



Melbourne Archdiocese
Catholic Schools



IONA
COLLEGE
GEE LONG



POSITIONS OF LEADERSHIP (POL) 2026 – 2027

POSITIONS OF LEADERSHIP

2026 - 2027

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SUMMARY OF POSITIONS OF LEADERSHIP (POL)

Positions of Leadership	POL	Time Allowance (PDS) (47 mins) Per Fortnight
Director of Culture and Strategy (Catholic Identity)	POL 6	30
Director of Culture and Strategy (Wellbeing)	POL 6	30
Director of Culture and Strategy (Learning)	POL 6	30
Head of Junior School Year 7 -9 (Student Management)	POL 4	30.9
Head of Senior School Year 10 -12 (Student Management)	POL 4	21.9
Head of NCCD	POL 4	30
Pedagogy and Curriculum Instructional Leader (Catholic Identity)	POL 3	20
Pedagogy and Curriculum Instructional Leader (Curriculum)	POL 3	20
Pedagogy and Curriculum Instructional Leader (E-Learning)	POL 3	20
Pedagogy and Curriculum Instructional Leader (Data)	POL 3	20
Pedagogy and Curriculum Instructional Leader (Reporting and Assessment)	POL 3	20
Pedagogy and Curriculum Instructional Leader (Learning Diversity)	POL 3	20
Head of Performing Arts	POL 3	17
College Timetabler	POL 3	25
Head of College Organisation	POL 3	35
Head of Student Voice and Agency	POL 2	12
VCE Leader	POL 2	15
VCE Vocational Major Learning Leader	POL 2	10
Year Level Wellbeing Leader (Year 7)	POL 2	28.7
Year Level Wellbeing Leader (Year 7)	POL 2	28.7
Year Level Wellbeing Leader (Year 8)	POL 2	26.5
Year Level Wellbeing Leader (Year 8)	POL 2	26.5
Year Level Wellbeing Leader (Year 9)	POL 2	22.1
Year Level Wellbeing Leader (Year 9)	POL 2	22.1
Year Level Wellbeing Leader (Year 10)	POL 2	22.1
Year Level Wellbeing Leader (Year 10)	POL 2	22.1
Year Level Wellbeing Leader (Year 11)	POL 2	19.3
Year Level Wellbeing Leader (Year 11)	POL 2	19.3
Year Level Wellbeing Leader (Year 12)	POL 2	13.3
Year Level Wellbeing Leader (Year 12)	POL 2	13.3
Head of Sport (A)	POL 2	16
Head of Sport (B)	POL 2	16
Head of Student Logistics	POL 1	10
Assistant Head of Catholic Identity (First Nations)	POL 1	5
Assistant Head of Catholic Identity (Justice and Liturgy)	POL 1	5

Positions of Leadership (Continued)	POL	Time Allowance (PDS) (47 mins) Per Fortnight
Year Level Learning Diversity Leader Case Manager (Year 7)	POL 1	22.5
Year Level Learning Diversity Leader Case Manager (Year 8)	POL 1	19.5
Year Level Learning Diversity Leader Case Manager (Year 9)	POL 1	19
Year Level Learning Diversity Leader Case Manager (Year 10)	POL 1	20.5
Year Level Learning Diversity Leader Case Manager (Year 11)	POL 1	17.5
Year Level Learning Diversity Leader Case Manager (Year 12)	POL 1	5.5
VIT Graduate Teacher and Pre-Service Teacher Mentor	POL 1	See description

POL Allowances (as of July 2025)			
POL 1	POL 2	POL 3	POL 4
\$3,133	\$6,326	\$9,629	\$13,018

Director of Culture and Strategy (Catholic Identity)

POL: 6

TIME RELEASE: 30 /periods per cycle^

TENURE:

2026-2027*

1. Position Description

The Director of Culture and Strategy (Catholic Identity) is a pivotal member of the College's Leadership Team, responsible for shaping, leading, and promoting the Catholic ethos across all aspects of College life. This senior leadership position plays a critical role in developing and implementing strategic policies and initiatives that cultivate a deep and authentic understanding of the College's Catholic identity.

