deliver acclaimed student performances at a national level. The annual Arts and Technology exhibition further supports the creative talents of both our students and our staff, as does the outstanding student writing program which culminates in the Student Anthology.

To achieve improved student outcomes the staff is engaged in a range of professional development activities. Effective professional development needs to be delivered in a supportive atmosphere; a whole school professional learning strategy is currently in place; in 2006 steps were taken to identify a suitable model for establishing a sustainable Performance & Development culture in the school. The preferred collegiate model continues to be implemented as the vehicle for development and improvement.

At Eltham High School we are looking forward to the future and its possibilities. We have been successful in receiving a number of facilities building grants allowing the redevelopment and provision of purpose built facilities and we are currently working with our community partners in the

development of our sporting areas. Demand for places at the school remains high; we look forward to the future with confidence and excitement.

Vincent Sicari
Principal



ELTHAM HIGH SCHOOL EDUCATIONAL LEADERSHIP ROLE DESCRIPTION

Educational Leaders form part of a visionary, dynamic team of people with diverse skills and major responsibilities across a range of areas of the school's ongoing development. The goal of Educational Leadership is improved student learning outcomes. Ultimately, Educational Leaders are leaders of people. The focus of the role is the provision of transformational leadership to the Eltham High School Community. What follows has been identified by the school community as the essential characteristics of educational leadership at Eltham High School as derived from the following six principles of teaching and learning.

1. Building Positive Relationships:

Educational Leaders manage the balance between how they feel, think and behave. They work to align these elements and the school's principles of teaching and learning. This creates a school environment in which the whole person is valued and leaders work enthusiastically to build positive relationships.

Leaders actively foster an environment of support, well-being and respect among staff and students.

2. Catering for Diversity:

Educational Leaders will be diverse in their talents and will be skilful in one or more of the five Sergiovanni Leadership domains whilst continuing to develop strength in the others.

- Technical Domain: Effectively plan, organise, coordinate and manage resources and develop strategies to ensure optimum effectiveness.
- Human Domain: Provide support, encouragement and growth opportunities for others including staff and students.
- Educational Domain: Provide expert professional knowledge and maintain, justify and articulate sound, comprehensive programs of instruction.
- Symbolic Domain: Model important goals and behaviours in a range of environments including learning spaces, formal school functions, ceremonies and other important occasions. This is characterised by alignment with and commitment to the school vision.
- Cultural Domain: Demonstrate leadership of the community by defining, strengthening and articulating values and beliefs that make the school unique. This is characterised by a commitment to common and shared expectations, meanings, customs and traditions.

Diversity is valued and encouraged. Educational Leaders will bring individual skills which collectively will provide a strong leadership framework across the school community.

3. Focus on Intellectual Quality:

Educational Leaders model a passion for learning by high levels of enthusiasm and direct involvement. They demonstrate strong professional beliefs about schools, teaching and learning. They promote a shared language of effective learning and effective schools.

Leaders have a consistent focus on the quality of the school's teaching and learning practices including the use of ICT as a critical tool for whole school improvement. Their ongoing professional growth, supported by professional reading including published national and international educational research, contributes to the overall intellectual quality of the school community.

4. Encourage Creativity, Staff and Student Involvement and Voice:

Educational Leaders will show strength in both advocacy (making sure that others know what you want and need by having the courage to tell them) and inquiry skills (understanding other people's goals, dreams and desires, by showing consideration and seeking to understand their contribution). Role modelling of such behaviours to colleagues and students will not only encourage them to contribute their creativity and their voice but will be crucial in helping them to develop these skills. This will be reflected in their self confidence and their respect for the ideas and feelings of others.

5. Solve Problems, Develop Teamwork and Links to the Community:

Education Leaders have the skills for creative problem solving. They embark on unexplored paths and consider a range of options for debate and implementation.

Effective change management is achieved through teamwork. It provides staff with opportunities to fully utilise their capabilities as a means of achieving the school vision and promoting the most effective group dynamic and results for students, school and community. Educational Leaders share leadership and build teams. They identify and support staff to assume and exercise leadership from different roles in the school. Furthermore they develop networks with other leaders, schools, agencies and individuals to foster mutually beneficial exchanges of expertise and practice.

The role modelling of these behaviours reinforces the school's commitment to a distributed leadership structure.

6. Use Varied Appraisal Processes - As, Of and For Learning:

Educational Leaders will be reflective learners assessing their leadership strengths and growth needs **for** potential learning opportunities.

This reflection will be ongoing and supported by data collected from several sources of feedback identifying this **as** a learning strategy. Data analysis incorporating references to a strong research base will be a measure **of** the learning that has taken place.

In addition to meeting the professional standards (please refer to the Victorian Institute of Teaching – Professional Standards and Victorian Government Schools Teacher Class Handbook) the following areas of responsibility apply to these positions.

