



# Mathematics Learning Area Leader

<b>Title</b>	Mathematics Learning Area Leader
<b>Classification</b>	Full Time (Ongoing) – Teaching
<b>Tenure</b>	3 Year Position of Leadership (2027 – 2029)
<b>POL Level</b>	POL 3
<b>Time Release</b>	10 x 70-minute periods
<b>Category</b>	Teaching Staff
<b>Key Reports</b>	Deputy Principal Learning and Teaching Director of Curriculum and Pedagogy Director of Senior Pathways Director of Learning Diversity
<b>Award</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Membership</b>	Curriculum Leadership Team Mathematics Learning Area

## Purpose of the Position

The Mathematics Learning Area Leader will be an expert reference for staff, students and families in the curriculum, pedagogy and assessment of the Mathematics Learning Area. The Leader will possess deep knowledge of the Victorian Curriculum 2.0, VCE and curriculum expectations across a 7–12 school, enabling them to lead curriculum development and strategic direction with confidence and clarity. They will support high-quality teaching practice through contemporary, evidence-informed pedagogy aligned with the MACS' Vision for Instruction and will serve as the initial point of contact for Mathematics-related curriculum, assessment, teaching and student learning matters, ensuring timely, professional and collaborative resolution.

Student learning, growth and engagement will remain central to all Mathematics Learning Area decisions, with the Leader actively supporting staff development, assessment integrity and data-informed practice. The Mathematics Learning Area Leader will work closely with the Director of Curriculum & Pedagogy to implement whole-school priorities, contribute to cross-curricular initiatives, and ensure that Mathematics curriculum, assessment and documentation meet College and sector requirements.

As a member of the College staff, the Mathematics Learning Area Leader will promote and uphold the Catholic values of the College and present a positive and appropriate public profile. The Mathematics Learning Area Leader 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
- Teachers.

## Key Roles and Responsibilities

The Mathematics Learning Area Leader will be responsible for:

### Curriculum Leadership and Strategic Direction

- Providing a vision for and leadership in a quality educational program consistent with transformation and innovation
- working with the Curriculum Leadership Team and Learning Area staff to develop curriculum and assessment based on best practice and research
- overseeing the development and actioning of a Learning Area strategic plan in cooperation with the Director of Curriculum & Pedagogy.

### Pedagogy, Assessment and Reporting

- Developing teaching and assessment practices aligned with the Vision for Instruction and MACS Strategic Curriculum Directions
- working with Directors to design, implement and evaluate learning programs aligned with MTSS, SIP/AAP and sector requirements
- overseeing Assessment and Reporting compliance for the Learning Area
- leading and supporting assessment and integrity processes to ensure consistency and fairness, including authentication and moderation
- developing teaching and assessment practices that incorporate the Victorian Curriculum F–10 Version 2.0 Capabilities, Cross-curriculum Priorities and Foundational Skills
- overseeing Learning Area curriculum mapping and auditing across Victorian Curriculum 2.0, VCE, including publication of courses, timelines, rubrics and resources
- contributing to the College Curriculum Handbook and ensuring documentation is accurate and current.

### Staff Leadership, Development and Wellbeing

- Supporting the induction of new staff into the Learning Area
- conducting appraisal meetings and providing ongoing coaching, modelling and informal feedback
- supporting early career teachers and pre-service teachers
- advising on professional learning, excursions and subject-specific opportunities
- supporting staff wellbeing and sustainable workload practices.



## **Student Learning, Engagement and Enrichment**

- Identifying student learning needs using data to inform curriculum and assessment adjustments
- supporting extension, enrichment and intervention opportunities
- leading initiatives that enhance visibility, engagement and participation in subject-specific programs
- overseeing Learning Area-based co-curricular activities with Learning Area staff.

## **Data-Informed Practice**

- Being data informed by monitoring trends (SEQTA marksbook, PIVOT, VCAA results, EMS requests) and adjusting curriculum or professional learning accordingly

## **Collaboration and Communication**

- Collaborating with the VCE Coordinator, Applied Learning Coordinator and Careers Advisor to support subject selection, pathways alignment and curriculum continuity
- responding to subject-specific parent enquiries
- contributing subject-specific information to parent evenings.

## **Administration, Resources and Compliance**

- Chairing Learning Area meetings and ensuring timely rescheduling when required
- overseeing the Learning Area budget, digital tools, subscriptions and subject-specific resources
- managing digital tools, licensing and subject-specific equipment
- ensuring compliance with sector requirements and College policies.

## **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 best 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 Curriculum Leadership Team discussions



- Analyse learning and teaching programs at Year 7-12 and submit and review annual course submissions
- Support a culture of excellence by acknowledging student achievement and excellence.
- Provide leadership in and contribute to developing staff capacity in ICT and digital learning and literacy, including modelling exemplar practice.
- Contribute to curriculum policy review and creation, as recommended by the policy review schedule
- Communicate and lead Learning Area initiatives by sharing them with stakeholders (eg via communal homerooms with students, morning briefings with staff and the newsletter with parents/carers)
- Contribute to the College transition process including transition assemblies, course advisor's workshops, course advice days and parent information nights.
- 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 Mathematics at the College
4. An ability to work collaboratively and facilitate dynamic teamwork
5. Demonstrated understanding of contemporary evidence-informed pedagogy and the capacity to embed these approaches within classroom practice
6. Demonstrated capacity to lead curriculum, pedagogy and assessment across Years 7–12 through evidence-informed practice, high-quality instructional leadership and alignment with Victorian Curriculum 2.0, VCE and College priorities.



7. Demonstrated ability to lead and support staff through effective coaching, induction, collaboration, communication and data-informed decision-making that enhances teaching practice, student learning and Learning Area performance.
8. Proven ability to manage team matters proactively, with professionalism and discernment, when required.
9. 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.