In partnership with the Catholic Identity Team, the Director ensures the effective promotion and celebration of the College's faith life through liturgy, prayer, service, and formation. The role is integral to fostering an environment where students are encouraged to deepen their personal relationship with God, nurture right relationships with others, and grow in love for the Church. Rooted in Gospel values, the Director empowers the College community to work toward a more just and compassionate world.

This role also champions the College's core values - Compassion, Courage, Leadership, and Excellence by embedding them within a culture of respect and strategic planning. The Director provides vision and leadership in aligning the College's Catholic mission with the objectives outlined in the Annual Action Plan and School Improvement Plan, particularly in the areas of Catholic Identity and Religious Education in conjunction with the MACS strategic direction found in the Horizons of Hope Framework.

The ideal candidate will bring extensive leadership experience and formal qualifications in theology, religious education, or a related field, reflecting a deep commitment to the Catholic faith and the strategic capabilities required of a senior executive leader.

2. Duties and Responsibilities

Cultural Role

- Ensure that Catholic Identity is articulated across all areas of College operations.
- Look for new opportunities to embed Catholic identity into the operations of the College.
- Plan whole school liturgical events with the support of the Catholic Identity Team.
- Support the prayer life of the College providing daily prayers (on SIMON) and coordinate opportunities for prayer amongst the staff community of the College.
- Support the Assistant Head of Catholic Identity (First Nations) and the First Nations Officer to promote the First Nations story and relevant activities at Iona College.
- Support the Assistant Head of Catholic Identity (Justice and Liturgy) in seeking ways to promote whole school justice initiatives including the support of St Mary's school Uganda.
- In conjunction with the relevant Year level leaders plan the Retreat and reflection days for Year 11 and 12.
- Work on the continued establishment of appropriate Catholic Identity/First Nations symbolism, art and displays throughout the College.

- Promote a culture of sustainability inspired by Laudato Si, which supports co-curricular sustainability programs at Iona College.

Strategic Role

- Be an active member of the College Leadership Team and contribute positively towards the development of a positive culture and the successful achievement of the strategic intent of the College across all areas of College operations.
- Have a thorough understanding of and commitment to the development of the following in the context of Iona College Geelong.
 - The MACS 'Horizons of Hope Framework'.
 - School Improvement Framework (particularly the Religious Dimension and School Community Spheres).
 - MACS Identity and Growth policies and supports to ensure Iona College is creating a safe, nurturing and inclusive environment for all students.
- Development, implementation and evaluation of policy as it relates to the area of Catholic Identity in the school.
- Providing effective leadership in the development, implementation and evaluation of Catholic Identity programs for the College.
- Work with the Pedagogy and Curriculum Instructional Leader (Catholic Identity) to ensure that subject and curriculum offerings fulfill the strategic intent of the College and in line with Archdiocesan guidelines.
- Ensure that any fundraising requests and initiatives are approved and in line with the Catholic Identity focus of the College.

Relational Role

- Network with key leaders of Catholic Identity and Faith from other Catholic Colleges, MACS and other Church agencies.
- Connect with local clergy and parishes as required.
- Liaise with local parishes regarding youth involvement and the needs of the local Church.
- Network with Social Justice agencies and facilitate appropriate College support.
- Mentor and support staff as required on their personal faith journey.
- Assist with staff induction relating to Catholic Identity.
- Work with the Head of Senior School, the Head of Junior School and the Head of Student Voice and Agency to plan and support whole school gatherings such as school assemblies, celebrations (e.g. Graduation Assembly) and commemorations (e.g. ANZAC Day). Ensure that there is a Catholic Identity presence through prayer and reflection at these whole school gatherings.
- Support families by connecting them to the Catholic Identity of the College via regular contributions to the newsletter, the dissemination of information and invitations where appropriate.
- Look for opportunities to acknowledge and celebrate student success particularly in relation to Catholic Identity.

