



# Curriculum Leader

## JOB DESCRIPTION

**Reports to:** Deputy Head of Senior School (Teaching and Learning)

**Department:** Senior School

## Position Summary

Curriculum Leaders are responsible for the teaching and learning in their learning area. In line with the Australian Professional Standards for Teachers, Curriculum Leaders will be held accountable for their professional knowledge, professional practice, and professional engagement.

## Essential Criteria

### Education and training

- Bachelor's Degree or higher tertiary qualification with a Diploma of Education or Bachelor of Education
- Registration with the Teacher Registration Board of Western Australia

### Core competencies (knowledge, skills, and experience)

#### *Technical*

- Demonstrated ability to model exemplary pedagogical practice and administer, lead, and positively influence their team members
- Strong content knowledge with ability to improve teaching programs and strategies

#### *Human relations*

- Ability to lead, administer and positively influence team members to continuously seek improvement
- Ability to create an environment that empowers staff to manage their own wellbeing through ensuring an open, welcoming atmosphere, initiating regular constructive discussions, and leading by example
- Ability to recruit, induct and develop appropriate staff to ensure delivery of the highest standard of teaching and professional practice whilst embracing the Vision, Mission, and Values of the College

### Additional requirements and values

- Positive outlook with the willingness to become involved in Scotch College life
- Demonstrated ability to embrace Scotch College Values of Service, Integrity & Stewardship underpinned by the values of the Uniting Church in Australia (UCA); in particular the UCA Charter of Education
- Demonstrated ability to abide by organisational Health & Safety Policy, Procedures & Guideline
- Recognising that Scotch College is a Child Safe Organisation, upholding the College community's commitment to a shared culture of child safety

## Desirable Criteria

- Postgraduate qualifications in a related field

## Core Responsibilities and Tasks

### Professional Knowledge

- A Curriculum Leader must model exemplary pedagogical practice and administer, lead, and positively influence their team members to ensure they also exhibit exemplary pedagogical practice
- Know Students and how they learn
  - Exemplary classroom practice is modelled
  - A repertoire of teaching strategies to suit the physical, social, and intellectual development and characteristics of all students is implemented
  - Research and evidence about how students learn is used to evaluate and improve the effectiveness of teaching programs
  - Models for self-reflection and colleague evaluation through observation are introduced and encouraged to foster ongoing teacher growth and learning
  - Programs are differentiated appropriately for the specific learning needs of students across the full range of abilities using student assessment data consistently across all student levels
  - Teaching programs that support the engagement, participation and learning of all students, including those who require significant support from Academic Support and those at the gifted and talented levels are developed and implemented
- Know the content and how to teach it
  - Initiatives within learning areas are used to evaluate and improve knowledge of content, teaching programs and teaching strategies
  - The curriculum is selected and sequenced into coherently organised learning and teaching programs and is enhanced and improved through the introduction of specific initiatives
  - Comprehensive knowledge of the IBDP, Western Australian and Australian curriculum, assessment, and reporting requirements are demonstrated in all learning and teaching programs
  - Innovative practice is demonstrated in the selection and organisation of content and delivery of learning and teaching programs
  - ICT is used to redefine pedagogy, make content inclusive, relevant and meaningful

### Professional Practice

- A Curriculum Leader must model, lead, administer and positively influence the professional practice, learning area culture, actions, and reflections of their team members.
- Professional Management
  - All staff are informed and equipped to provide quality learning and teaching
  - All curriculum documentation incorporates policies pertaining to the Australian Curriculum, MYP, DP, SCSA and the College
  - Learning area budgets are prepared, managed efficiently, and are not exceeded
  - Physical resources relevant to the Learning Area are maintained at high level and where relevant remain compliant to statutory requirements
  - Timetables, classroom allocations and staff/student movements are coordinated with the Curriculum Administrator in an efficient and timely manner

- New staff are effectively recruited, inducted, developed, and mentored
- Effective teaching and training planned and implemented
  - Students pursue challenging goals in all aspects of their education in response to teacher and curriculum leadership
  - The effectiveness of learning and teaching programs are planned, implemented, and reviewed collaboratively
  - Student centered approaches to reviewing and modifying pedagogy is a learning area priority.
  - A wide range of pedagogical resources, including ICT, are used by teachers within or beyond the school
  - Inclusive verbal and non-verbal communication is used by all staff
  - Teaching and learning programs are reviewed regularly using multiple sources of evidence including student assessment data, curriculum documents, moderation, teaching practices and feedback from students, colleagues, and parents/carers
- A supportive and safe learning environment is created and maintained
  - Effective classroom management and promoting student responsibility for learning is used to maintain a quality learning environment
- Assess, provide feedback and report on student learning
  - A comprehensive range of assessment strategies to diagnose learning needs and comply with curriculum requirements is developed and used by all staff
  - Teachers apply a range of timely, effective, and appropriate feedback strategies
  - Student performance and program evaluation, using internal and external student assessment data, is coordinated with the Director of Teaching and Learning and the Heads of House to improve teaching practice
- Teachers construct accurate, informative, and timely reports to students and parents/carers about student learning and achievement

### **Professional Engagement**

- A Curriculum Leader must model a commitment to professional learning and lead, administer and positively influence their team members to continuously seek improvement. This professional engagement includes the broader local and global community
- Engage in professional learning
  - The learning needs of teachers and pre-service teachers are met through planned personal professional development
  - Collaborative relationships are developed that expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers
  - Professional dialogue exists within the learning area, school and/or professional learning committee that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students
  - High-quality professional learning opportunities exist for colleagues that focus on improved student learning
- Colleagues, parents/carers, and the community are engaged professionally
  - Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues, and the community
  - Teachers comply with and understand existing and new legislative, administrative, organisational, and professional responsibilities
  - Communications with parents/carers about their children's learning and wellbeing is responsive and professional
  - Links with professional networks and associations and the wider community are developed and used to improve teaching and learning

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**This job description is intended as a guideline to illustrate the main job responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Manager's discretion. Employees may also be required to undertake other reasonable duties as directed.**

Updated 2/10/2025