

## Program Director – Teaching & Learning

### Position Details

<b>Position title:</b>	Program Director – Teaching & Learning
<b>Reports to (position title):</b>	Deputy Principal
<b>Direct reports:</b>	Yes
<b>Organisation:</b>	Saints College, North Melbourne
<b>Contract tenure:</b>	Teacher contract with position of leadership up to July 2027
<b>FTE:</b>	Full time (1.0 FTE)
<b>Expected level of contact with Children:</b> <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
<b>Location:</b>	North Melbourne VIC
<b>Approved:</b>	February 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 – Teaching & Learning is responsible for the provision of best practice teaching and learning strategies across the campus. This includes provision of elective subjects and extracurricular student engagement activities that are delivered in accordance with relevant external and internal standards.

The Program Director – Teaching & Learning provides leadership to the Teachers and the young people, working collaboratively with the Campus Principal and school leadership. This position includes:

- Planning, preparation and delivery of effective onsite 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 and planning to the establishment and maintenance of a supportive school environment; and
- 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:

<b>Operation by Principles</b>	<ul style="list-style-type: none"> <li>• Model best practice in Operation by Principles and other key practices as articulated in the practice Framework.</li> </ul>
<b>Child Safety and Compliance</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• All employees must adhere to Saints College and EREA Victorian Schools Limited policies and procedures and where applicable EREA frameworks and policies.</li> </ul> <p><b>Child Safety Obligations</b> All employees must adhere to the following:</p> <ul style="list-style-type: none"> <li>• Saints College’s Policies and Procedures implemented as part of compliance with <a href="#">Ministerial Order 1359: Implementing the Child Safe Standards – Managing the risk of child abuse in schools</a></li> <li>• EREA’s Code of Conduct</li> <li>• 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’.</li> </ul>
<b>Teaching &amp; Learning Compliance</b>	<p><b>Curriculum and Assessment</b></p> <ul style="list-style-type: none"> <li>• Focus on the implementation of the Teaching and Learning Framework.</li> <li>• Work with teaching and learning leaders to develop and implement an integrated curriculum that is focused on relevant, meaningful learning outcomes for all young people aligned with aligned with Victorian Curriculum (VC) and VC 2.0, Victorian Certificate of Education, Vocational Major (VCE VM), and the Victorian Pathways Certificate (VPC), including a focus on appropriate learning pathways for young people.</li> <li>• Ensure the accurate recording of learning achievements, progress, and assessments in accordance with VCAA requirements. Manage the timelines for recording and reporting, including VASS.</li> <li>• Lead the delivery of electives and engagement lessons in a manner that is consistent to relevant external and internal standards and requirements including:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Develop, organise and deliver a range of extracurricular school engagement activities designed to entice young people to attend the school;</li> <li>○ Consult with young people each term to gain feedback about the relevance of current extracurricular activities and suggestions for additional activities.</li> </ul> <p><b>Inclusive Education</b></p> <ul style="list-style-type: none"> <li>● Focus on ensuring teachers, youth workers and education support staff understand how to identify, record and implement adjustments to support young people who have a disability to experience equal opportunities in learning.</li> <li>● Work with the leadership team and staff to ensure all Student Support Group Meetings are completed each term and Personal Learning Plans (PLP) are completed to a high standard.</li> </ul> <p><b>Compliance</b></p> <ul style="list-style-type: none"> <li>● Facilitate and guide the process of accurately recording and submitting the Nationally Consistent Collection of Data (NCCD) each year, alongside relevant program leaders and teaching and learning leaders.</li> </ul>
<p><b>Teaching and Learning, professional development</b></p>	<ul style="list-style-type: none"> <li>● Focus on promoting and supporting the development of best trauma informed pedagogical practices through observations, professional development and support.</li> <li>● Lead Professional Learning Communities (PLC's) in collaboration with other Teaching and Learning Leaders to improve education opportunities for young people.</li> <li>● 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 and the Victorian Certificate of Education, Vocational Major. In addition, support new staff induction processes as required, ensuring all new staff are provided with the appropriate training including trauma-informed practice, and training in the Operation by Principles framework.</li> <li>● Participates in professional development activities relevant to the school program and personal growth in the work.</li> </ul>
<p><b>Leadership, staff supervision and support</b></p>	<ul style="list-style-type: none"> <li>● Lead a stream of teachers/elective staff and education support staff. Providing high quality supervision for all direct reports and other staff, as required.</li> <li>● Lead regular Teaching and Learning meetings with Teaching and Learning Leaders.</li> <li>● Lead regular whole team reflective practice sessions including daily staff debrief.</li> <li>● Provide leadership on Operation By Principles practice across the campus.</li> <li>● Participate in regular professional supervision meetings with your nominated supervisor.</li> <li>● Participates in professional development activities relevant to the school program and personal growth in the work.</li> <li>● Ensure that all Safety W/OHS and general school procedures and protocols are followed.</li> </ul>
<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>● Carry out duties and tasks that may be reasonably assigned by the Campus Principal or school leadership from time to time.</li> <li>● All staff are expected to implement self-care strategies, and access organisational staff supports wherever needed.</li> </ul>

**Key Selection Criteria and Requirements**

<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Relevant Tertiary Qualifications.</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• 3 years of experience in a similar role.</li> </ul>
<b>Capabilities</b>	<ul style="list-style-type: none"> <li>• Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty.</li> <li>• Well-developed understanding of the developmental needs of young people from a disadvantaged or disengaged perspective.</li> <li>• Excellent time management and organisational skills and the ability to work to deadlines.</li> <li>• Experience and confidence when engaging with parents, and competent in managing complex situations.</li> <li>• Strong knowledge of and a commitment to best practice delivery of curriculum</li> <li>• Well-developed written and verbal communication skills.</li> <li>• Resilient and able to develop resilience in others with a high level of emotional intelligence.</li> <li>• 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.</li> <li>• Collaborative team player with the ability to build quality working relationships.</li> <li>• A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity.</li> <li>• Ability and willingness to travel to school sites and attend professional development as required.</li> </ul>
<b>Probity checks and Certification</b>	<ul style="list-style-type: none"> <li>• Hold a current Victorian Institute of Teaching (VIT) registration, or ability to obtain.</li> <li>• Hold appropriate Australian Work Rights.</li> <li>• Valid First Aid Certificate or willingness to obtain.</li> <li>• Valid Australian Driver's Licence and willingness to drive school vehicles when required.</li> </ul>
<b>Physical Requirements</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.</li> <li>• This role may require travel to sites and other locations.</li> </ul>