3. Key Performance Indicators (KPIs)

- Evidence of working to promote a positive Catholic Culture aligned with the College values (Compassion, Courage, Leadership, Excellence).
- Evidence of key faith-based initiatives being held each term.
- Evidence of the Catholic mission and values being embedded in the strategic direction of the College.
- Evidence of the completion of the documentation associated with the Annual Action Plan and School Improvement Plan.
- Evidence of leading staff in faith based initiatives and professional development opportunities including accreditation responsibilities.
- Evidence of actively promoting the MACS vision for Catholic Identity within the school via the Horizons of Hope framework.
- Evidence that a Catholic Identity lens is provided in relation to whole school activities.
- Evidence that feedback is sought and acted upon from the College Leadership Team and the Catholic Identity Team using formal and informal instruments.

4. College Commitments and Expectations

- Membership of the College Leadership Team.
- Chair of the Catholic Identity Team.
- Author of College Reflection in weekly Parent News.
- Compile the Catholic Identity Report to the School Advisory Council and Annual Report to the School Community.
- Member of the College Consultative Committee (when requested by the Principal).
- Provide a Catholic Identity report for the Annual College Magazine.
- Chair the planning committee for the Faith based Professional Development Day.
- Joint Chair of the Columba Day planning committee.
- Expected Attendance at:
 - MACS Catholic Identity/RE Network Meetings
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - Retreats and Reflection Days
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal
- Conduct Annual Review Meetings as directed.

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures. The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community. The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

POL holders Level 4 - 6 will be required to lead an appraisal process of allocated staff through an allocated ARM.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

This position attracts a POL 6 allowance and release time of 30 periods per two-week cycle.

^ Time release for this position is 30 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Director of Culture and Strategy (Wellbeing)

POL: 6 **TIME RELEASE: 30 /periods per cycle^**

TENURE: 2026-2027*

1. Position Description

The Director of Culture and Strategy (Wellbeing) is a senior leadership position at Iona College, reporting directly to the Principal and Deputy Principals. This role is central to shaping and leading the College's strategic direction in the areas of student wellbeing and school culture, in alignment with the Melbourne Archdiocese Catholic Schools (MACS) framework and the forthcoming MACS Vision for Engagement, to be launched in June 2025.

This position plays a pivotal role in fostering a respectful, compassionate, and inclusive environment that supports the holistic development of every student. With a strong emphasis on evidence-based practices, the Director is responsible for developing and implementing a whole-school wellbeing strategy that addresses student behaviour, mental health, social and emotional development, and academic engagement. By guiding a tiered system of support, the Director ensures that all students receive the appropriate level of care and intervention to help them flourish within a safe and predictable learning environment.

The Director works closely with the Head of Junior School, Head of Senior School, and Year Level Wellbeing Leaders, offering leadership and guidance in the consistent application of wellbeing frameworks across all year levels. This collaboration is aimed at cultivating resilience, personal responsibility, and a sense of purpose among students, in keeping with the Gospel and the College's core values of Compassion, Courage, Leadership, and Excellence.

As a strategic leader, the Director of Culture and Strategy (Wellbeing) is also responsible for ensuring that wellbeing initiatives are aligned with the College's Annual Action Plan and School Improvement Plan. This includes using data and evidence to evaluate the impact of wellbeing practices, supporting staff through targeted professional learning, and building a culture of continuous improvement. The role requires a forward-thinking leader who is capable of driving cultural change and creating a shared vision that places student wellbeing at the heart of the College's mission.

In recognition of its strategic importance, this role forms part of the College Leadership Team. As such, the Director contributes to the broader leadership and strategic planning of the College, ensuring that a culture of care, equity, and excellence is embedded across all aspects of school life. The successful candidate will possess leadership experience and qualifications commensurate with a senior position and demonstrate a strong commitment to the mission of Catholic education.

2. Duties and Responsibilities

Cultural Role

- Work closely with the Deputy Principal (Wellbeing) to ensure that wellbeing initiatives are part of the day-to-day operations of the College.
- Lead the integration of trauma-informed, restorative, and Social, Emotional Learning (SEL) / Positive Education practices into the school's ethos, policies, and daily routines to build a safe, inclusive, and supportive learning environment in line with the MACS Vision for Engagement.
- Be a strong voice and advocate for those members of the College community who are experiencing wellbeing challenges.

