

Program Director Senior – Teaching and Learning

Position Details

Position title:	Program Director Senior – Teaching and Learning
Reports to (position title):	Campus Principal
Direct reports:	Yes
Organisation:	Saints College North Melbourne
Contract tenure:	Substantive ongoing Teacher position with a Fixed Term POL
FTE:	Full time (1.0 FTE)
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	Melbourne, VIC with travel to other sites (for central roles)
Approved:	March 2025

Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply

About Us

Our Organisation

Saints College provides a safe, inclusive, and flexible learning environment for young people who have become disengaged from mainstream education. Our team is committed to supporting young people in re-engaging with learning through a personalised and trauma-informed approach that meets their individual needs.

We prioritise building honest and authentic relationships with young people, their families, and communities, fostering a culture that values, supports, and celebrates the dignity and uniqueness of each person.

Guided by the vision of Edmund Rice and the transformative power of education, we empower young people to achieve personal growth, academic success, and social connection, enabling them to build positive futures.

Our Structure

Saints Education is an initiative of Edmund Rice Education Australia (EREA), and operates as part of EREA Victorian Schools Ltd. It oversees a diverse range of educational services, including Saints College, Saints Knowledge Institute and Saints Early Years. Saints College operates across multiple campuses in metropolitan Melbourne and regional Victoria, including BlendED and Fitzroy North College, providing flexible, inclusive, and trauma-informed education.

As part of the EREA network, Saints Education is committed to fostering a supportive and empowering learning environment that reflects the values and vision of Edmund Rice. We offer a full-time, multi-year secondary education program tailored to meet the needs of young people who have disengaged from mainstream

education, ensuring every individual is supported on their path to personal growth and success. We work closely with families, community organisations, and support services to provide wraparound care that addresses both educational and personal development needs.

Our Young People

The young people we work with come from diverse backgrounds and may face a range of barriers to education, including:

- Experiences of trauma or adversity
- Mental health challenges, disability and/or neurodivergence
- Significant gaps in learning
- Experiences of exclusion or suspension from mainstream education
- Experiences of school can't/ school refusal
- Involvement in out-of-home care or the child protection system
- Experiences of homelessness or housing instability
- Responsibilities as young parents
- Generational cycles of poverty, early school leaving or unemployment
- Interaction with the youth justice system

We recognise that each young person's journey is unique. Our staff are committed to providing a safe, respectful, and empowering learning environment where young people can develop confidence, reconnect with education, and work towards their goals.

Our Values

Saints College operates under four key principles that guide our daily interactions and community culture:

- **Respect** – Valuing each person's dignity, voice, and lived experience
- **Honesty** – Fostering trust and truthfulness through open and authentic communication
- **Participation** – Encouraging young people to actively engage in their learning and personal growth
- **Safe and Legal** – Creating a secure and structured environment where all community members can thrive

This framework, known as Operation by Principles, is a defining feature of our approach. It establishes a common ground foundation for all members of our community—young people, staff, and families—ensuring that relationships, learning experiences, and conflict resolution are built on mutual understanding and shared responsibility. Through the use of Unconditional Positive Regard, strength based neuroaffirming practice with a trauma informed lens, we create an inclusive, safe, and empowering learning environment where young people can thrive academically, socially, and emotionally.

Our Commitment to the EREA Charter and Touchstones

As part of the Edmund Rice network, Saints Education is committed to the principles of the **EREA Charter** and its four Touchstones:

- **Liberating Education** – Providing innovative and inclusive learning opportunities
- **Gospel Spirituality** – Fostering a culture of compassion, hope, and social justice
- **Inclusive Community** – Welcoming and valuing diversity, ensuring all young people feel a sense of belonging
- **Justice and Solidarity** – Advocating for fairness, equity, and the dignity of all

The EREA Charter and Touchstones guide our mission and reflect our commitment to providing a high-quality education that is responsive to the needs of young people. More information can be found on the [EREA website](#).

