

Position Description

7-12 Learning Leader – HASS

Classification: Position of Additional Responsibility

PAR Allocation 3 Leadership Points

Lesson Allocation 5 Lessons Per Week

Position Details

Purpose

The Learning Leader - HASS is responsible for providing strategic and operational leadership for the Learning Area, ensuring the development, delivery, and review of a high-quality, compliant, and progressive curriculum from Years 7-12. This role involves coaching and mentoring staff to enhance teaching excellence and professional practice, coordinating consistent assessment and moderation processes, and managing the administration, resources, and budget necessary for the effective and efficient functioning of the Learning Area. Crucially, the Learning Leader ensures alignment with College goals and external regulatory frameworks while actively supporting student engagement and progression, including those who are at-risk or high-achieving.

Reporting & Working Relationships

(R = Report To, M = Manage, D = Take Direction From, P = Provide Direction To, W = Work Closely With)

Position	Relationship
R-12 Director of Teaching & Learning	R
7-12 Teaching & Learning Leader	D, W
R-6 Teaching & Learning Leader	W
SACE Coordinator	W
Learning Leaders	W
Teachers	P

Special Conditions

- This role is a Position of Additional Responsibility and only available to a Middle & Senior School Teacher employed at the College.

Key Result Areas

1. Curriculum, Pedagogy, and Assessment

This KRA focuses on providing a structured, knowledge-rich curriculum supported by high expectations and systematic skill development; using evidence-based, cognitively informed teaching practices to promote deep learning; and implementing an effective assessment program that delivers timely, valid data to monitor progress and guide ongoing teaching and learning.

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- 1.1 Curriculum Alignment: Ensure that SACE and ACARA curriculum requirements, pedagogy, and assessment are explicitly represented in teaching and learning programs.
- 1.2 Program Development: Support teachers to develop programs/unit plans that reflect a knowledge-rich, high expectation curriculum, enabling deep learning inclusive of all learners.
- 1.3 Differentiated Practice: Support staff in quality differentiated teaching practices.
- 1.4 R-12 Curriculum Progression: Lead teachers to establish processes and documentation that ensures alignment and progression of ACARA and SACE HASS curriculum across 7-12.
- 1.5 Equitable Learning Opportunities: Ensure that the detail of the curriculum in programs/unit plans is responsive to the needs and contexts of all learners, so that there are equitable learning opportunities for all students, with multiple opportunities for students to learn challenging content.
- 1.6 Digital Technology Integration: Enable the use of effective digital technologies to enhance teaching and learning.
- 1.7 Evidence-Based Strategies: Support teachers to collaboratively embed effective, evidence-based teaching and learning strategies.
- 1.8 Pedagogical Refinement: Support teachers to refine their pedagogical practice through processes such as expert modelling, observation, and feedback, drawing on the use of evidence of student learning.
- 1.9 Assessment Program Development: Support teachers to develop a program of regular assessments for formative and summative purposes that is regularly reviewed to ensure it sets high expectations of achievement and aligns clearly with the prescribed curriculum and the learning of students.
- 1.10 Data Interpretation and Use: Ensure that teachers regularly collect and interpret assessment data, analyse it for learning impact, and use identified gaps to inform teaching decisions.
- 1.11 Moderation Practice Oversight: Oversee effective practice in the moderation of students' work.
- 1.12 Academic Risk Support: Support students at academic risk within the Learning Area.

2. Staff Leadership and Professional Growth

This KRA focuses on building teachers' capacity to improve student learning through a culture of continuous professional development, the embedded use of data and research evidence, and collaborative practices that monitor and strengthen the impact of teaching on student learning and wellbeing.

- 2.1. Professional Learning Sourcing: Source and make available professional learning for self and teachers based on evidence of student and teacher needs.
- 2.2. Strategic Alignment of PL: Align staff professional learning with school with the College Strategic Directions.
- 2.3. Feedback and Impact Evaluation: Provide regular feedback to staff on their teaching practice and develop processes to collaboratively evaluate the impact of practice on student learning.