Strategic Role

- Ensure that the strategic intent behind the College Annual Action Plan and School Improvement Plan is carried out specifically in the wellbeing sphere.
- Be an active member of the College Leadership Team and contribute positively towards the development of a positive culture and the successful achievement of the strategic intent of the College across all areas of College operations.
- Design, implement, and evaluate tiered wellbeing programs that promote resilience, emotional regulation, mental health literacy, and positive relationships, including targeted support for students with complex needs or trauma histories.
- Coordinate and lead staff training in trauma-informed practice, restorative approaches, and Positive Education Principles to ensure consistent, relational, and proactive behaviour support across the school.
- Oversee the use of restorative dialogue and conferencing in response to conflict or harm, fostering accountability, repair, and reconnection among students and staff.
- Use wellbeing and engagement data (e.g. Pulse, social behaviour incidents, attendance, and student voice) to inform strategic planning, measure program impact, and support a cycle of continuous improvement.

Relational Role

- Work closely with the Deputy Principal (Wellbeing) on initiatives that enhance the wellbeing of all at the College.
- Provide wellbeing opportunities for the parent/carer community so that they are an active partner in the engagement of their young person in the life of the College.
- Ensure that there is active membership of MACS Wellbeing Committees and local network gatherings.
- Work with the Head of Senior School, the Head of Junior School and the Head of Student Voice and Agency to plan and support whole school gatherings such as school assemblies, celebrations (e.g. Graduation Assembly) and commemorations (e.g. ANZAC Day).
- Support the College Wellbeing Team in carrying out their initiatives that enhance wellbeing in the College.
- Support the College Counselling Team as they provide support to the student community in supporting their individual wellbeing.

3. Key Performance Indicators (KPIs)

- Evidence of working to promote a positive Catholic Culture aligned with the College values (Compassion, Courage, Leadership, Excellence).
- Evidence of a whole school strategy in relation to wellbeing aligned to the MACS Vision for Engagement 2025 (to be launched in June 2025).
- Evidence that wellbeing initiatives are in line with the College's strategic direction through the Annual Action Plan and School Improvement Plan.
- Evidence of the adoption of a tiered system of support multi-tiered system of support (MTSS) with clear protocols and procedures.
- Evidence from Melbourne Archdiocese Catholic Schools-School Improvement Surveys (MACSSIS), Pulse data of success in the improvement of wellbeing key indicators.
- Evidence that wellbeing data sets are being used to enhance the wellbeing of all community members at Iona College.
- Evidence that feedback is sought and acted upon from the College Leadership Team and the Pedagogy and the Year Level Wellbeing Team (including the Head of Junior and Senior School) using formal and informal instruments.

4. College Commitments and Expectations

- Membership of the College Leadership Team.
- Chair of the College Wellbeing Team.
- Contribute Wellbeing initiatives and information in weekly Parent News.
- Contribute to the contribution of the Wellbeing Report to the School Advisory Council and Annual Report to the School Community.
- Member of the College Consultative Committee (when requested by the Principal).
- Provide a Catholic Identity report for the Annual College Magazine.
- Member of the Columba Day planning committee.
- Expected Attendance at:
 - MACS Wellbeing Network Meetings
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal
- Conduct Annual Review Meetings as directed.

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures. The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community. The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

POL holders Level 4-6 will be required to lead an appraisal process of allocated staff through an allocated ARM.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

This position attracts a POL 6 allowance and release time of 30 periods per two-week cycle

^ Time release for this position is 30 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Director of Culture and Strategy (Learning)

POL: 6 **TIME RELEASE: 30 /periods per cycle^**

TENURE: 2026-2027*

1. Position Description

The Director of Culture and Strategy (Learning) is a key senior leadership position at Iona College, entrusted with shaping and advancing a culture of excellence in learning and teaching. Reporting directly to the Principal and Deputy Principals, this role provides strategic leadership in aligning educational practices with the MACS Vision for Instruction and plays a central role in the design and delivery of effective, evidence-based teaching and learning strategies.