About the Role

The Program Director Senior reports to the Campus Principal, with daily oversight by the Deputy Principal. The role has delegated responsibilities in developing and maintaining the education, wellbeing and social inclusion responses of the school. The Program Director Senior provides leadership to the workers and the young people, working collaboratively with the Campus Principal, Deputy Principal, School Directors and school leadership.

This position includes:

- Planning, preparation and delivery of effective learning, teaching and wellbeing programs for young people in secondary education.
- Contributing to the development and implementation of the school's objectives and planning.
- Contributing to the establishment and maintenance of a supportive school environment.
- This role will model innovative teaching practices in both the best interest of young people and for the benefit of the professional development of the team.

Duties and Responsibilities

Typical duties and responsibilities include, but are not limited to:

Operation by Principles	<ul style="list-style-type: none"> • Model best practice in Operation by Principles and other key practices as articulated in the practice Framework.
Child Safety and Compliance	<ul style="list-style-type: none"> • This position is subject to compliance with all relevant laws, regulations, and policies governing education in Victoria, including but not limited to the Education and Training Reform Act 2006, and the Child Safe Standards • All employees must adhere to Saints College and EREA Victorian Schools Limited policies and procedures and where applicable EREA frameworks and policies. <p>Child Safety Obligations All employees must adhere to the following:</p> <ul style="list-style-type: none"> • Saints College's Policies and Procedures implemented as part of compliance with Ministerial Order 1359: Implementing the Child Safe Standards – Managing the risk of child abuse in schools • EREA's Code of Conduct • Ensure legal and mandatory reporting obligations are met, consistent with Saints College's 'Procedure for Responding to and Reporting Allegations of Child Abuse' within the schools 'Child Protection Program'.