SPECIFIC RESPONSIBILITIES	SERGIOVANNI DOMAINS
Educational Leaders will: <ul style="list-style-type: none"> • have responsibility for an area of the school as outlined in the specific job description that accompanies this document. 	→ Technical; Human; Educational; Symbolic; Cultural.
<ul style="list-style-type: none"> • take an active role in the organisation and delivery of professional development pertaining to a specific area of responsibility. 	→ Human.
<ul style="list-style-type: none"> • organise and implement appropriate working groups (as required) to support the work of the team. 	→ Human.
<ul style="list-style-type: none"> • have a responsibility for the development of the next generation of teachers and in so doing will supervise pre-service teachers (from appropriate curriculum backgrounds) in our care. 	→ Human.
<ul style="list-style-type: none"> • be exemplary teaching and learning practitioners. 	→ Educational.
<ul style="list-style-type: none"> • be active members of School Improvement Teams e.g. Curriculum; Professional Development; Performance and Development Culture , etc. 	→ Educational.
<ul style="list-style-type: none"> • examine contemporary developments in deeper learning and generic skills and their relevance to the school. 	→ Educational.
<ul style="list-style-type: none"> • work very closely with specific planning teams such as the “Curriculum Design” team. 	→ Educational.
<ul style="list-style-type: none"> • be innovative in approaches to learning. 	→ Symbolic.
<ul style="list-style-type: none"> • work with teachers to incorporate the actions outlined in the strategic plan into classroom practice (e.g. by chairing planning meetings, developing and monitoring teaching strategies, encouraging the sharing of ideas, etc.) 	→ Symbolic.
<ul style="list-style-type: none"> • establish opportunities for the sharing of ideas amongst the staff. 	→ Cultural.
<ul style="list-style-type: none"> • represent the school at relevant Cluster, Network, Local Learning and Employment Network (LLEN), Regional Office, DEECD, National and International Forums and Community events. 	→ Cultural.
<ul style="list-style-type: none"> • commit to the ongoing development of the unique school culture embodied in the Purpose Statement, School Values and The Deeds that Count. 	→ Symbolic; Cultural
<ul style="list-style-type: none"> • undertake other duties as required to support the strategic direction of the school. 	→ Technical; Human; Educational; Symbolic; Cultural.



ELTHAM HIGH SCHOOL JUNIOR SUB-SCHOOL (YEAR 7) TEAM LEADER - JOB DESCRIPTION

It is imperative that this Job Description be read alongside the Eltham High School Educational Leadership Role Description.

INTRODUCTION:

The Sub-School Team Leader will be part of a dynamic team of people with major responsibilities across a range of areas of the School's ongoing development. Primarily, the Sub-School Team Leader will have leadership responsibilities in the enhancement of a sub-school culture aligned with the Eltham High School Principles of Teaching and Learning, Core Values and the Deeds that Count.

The successful applicant will be accountable to and report to the Assistant Principal (School Community Wellbeing and Support) and ultimately to the Principal.

The Sub-School Team Leader will work closely with the Student Body, the Principal Class Team, the Staff, the Parents and the local and wider Communities. The role will be proactive in the development and implementation of innovative strategies to ensure improved learning outcomes for all students and reactive to identified needs of students, staff and the school community.

The focus of the role is the provision of outstanding leadership in student learning within the school. This will be achieved by ensuring that assistance beyond the classroom is available to all students and that where difficulties arise, a co-ordinated approach to a resolution is employed.

The Sub-School Team Leader will lead the Sub-School Team and manage its work. The team is responsible for:

- effective monitoring and reporting the progress of specific year levels, groups and individual students
- developing proactive strategies to support student attendance
- maintaining clear and open communication with parents, support personnel and where appropriate external agencies
- providing key support in student welfare
- promoting student involvement in co-curricular activities
- acknowledging and promoting student achievement both within and outside of school
- enhancing the involvement of parents in their children's education
- attracting the involvement of both the local and wider communities in the school.

The Sub-School Team Leader will exercise judgement and initiative in the resolution of problems identified or referred by staff in order to ensure that policies and procedures are followed and standards maintained. This would be exercised within the broad policy of the school and under the broad supervision of the Assistant Principal (School Community Wellbeing and Support).

In collaboration with other members of the School Leadership team, the Junior Sub-School Team Leader will develop and manage a strategic plan, designed to cater for the needs of middle school students, their parents, our community and of the school, consistent with the school's purpose, values and beliefs.

In addition to meeting the professional standards of a Lead Teacher (as outlined through AITSL) the following areas of responsibility apply to this position.