This position supports the development and implementation of policies and practices that enhance student outcomes and foster a learning environment rooted in the College's core values of Compassion, Courage, Leadership, and Excellence. A critical aspect of the role is the leadership of the College's Pedagogy and Curriculum Instructional Leaders, ensuring the effective delivery of the teaching and learning program across all year levels.

As a member of the College Leadership Team, the Director contributes to the broader strategic direction of Iona College. This includes active involvement in the Annual Action Plan and School Improvement Plan, promoting a culture of high expectations, respect, and continuous improvement.

The successful candidate will demonstrate a strong background in educational leadership, curriculum design, and staff development, and will be committed to fostering student engagement and achievement in line with Gospel values. A proven track record in leading whole-school improvement and enhancing instructional practices in a Catholic school context will be essential.

2. Duties and Responsibilities

Cultural Role

- Ensure that the Learning and Teaching Program of the College is formed in line with our Catholic Identity specifically integrating MACS Vision for Instruction when introducing new curriculum along with the consideration of values of Compassion, Courage, Leadership and Excellence when articulating the vision for learning at the College.
- Work closely with the Deputy Principal (Learning) to ensure that learning and teaching initiatives are part of the day-to-day operations of the College.
- Ensure that the Learning and Teaching program adopted by the College, is accessible to all students of all abilities and provides an opportunity for individual success.

Strategic Role

- Ensure that the strategic intent behind the school annual action plan and school improvement plan is carried out specifically in the Learning and Teaching sphere.
- Be an active member of the College Leadership Team and contribute positively towards the development of a positive culture and the successful achievement of the strategic intent of the College across all areas of College operations.
- Design, implement, and evaluate Learning and Teaching programs that promote overall school improvement and specifically provide points of accessibility for all students and the chance for individual success.
- Work closely with the Deputy Principal (Learning) on staffing allotments and timetable needs.
- Oversees any students enrolled through the Victorian School of Languages (VSL) and Virtual School Victoria (VSV) as the first point of contact and arranges for relevant SACS to be completed.
- Monitor the overall academic progress of students across the College and in conjunction with the Pedagogy and Curriculum Instructional Leaders and Year Level Wellbeing Leaders and communicate issues or concerns with students and families and staff to initiate appropriate support.

Relational Role

- Work closely with the Deputy Principal (Learning) on initiatives that build a strong Learning and Teaching Program of all at the College.
- Lead the Pedagogy and Curriculum Instructional Leaders to achieve the goals associated with the College Learning and Teaching Program across the following areas-
 - Catholic Identity
 - Curriculum
 - E-Learning
 - Data
 - Reporting and Assessment
 - Learning Diversity
- Provide opportunities for the parent/carer community to be an active partner in the engagement of their young person learning journey at Iona College.
- Ensure that there is active membership of MACS learning committees and local network gatherings.
- Work with the Head of Senior School, Head of Junior School, Head of Student Voice and Agency and Head of Student Logistics to plan and support whole school gatherings such as school assemblies, celebrations (e.g. Graduation Assembly) and commemorations (e.g. ANZAC Day).
- Organise and coordinate the Iona College Awards celebration evening.

3. Key Performance Indicators (KPIs)

- Evidence of working to promote a positive Catholic Culture aligned with the College values (Compassion, Courage, Leadership, Excellence).
- Evidence of a whole school strategy in relation to wellbeing aligned to the MACS Vision for Instruction.
- Evidence of the embedding of a multi-tiered systems of support approach into the learning and teaching program at Iona College.

- Evidence that Learning and Teaching initiatives are in line with the school's strategic direction through the Annual Action Plan and School Improvement Plan.
- Evidence of the use of data (e.g. VCE, NAPLAN) to inform the strategy behind the improvement of Learning and Teaching key indicators.
- Evidence that wellbeing data sets are being used to enhance the wellbeing of all community members at Iona College.
- Evidence that feedback is sought and acted upon from the College Leadership Team and the Pedagogy and Curriculum Instructional team using formal and informal instruments.