Educational Support and leadership.	<p>Lead a multidisciplinary team to ensure the delivery of best practice trauma informed teaching and learning opportunities for all young people including:</p> <ul style="list-style-type: none"> • In collaboration with teaching and learning leaders create an innovative and engaging senior learning program that meets the VCAA and VSL requirements for VCE VM and VPC. • Work with relevant leaders, staff, young parents and their parents, families or carers to ensure that each young person has a current personal learning plan that is reviewed each term and that the necessary adjustments are documented
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	<p>and implemented to provide each young person with an equal opportunity to participate in learning.</p> <ul style="list-style-type: none"> • Facilitate and/or co-facilitate teaching and learning professional development sessions with staff regularly. • Work collaboratively with relevant leaders and staff in the Senior Stream to ensure the Senior offerings allow for all young people to participate in appropriate accredited learning, vocational and wellbeing opportunities to meet the individual needs of each young person. • Work with the Pathways Worker to support Pathways programs and transitions. • Participate in the planning and organisation of whole school community events. • On a roster for teacher coverage when teachers are absent. • Work with staff in the stream to plan engaging weekly excursions and activities, camps to support engagement learning. Lead engagement and wellbeing practices <p>Lead engagement and wellbeing practices</p> <ul style="list-style-type: none"> • Facilitate regular senior wellbeing meetings with relevant leaders that consults on the most at-risk • Work collaboratively with school staff to support/develop cultural links and community and family connections which will support the engagement and connection of young people to their learning and the wider community; • Establishing and maintaining communication, rituals, the calendar and celebrations for young people and staff; • Lead the daily routines and activities of the school e.g. morning meetings, lunch, electives, outings, camps. • Develop and implement a school wide community contribution program that supports young people to contribute to the school community and local community. Support the programs in delivery of individual support plans for the most at-risk young people <p>Support the programs in delivery of individual support plans for the most at-risk young people</p> <ul style="list-style-type: none"> • Lead and/or co facilitate professional development sessions with staff members to implement a relational pedagogical approach to engaging young people in education. • working with and supporting the particularly vulnerable young people. • Participate in suicide postvention planning meetings and implementation if required. • Provide secondary consults to staff working with the most at-risk young people. • Participate in Student Support Group meetings for young people as requested by the relevant Program Director or Campus Principal <p>Enrolments</p> <ul style="list-style-type: none"> • Ensure that appropriate program procedures and processes are in place in relation to the health and wellbeing of young people. • Ensure that all new enrolments are enrolled as per specified processes. • Organise ongoing support for new enrolments until such young people are comfortable with the school environment or the role can be handed over to other school staff. Develop and coordinate services to enhance program provision within the school <p>Develop and coordinate services to enhance program provision within the school</p> <ul style="list-style-type: none"> • Support development services.
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	<ul style="list-style-type: none"> • Develop, support and coordinate a volunteer program within the Program. • Develop, support and coordinate university student placements within the Program. • Contribute to ensuring progression and effective achievement tracking for young people • Contribute to best practice trauma informed pedagogical practices
Leadership Supervision	<p>Team participation/multidisciplinary practice</p> <ul style="list-style-type: none"> • Develops and lead a culture of professional supervision • Participates in performance reviews and support processes for staff • Support employees in their professional development through informal and formal processes • Leading regular whole team reflective practice sessions including daily staff debrief. <p>Staff supervision, support, and professional development</p> <ul style="list-style-type: none"> • Lead regular reflective practice sessions • Provide leadership on Operation By Principles practice across the campus • Support new staff induction processes as required, ensuring all new staff are provided the appropriate training including trauma-informed practice, and training in the Operations By Principles framework • Participates in regular professional supervision meetings with your nominated supervisor • Participates in professional development activities relevant to the school program and personal growth in the work. <p>Administration Management</p> <ul style="list-style-type: none"> • Understanding of the VCAA requirements for delivery, recording and reporting on VCE VM and VPC. • Understand and implement VASS deadlines and administrative timelines. • Prepare a fortnightly report – data – how the stream is progressing. • Lead regular stream and teaching and learning or wellbeing meetings. Lead whole staff briefings, staff meetings and gatherings when required. • Ensure high rates of school attendance by monitoring attendance data and when required work with staff to formulate innovative approaches to increase attendance. Monitor stream budget. • Facilitate or co-facilitate performance management process.
General	<ul style="list-style-type: none"> • Facilitate, guide and support the process of submitting the Nationally Consistent Collection of Data (NCCD) each year, with key stakeholders • Ensure new teaching staff are provided with the required training, support and supervision to enable them to be competent in the delivery of all relevant curriculums including the Victorian Curriculum years 7 to 10 and the Victorian Certificate of Education, Vocational Major.
Other	<ul style="list-style-type: none"> • Carry out duties and tasks that may be reasonably assigned by the Campus Principal or school leadership from time to time. • All staff are expected to implement self-care strategies, and access organisational staff supports wherever needed.

Key Selection Criteria and Requirements

Qualifications	<ul style="list-style-type: none"> Tertiary Qualifications at the Degree level in Education
Knowledge and Experience	<p>List the experience required for the role in the following format</p> <ul style="list-style-type: none"> 3 years' experience in a similar role
Capabilities	<ul style="list-style-type: none"> Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty. Well-developed understanding of the developmental needs of young people from a disadvantaged or disengaged perspective. Excellent time management and organisational skills and the ability to work to deadlines. Experience and confidence when engaging with parents, and competent in managing complex situations. Strong knowledge of and a commitment to best practice delivery of curriculum Well-developed written and verbal communication skills. Ability and willingness to travel to school sites and attend professional development as required. Resilient and able to develop resilience in others with a high level of emotional intelligence. Demonstrated leadership experience in staff support, development and professional supervision in education within collaborative multidisciplinary team settings. This should include experience in facilitating reflective practice sessions for staff and critical incident debriefs for staff. Collaborative team player with the ability to build quality working relationships. A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity.
Probity checks and Certification	<ul style="list-style-type: none"> Hold a current Victorian Institute of Teaching (VIT) registration, or ability to obtain. Hold appropriate Australian Work Rights. Valid First Aid Certificate or willingness to obtain. Valid Australian Driver's Licence and willingness to drive school vehicles when required.
Physical Requirements	<ul style="list-style-type: none"> This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability. Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.