



# Director of Senior Pathways

<b>Title</b>	Director of Senior Pathways
<b>Classification</b>	Full Time (Ongoing) – Teaching
<b>Tenure</b>	3 Year Position of Leadership (2027 – 2029)
<b>POL Level</b>	POL 4
<b>Time Release</b>	20 x 70-minute periods
<b>Category</b>	Teaching Staff
<b>Key Reports</b>	Deputy Principal Learning and Teaching
<b>Award</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Membership</b>	Learning and Teaching Team Curriculum Leadership Team

## Purpose of the Position

The Director of Student Pathways is responsible to, and will work collaboratively with, the Deputy Principal Learning and Teaching for the leadership and strategic oversight of senior learning pathways across Years 7–12, in accordance with Catholic Regional College Caroline Springs policies and procedures. The Director of Student Pathways will develop, design and drive coherent and future-focused systems that strengthen senior curriculum leadership, pathways planning, careers education and transition processes, ensuring students experience meaningful and successful learning journeys.

The Director provides leadership and direction to the VCE Coordinator, Applied Learning Coordinator and Careers Advisor, as well as teachers involved in senior programs, building their capacity to deliver high-quality curriculum, assessment and guidance that supports students to make informed decisions about their future. The role has overarching responsibility to enhance the College's Learning and Teaching program through effective pathways and careers education, strengthened family partnerships and the development of systems that ensure clarity, consistency and accountability in assessment, compliance and quality assurance.

As a member of the College staff, the Director Senior Pathways will promote and uphold the Catholic values of the College and present a positive and appropriate public profile. The Director Senior Pathways will actively participate in the implementation of the College vision and mission statement and be guided by the College motto of 'Live Fully Act Justly'.

## Key Contacts

- VCE Coordinator
- Applied Learning Coordinator
- Careers Advisor
- VASS Coordinator
- Learning Area Leaders



- Year Level Leaders
- Head of School – Senior.

## Key Roles and Responsibilities

The Director Senior Pathways will be responsible for:

### Senior Curriculum Leadership

- leading a whole-school approach for the design, coherence and continuous improvement of senior programs (e.g. VCE, VCEVM, VPP, VET), ensuring alignment with College vision and emerging pathways
- strengthening the quality, consistency and coherence of senior curriculum delivery, assessment practices and program documentation
- developing systems that enable clarity, accountability and excellence in senior program structures, subject offerings and student progression
- driving collaborative leadership with Key Reports to enact a shared vision for senior learning
- building staff capacity in senior curriculum, assessment integrity and student guidance through coaching and professional learning
- monitoring and evaluating emerging senior curriculum developments and certificates to ensure the College remains responsive, future-ready and strategically positioned for evolving student pathway
- designing and implementing senior curriculum innovations that broaden student access to diverse, high-quality pathways.

### Pathways, Careers and Transitions

- Fostering a culture where every student is known, supported and challenged to pursue meaningful senior pathways aligned with their strengths and aspirations
- leading the development of a coherent Years 7–12 careers and pathways curriculum informed by best practice and future-focused learning
- strengthening transition processes including subject selection, headstart programs, pathway counselling and movement between senior certificates
- ensuring high-quality careers guidance through coordinated careers counselling, work experience and partnerships with external organisations
- translating strategic priorities into effective programs that broaden student access to diverse and future-ready learning opportunities.

### Assessment, Compliance and Quality Assurance

- Ensuring clarity, consistency and accountability in all senior assessment processes, including authentication, moderation, special provisions and VCAA requirements
- driving continuous improvement in assessment design, reporting practices and data use to enhance student achievement, teaching practice and program quality
- developing and oversee systems for accurate VASS data, compliance documentation, audits, study design updates and communication with stakeholders



- strengthening evidence-based decision-making through effective use of senior data sets, student progress monitoring and early identification of students at risk
- promoting excellence, equity and high expectations in all senior assessment and certification processes to support successful student completion
- designing, developing and implementing College-wide exam programs across Years 7–12, including scheduling, supervision models, integrity processes and communication with staff, students and families.
- leading the continuous improvement of exam structures to ensure they remain contemporary, equitable and aligned with emerging senior curriculum requirements.

### **Learning Partnerships**

- Designing and implementing student–parent–teacher interviews and student-led conferences that promote meaningful, data-informed conversations about learning progress, pathways and student agency
- developing future-focused models for reporting conversations that strengthen student ownership of learning and family engagement.

### **Student Achievement and Recognition**

- Designing, developing and implementing College-wide student recognition and awards processes that celebrate academic achievement, growth and excellence across Years 7–12.
- leading innovation in recognition systems to ensure awards reflect contemporary understandings of student success, effort and contribution.

### **General Qualifications**

- Full VIT Registration
- Master of Education and/or Leadership, or equivalent (advantageous)
- Accreditation to Teach in a Catholic School (advantageous)
- Accreditation to Teach Religious Education and/or Lead in a Catholic School (advantageous).

### **Experience, Knowledge and Skills**

- Assist teachers, drawing from the appraisal processes, with classroom teaching practice, including the use of an appropriate repertoire of learning and teaching strategies, with a focus on continual improvement and high expectations in student learning outcomes
- Model evidence-based teaching and learning practice and demonstrate a commitment to achieving excellence
- Actively support Curriculum Leadership Team, Learning and Teaching Team, School Improvement Plan, Annual Action Plan and MACS initiatives
- Align with the Vision for Instruction
- Make recommendations and contribute to Learning and Teaching Team discussions



- Analyse learning and teaching programs at Years 7-12 and review annual course submissions by Learning Area Leaders and subject teachers
- Support a culture of excellence by acknowledging student achievement and excellence
- Provide leadership in and contribute to developing staff capacity in ICT, AI, ISTE, digital learning and literacy, including modelling exemplar practice
- Contribute to curriculum documentation and policy review and creation, as recommended by the policy review schedule, including the ARSC, SIP and AAP
- Contribute to the College transition process including transition assemblies, course advisor's workshops, course advice days and parent information nights
- Lead Learning and Teaching professional learning
- Assist in the management of the College Learning Management System
- Engage in data analysis and lead appropriate initiatives
- Other duties as required by the Principal.

## Child Safety

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Have a clear understanding of Ministerial Order 1359 on Child Safety as it relates to the College's Code of Conduct, policies, procedures and practice
- Have a sound understanding of the eleven child-safe standards
- Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Provide students with a child-safe environment
- Uphold a zero-tolerance attitude towards child abuse
- Ensure cultural safety for Aboriginal children and children from culturally and/or linguistically diverse backgrounds
- Provide a safe and accessible environment for children with a disability
- Implement strategies that promote a healthy and positive learning environment.

## Key Selection Criteria

1. The capacity to provide leadership that is characterised by a commitment to the Catholic Faith and our College motto *Live Fully Act Justly*
2. A proven capacity to provide leadership that is characterised by a strong desire for continuous improvement, lateral thinking and innovation
3. A clear vision for the development of senior 7-12 programs
4. An ability to work collaboratively and facilitate dynamic teamwork
5. Demonstrated capacity to lead strategic and operational improvement across senior pathways programs, strengthening their coherence and quality, to ensure every student is known, supported and challenged to achieve success



6. Demonstrated knowledge and ability to develop systems that ensure clarity, consistency and accountability in senior programs to drive continuous improvement
7. Demonstrated knowledge of VCAA compliance, assessment, reporting, examinations, VASS processes, special provisions and data-informed monitoring to support successful senior secondary outcomes
8. Proven success as an exemplary teacher.

## **Final Statement**

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other tasks, not specifically stated, and the Principal may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the College.