4. College Commitments and Expectations

- Membership of the College Leadership Team.
- Chair of the College Pedagogy and Curriculum Instructional Team.
- Contribute Learning and Teaching focused information and communication in the Iona College weekly online newsletter.
- Contribute to the contribution of the Learning Report to the School Advisory Council and Annual Report to the School Community.
- Member of the College Consultative Committee (when requested by the Principal).
- Provide a Learning report for the Annual College Magazine.
- Member of the Columba Day planning committee.
- Expected Attendance at-
 - MACS Learning Network Meetings
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal
- Conduct Annual Review Meetings as directed.

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures. The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community. The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

POL holders Level 4-6 will be required to lead an appraisal process of allocated staff through an allocated ARM.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

This position attracts a POL 6 allowance and release time of 30 periods per two-week cycle

^ Time release for this position is 30 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Head of Junior School (Student Management)

POL: 4 TIME RELEASE: 30.9 /periods per cycle^

TENURE: 2026-2027*

1. Position Description

Beginning in 2026, Iona College will introduce senior leadership roles for student management in both the Junior (Years 7 - 9) and Senior (Years 10 - 12) schools. The Head of Junior School – Student Management is a key leader responsible for cultivating a respectful, safe, and inclusive culture across Years (7 – 9).

Working closely with the Principal and Deputy Principals, this role leads the development and implementation of Positive Behavioural Interventions and Supports (PBIS), aligned with the College's Catholic mission and the MACS Vision for Engagement. The role requires a deep understanding of adolescent development, trauma-informed and restorative practices, and a strong commitment to Gospel values and Catholic social teaching.

This leader supports and mentors Year Level Wellbeing Leaders (YLWLs) (Years 7 – 9), working collaboratively to address behavioural needs, strengthen student-staff relationships, and promote student engagement and success in the Junior School. The Head of Junior School – Student Management plays a critical role in supporting students' transition to adulthood and post-school pathways with dignity, accountability, and care.

2. Duties and Responsibilities

Leadership and Culture

- Champion the College's Positive Behaviour Guidelines and ensure alignment with evidence-based and trauma-informed practices.
- Promote a culture of high expectations and respectful relationships across Years (7 – 9).
- Implement and review student behaviour and wellbeing policies, ensuring consistency with College, MACS, and legislative standards.
- Model Gospel values and uphold student dignity in all behaviour management practices.
- Embed the MACS Vision for Engagement and Vision for Instruction to enhance learning environments and student outcomes.
- Lead initiatives aligned with the School Improvement Framework (Wellbeing and School Community spheres), promoting a connected and inclusive school culture.
- Analyse and act on data from sources such as Wellbeing Pulse Surveys, SIMON, and attendance records to drive improvement and monitor outcomes.
- Build staff capacity and student agency through restorative practices and strength-based frameworks.

Support for Year Level Wellbeing Leaders

- Serve as the primary contact for behaviour and attendance concerns within the Junior School.
- Mentor and guide YLWLs and Learning Diversity Leaders (Case Managers) in developing and enacting student support plans.

- Attend and contribute to Student Support Groups (SSGs) and Program Support Groups (PSGs) for students with high behavioural needs.
- Support the implementation of the College Achievement and Promotion Policy, including interviews for students at risk.
- Collaborate with the Head of NCCD to integrate appropriate supports into Personal Learning Plans (PLPs) and Behaviour Management Plans.

Positive Behavioural Interventions

- Analyse behavioural and attendance data to inform Tier 2 and Tier 3 interventions within the multi-tiered system of support (MTSS) framework.
- Coordinate the use of behaviour monitoring systems such as Flags, out of hours (OOHRs), restorative conversations, and Reset room referrals.
- Prepare and deliver reports on student behaviour and wellbeing trends each semester.
- Deliver ongoing professional learning in trauma-informed practices, restorative justice, and adolescent engagement strategies.

Student Engagement and Family Partnerships

- Foster strong partnerships with families to provide early, proactive, and collaborative behavioural support.
- Lead strategies to reduce school refusal and support sustained attendance and engagement.
- Celebrate student success through recognition programs such as commendations, awards, and assembly highlights.
- Engage with junior school student leaders to ensure student voice informs behavioural practices and initiatives.
- Support staff induction in key student management frameworks including restorative practices and the 5Rs (Remind, Relocate, Remove, Reset and Restore).

