

4. Proven capacity to build links between the school and its broader par

development and implementation of the Catholic Identity and Mission Domain of the School Improvement Plan

- Knowledge of and involvement in the development of the Strategic School Improvement Plan, co-construction of COSI documentation and maintenance of CART



--	--

- Ensuring staff incorporates key understandings

<p>effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills in Religious Education</p> <ul style="list-style-type: none"> • Conducting regular reviews of learning and teaching programs in Religious Education using multiple sources of evidence including: student assessment data, diocesan curriculum documents, teaching practices and feedback from clergy, parents/ carers, students and colleagues. This will also include leading processes to evaluate the effectiveness of the Religious Education teaching programs against Diocesan policies and the learning framework • Initiating contextually relevant processes to establish programs that involve parents/carers in the faith education of their children • Supporting, with the school executive and staff, wellbeing policies that are firmly based on current school and/or system, church, curriculum and legislative requirements • Modelling exemplary practice to support colleagues in applying a range of timely, effective and appropriate feedback strategies on student learning in Religious Education • Leading colleagues to evaluate student achievement using internal and external student assessment data to improve teaching practice in Religious Education • Evaluating and revising reporting and accountability mechanisms in Religious Education 	<ul style="list-style-type: none"> • Allocation of regular formation and professional development in formation for related theology and the Pedagogy of Encounter. • All teachers apply the Pedagogy of Encounter to the teaching and learning cycle. • Evidence of the Pedagogy of Encounter in teaching programs. • Clear understanding of the definition of Religious Literacy by all staff • Development and commitment by all staff to a Religious Literacy improvement framework. • Learning walks and talks undertaken in Religious Education lessons. • Case management where appropriate • Differentiation of learning and inquiry models • Improvement in Religious Literacy • Use of Tell then From Me data to inform decision making • Establishment of relationships with the Parish and Family Ministry Coordinators for the delivery of parent formation. • Inclusion of Religious Education in the production and implementation of clear, evidence based improvement plans and policies for the development of the school • Recognition and sharing of student and staff achievements • Evaluation evidence of quality teaching and learning programs, varied teaching and learning strategies to meet the needs of students
---	---

<p>Supporting the School Leadership Team through leading faculty colleagues and PLT meetings in collation, oversight, maintenance and critical analysis of a wide range of data sources to ensure strategic alignment and facilitate effective long-term change in the school</p>	<ul style="list-style-type: none"> • Supporting Faculty members in the analysis, recording and use of internal and external data to identify, learn from and improve student learning outcomes • Best practice in teaching and learning are evaluated, monitored and regularly shared at PLT meetings • Development of Data walls which include Religious Literacy, Accreditation and Formation pathways.

<p>dealings with students, colleagues and the community</p> <ul style="list-style-type: none"> • Taking a leadership role in professional and community networks, organisations and support the involvement of colleagues in external learning opportunities in Religious Education 	
--	--

<ul style="list-style-type: none"> • Effectively managing resources to contribute to improved learning outcomes • Development of a budget for Religious Education and the Catholic Identity of the School • Complying with government, legal, school and system policies and procedures to minimise risk; ensure compliance; and a strong safety culture • Maintaining effective systems for review and compliance processes • Contributing effectively to school and System Improvement priorities and key priorities relevant to own area of responsibility 	<ul style="list-style-type: none"> • Ensuring effective communication and implementation of system policies and procedures to minimise risk and build a strong safety culture • Working collaboratively with colleagues across the school to support and contribute to the school's strategic focus for learning and formation; and school improvement plan • Promotion of ecologically sound practices in the use of resources

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements may be required
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating, instructing and supervising students