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- 2.4. Culture of Continuous Learning: Embed a culture of continuous professional learning where teachers collaborate to apply evidence-based teaching strategies, and new professional knowledge and skills to their teaching practice.
- 2.5. Data Literacy for Teaching: Support staff to access, collect and interpret a range of student data and research evidence to inform teaching decisions and evaluate learning progress and achievement, and wellbeing for individual students and student cohorts.
- 2.6. Collaborative Opportunities: Provide opportunities for teachers to engage in regular collaboration including through joint planning, development of assessment tools and moderation of assessment tasks.
- 2.7. High-Challenge Collaboration: Establish structures and processes to enable regular, high-trust and high-challenge collaboration between teachers, using these processes to support continuous improvement in teaching practice through collaborative professional inquiry.

3. Management

This KRA focuses on creating an inclusive environment that supports high-quality teaching and successful student learning; fostering strong relationships with students, families and the community to enhance learning and wellbeing; implementing policies and processes ethically and transparently; and strategically managing resources to meet diverse student needs and monitor their impact.

- 3.1. Inclusive Practice Modelling: Build an inclusive learning culture by modelling inclusive practice and building deep understanding of the diverse learning, social and behavioural needs of the full range of students.
- 3.2. High Expectations for Behaviour: Support teachers to have high expectations of student behaviour and to implement evidence-based practices for positively and proactively supporting respectful student behaviour through explicitly teaching expected behaviours.
- 3.3. Behaviour Management Strategies: Support teachers in using evidence-based behaviour management strategies and model their use.
- 3.4. Safe Environment Capacity Building: Strategically provide differentiated support to build the capacity of staff to create a safe, supportive and orderly learning environment, by identifying and leveraging teachers with expertise in behaviour management to collaboratively develop the capabilities of others.
- 3.5. Professional Conduct Expectations: Set high expectations of professional staff conduct and design support systems to assist staff to consistently meet those expectations.
- 3.6. Stakeholder Interaction Expectations: Set and maintain high expectations for staff interactions with students, parents/carers and the community to promote student learning and wellbeing.
- 3.7. Staff Mentoring: Mentor new staff and early career teachers in the Learning Area.
- 3.8. Performance Management: Use performance and development processes or where required performance management processes to scale up success and identify areas for staff improvement, in order to ensure their strategic development.
- 3.9. Efficient Meeting Leadership: Organise and lead efficient Learning Area meetings, communicating routine administrative items digitally, outside meeting times.
- 3.10. Targeted Resource Use: Interpret and use evidence to monitor students' needs and target resources towards evidence-based strategies to improve student progress and achievement.

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- 3.11. Additional Needs Resources: Ensure effective allocation of resources to support learners with additional needs.
- 3.12. Teaching Expertise Utilisation: Develop a culture in which teaching expertise is seen as a resource and is used to support collaborative improvement of teaching practice.

4. Strategic

This KRA focuses on using clear structures and collaborative procedures to determine goals, and develop, execute, monitor and evaluate plans for improving teaching and learning, and implementing the College Strategic Directions.

- 4.1. College Strategic Direction Implementation: Lead staff to collaboratively plan how to implement those aspects of the College Strategic Directions that lie within own area of responsibility.
- 4.2. Data-Informed Goal Setting: Lead team in using data to collaboratively identify goals and strategically plan to address student learning needs specific to own area of responsibility and not addressed by the College Strategic Directions.
- 4.3. Collective Responsibility: Encourage staff to take collective responsibility for the achievement of the College Strategic Directions and additional team goals within the Learning Area.
- 4.4. Sustaining Improvement: Lead staff to develop processes that will assist them in sustaining implementation of improvement strategies.
- 4.5. Systematic Implementation Guidance: Systematically guide teaching staff to implement the College Strategic Directions, providing feedback and prioritising collaborative support to staff who would benefit from additional assistance with implementation.
- 4.6. Reporting Progress and Challenges: Provide feedback to principal and other senior leaders about progress and challenges in meeting improvement goals.

5. Administration

This KRA focuses on implementing effective and streamlined administrative and record keeping systems and processes including through available technology.