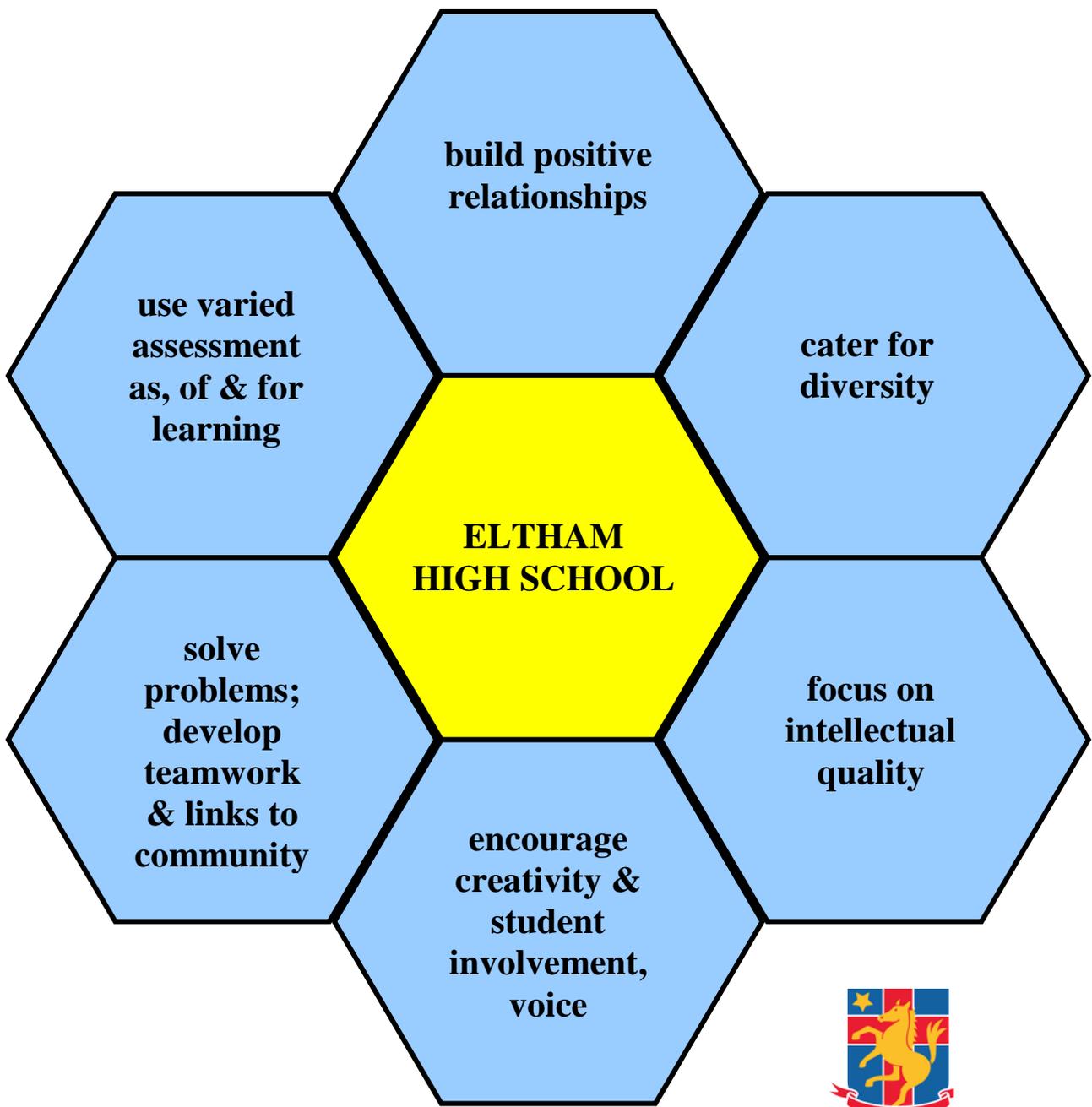
SPECIFIC RESPONSIBILITIES

The Sub-School Team Leader will:

- work with members of the junior sub-school team in enhancing current programs, and identifying and developing new programs which reflect the needs and values of the school community and, in particular, the needs of students in the sub-school.
- provide leadership, direction and support to the junior sub-school team, incorporating the negotiation of specific roles and duties for each team member.
- lead the sub-school team in overseeing the implementation of School policies in relation to learning and student engagement.
- work closely with the Assistant Principals, the Leadership Team, KLA Co-ordinators and teachers on the development of curriculum and pedagogy in support of student learning and engagement.
- take part in the running of school tours for prospective Year 7 students and parents/guardians in collaboration with the Assistant Principals.
- act as the key contact person for prospective Year 7 students and their parents/guardians in supporting transition into high school.
- review and manage all applications for prospective Year 7 enrolments and when appropriate refer matters to the Principal.
- implement the transition process, including but not limited to such responsibilities as: the organisation and running of the school's Information Day/Open Day; ensuring that information material/packages are prepared in a timely fashion and in line with the expectations of the school; communication with primary schools and parents/guardians; the development of class lists; the organisation of orientation day and the orientation program at the start of the new year.
- report on transition matters to staff and the school community as necessary.
- evaluate current transition policies and processes.
- support classroom teachers in providing a positive learning environment for students.
- liaise with Student Services, with outside agencies and with parents/guardians, in order to support students to make the best of their educational opportunities.
- ensure the effective operation of student support structures such as student leadership, student support groups, peer mentoring/support programs etc.
- lead the transition process across sub-schools, in collaboration with the Assistant Principal (Curriculum and Personnel Support) and the Middle Sub-school Leader to ensure that students and parents are well informed about transitioning into Middle School .
- ensure the effective operation of student support structures such as student leadership, class groups, student support groups, peer mediation/support programs etc.
- provide opportunities for regular dialogue amongst relevant groups, including sub-school team members, "Involve" group, Integrated Studies teachers, class teachers, etc.
- take overall responsibility for the wide range of administrative tasks associated with sub-school operation, for example, enrolment and exit interviews and records, attendance records, reporting, student files, camps procedures, sub-school assemblies, etc.
- liaise with the Assistant Principal (School Community Wellbeing and Support) regarding the support of staff in the area of student engagement and student management.
- provide advice to the School Principal and the Leadership Team where appropriate, regarding requirements and strategies for improvement in student learning/engagement.

- be an active member of a range of committees including; Leadership and Curriculum Design Team and others as relevant.
 - report on student matters to staff and the school community as necessary.
 - make a strong commitment to her/his own professional growth.
 - lead the development of team members and facilitate the support of teams of staff and of individual staff through the Performance and Development Process.
 - have a responsibility as a lead teacher for the training and development of the next generation of teachers. Supervise pre-service teachers in our care from appropriate curriculum backgrounds.
 - undertake any other duties as required by the Principal.
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**THE PRINCIPLES
OF
TEACHING AND LEARNING
AT
ELTHAM HIGH SCHOOL**



ELTHAM HIGH SCHOOL PRINCIPLES OF TEACHING AND LEARNING:

BUILD POSITIVE RELATIONSHIPS:

What strategies do I need to focus on to build effective constructive relationships?

CATER FOR DIVERSITY:

How will we determine where students are along the continuum?

Reference to teaching and learning data.

How will student's different learning styles be catered for?

Enrichment / enhancement / challenges / higher order thinking.

Development of Individual Learning Plans supported by electronic portfolios.

FOCUS ON INTELLECTUAL QUALITY:

What are the deep understandings (key concepts) that need to be gained?

What skills and processes will be taught (including ICT)?

What thinking skills will be focused on?

ENCOURAGE CREATIVITY, STUDENT INVOLVEMENT & VOICE:

How will creativity be encouraged?

What choice will students have within the activities & assessment tasks?

How will student's learning goals be negotiated, monitored and evaluated?

SOLVE PROBLEMS, DEVELOP TEAMWORK & COMMUNITY LINKS:

Why will students see this learning as relevant now and in the future? What real life issues will be explored?

Links between innovation, creativity, resourcing and problem solving.

How will students be able to show leadership, work in teams?

How will students be actively involved?

How can we link the students to the community?

USE VARIED ASSESSMENT "AS, OF & FOR" LEARNING:

What samples and modelling need to be provided for assessment?

How will students demonstrate their knowledge and skills:

- as learning
- of learning
- for learning

How will rubrics be used?

On demand assessment.

The value of feedback.

How will success be acknowledged and celebrated?

Key Selection Criteria

In addition to being able to meet the “Standards of Professional Practice for full registration” and the “Victorian Teaching Profession Code of Conduct” outlined by the Victorian Institute of Teaching, applicants must be able to satisfy the following Key Selection Criteria.

Applicants are requested to address each of the following criteria within no more than **one** A4 page for **each criterion**.

1. Demonstrated high level understanding of initiatives in student learning including the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the capacity to provide leadership in the alignment of teaching and learning in accordance with the Victorian Curriculum.
2. Demonstrated outstanding classroom teaching skills and the capacity to implement high impact classroom teaching strategies, to lead colleagues to continually improve teaching and learning and to enable all students to achieve their full potential.
3. Demonstrated outstanding ability to monitor and assess student learning data at the individual, cohort and whole school level and to use this data to inform teaching for improved student learning.
4. Demonstrated outstanding written and verbal communication skills and high level interpersonal skills including the ability to establish and maintain collaborative relationships with parents, other employees and the broader community focused on student learning, wellbeing and engagement.
5. Demonstrated commitment and capacity to actively contribute to and to manage major curriculum or student activities and a commitment to continually improving teaching quality and capacity through the application of knowledge, skills and expertise derived from ongoing professional development and learning.