- 5.1 Fit-for-Purpose Systems: Ensure Learning Area administrative and record keeping systems are fit for purpose.
- 5.2 Staff Record Keeping Support: Support staff to maintain accurate records, by ensuring they have the required skills to operate administrative systems and that they understand legislative and policy requirements.
- 5.3 Monitoring Consistency: Monitor consistency of implementation of processes and inquire respectfully into reasons for variable practice.
- 5.4 Budget and Finance Management: Prepare and manage the Learning Area budget (Budget Preparation), approving all expenditure and maintaining records of all purchases and funds available.
- 5.5 Resource Management and Inventory: Maintain an accurate inventory of Learning Area equipment, manage resources (including digital subscriptions, textbooks), and organising software for staff, consulting on pre-requisites for admission to courses and for sequential courses.

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- 5.6 Reporting and Representation: Represent the Learning Area at Learning Leader meetings and prepare an annual report outlining all aspects of work for the school year, including contributing to newsletter articles.
- 5.7 Policy Contribution and Compliance: Contribute to the generation and maintenance of policies and processes pertaining to the scope of the position and ensure all curriculum-relevant excursions and incursions are academically valid and comply with College guidelines.
- 5.8 Additional Duties: Undertake any other duties as requested and directed by the Director of Teaching & Learning to support the overall educational and administrative functions of the senior school.

6. Assessment, Data, and Reporting

This KRA focuses on coordinating assessment moderation and accurate reporting, using student performance data to inform teaching and curriculum decisions, and managing administrative duties, resources, budgets and representation to support the effective functioning of the Learning Area.

- 6.1. Moderation Coordination: Coordinate moderation meetings to ensure teachers have a common understanding of assessment standards and criteria, and lead moderation processes to ensure consistent grading and alignment with achievement standards.
- 6.2. Assessment Quality and Consistency: Moderate and report on the quality and consistency of authentic assessment in the Learning Area.
- 6.3. Exam and Assessment Review: Check and provide feedback on Years 10-12 exams, and design, edit, and coordinate common assessment tasks and exams across all year levels.
- 6.4. Data Analysis Leadership: Distribute assessment data and provide leadership for teachers to analyse the data to evaluate teaching strategies and assessment practices.
- 6.5. Learning and Assessment Plan Review: Check and review all Learning and Assessment Plans (LAPs) per semester.
- 6.6. Curriculum Course Evaluation: Use data to evaluate current courses and make recommendations for ongoing curriculum improvement.
- 6.7. Progress Recording System: Ensure a satisfactory system of recording student progress is maintained.
- 6.8. Assessment Scheduling: Oversee assessment scheduling, deadlines, and semester overviews.
- 6.9. Course Selection Assistance: Assist with course counselling and subject selection procedures where relevant, including presenting at elective presentations.
- 6.10. Parent Complaint Resolution: Resolve parent complaints and concerns related to the curriculum area.
- 6.11. Academic Awards: Coordinate Academic Award Nominations.

7. Learning Area Specific Responsibilities

This KRA covers specialised duties that require unique program administration or management and may vary significantly between Learning Areas.

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- 7.1. Australian Business Week: Oversee the development and implementation of the annual Australian Business Week program.

Selection Criteria

Experience & Knowledge

- High level specialist subject expertise relevant to the Learning Area.
- Extensive experience in curriculum design, mapping, and documentation for Years 7-12, demonstrating the ability to design and update curriculum documents in line with ACARA and SACE requirements.
- Demonstrated deep knowledge of Australian Curriculum and SACE frameworks to ensure compliance and consistency across year levels.
- Proven ability to develop new and innovative units and resources to meet evolving curriculum needs.
- Demonstrated successful experience in a formal leadership role involving the supervision, support, and performance management of staff, including addressing underperformance and complaints.
- Proven capacity for instructional coaching, mentoring and providing feedback on teaching practices through lesson observation.

Strong interpersonal and communication skills, including the ability to act as an effective liaison between executive leadership and the team, and to lead productive team meetings for collaborative planning.

APPLICATION PROCESS

Applicants with sufficient skills and experience are required to:

1. Write a cover letter of up to two pages, addressing the selection criteria;
2. Include a curriculum vitae; and
3. List three referees, one being a pastoral referee.

Applications that do not meet the above requirements will not be considered.

Applications should be addressed to the Head of People and Culture, Tatachilla Lutheran College and sent electronically to jobs@tatachilla.sa.edu.au

Applications close 9am, Tuesday 27 January 2026