Collaboration and Interventions

- Collaborate with the Director of Strategy – Wellbeing and Deputy Principal (Wellbeing) on the development of the Wellbeing curriculum and Respectful Relationships programs in the junior School.
- Actively engage in building partnerships with parents and carers, ensuring clarity, consistency, and care in behavioural communication.
- Apply knowledge of Positive Education, Social and Emotional Learning (SEL), and trauma-informed approaches to strengthen student wellbeing.
- Support daily operations involving student conduct, including transport, uniform, assemblies, and College-wide procedures.
- Establish and maintain partnerships with external services and programs (e.g., Navigator, Indie School, Headspace) to support at-risk students.
- Liaise with external providers and contribute to transition plans for students with high-level behavioural needs.

3. Key Performance Indicators (KPIs)

- Evidence of consistent and effective application of PBIS strategies across the Senior School.
- Evidence of measurable improvements in student attendance, engagement, and behaviour in (Years 7 – 9).
- Evidence of clear documentation of student support processes, including SIMON, Student Support Groups (SSGs), and support plans.
- Evidence of positive feedback from students, staff, and families regarding student management processes.
- Evidence of staff professional learning in restorative practice and adolescent behaviour is delivered and evaluated.
- Evidence of targeted and effective mentoring provided to Year Level Wellbeing Leaders (Years 7 – 9).
- Evidence of student achievements and contributions are regularly acknowledged and celebrated.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal
- Conduct Annual Review Meetings as directed.
- All POL 4 positions are expected to be available to all staff between the hours of 8:30am to 4:30pm Monday to Wednesday and 8:30am to 4:00pm Thursday and Friday.

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, the Head of Junior School – Student Management must uphold the College's Child Safety Policies and procedures and ensure that student management practices meet the highest standards of safety, dignity, and compliance.

Specific responsibilities include:

- Actively promote a culture of child safety and protection across all Junior School activities.
- Serve as a key contact for the Child Information Sharing Scheme (CISS), Family Violence Information Sharing Scheme (FVISS), and Multi Agency Risk Assessment and Management (MARAM) Framework.
- Maintain current knowledge of and ensure consistent communication of the College's Child Protection and Safety Policy.
- Ensure special attention is given to students who are vulnerable or in Out-of-Home Care (OOHC).
- Undertake required training and professional learning as one of the College's designated Child Protection Officers.
- Ensure all actions undertaken are compliant with Iona College Geelong OHS policies and practices.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

POL holders Level 4-6 will be required to lead an appraisal process of allocated staff through an allocated ARM.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 30.9 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Head of Senior School (Student Management)

POL: 4 **TIME RELEASE: 21.9/periods per cycle^**

TENURE: 2026-2027*

1. Position Description

Beginning in 2026, Iona College will introduce senior leadership roles for student management in both the Junior (Years 7–9) and Senior (Years 10–12) schools. The Head of Senior School – Student Management is a key leader responsible for cultivating a respectful, safe, and inclusive culture across (Years 10–12).

Working closely with the Principal, Deputy Principals, this role leads the development and implementation of Positive Behavioural Interventions and Supports (PBIS), aligned with the College’s Catholic mission and the MACS Vision for Engagement. The role requires a deep understanding of adolescent development, trauma-informed and restorative practices, and a strong commitment to Gospel values and Catholic social teaching.

This leader supports and mentors Year Level Wellbeing Leaders (YLWLs) (Years 10 – 12) working collaboratively to address behavioural needs, strengthen student-staff relationships, and promote student engagement and success in the Senior School. The Head of Senior School – Student Management plays a critical role in supporting students’ transition to adulthood and post-school pathways with dignity, accountability, and care.

2. Duties and Responsibilities

Leadership and Culture

- Champion the College’s Positive Behaviour Guidelines and ensure alignment with evidence-based and trauma-informed practices.
- Promote a culture of high expectations and respectful relationships across Years 10–12.
- Implement and review student behaviour and wellbeing policies, ensuring consistency with College, MACS, and legislative standards.
- Model Gospel values and uphold student dignity in all behaviour management practices.
- Embed the MACS Vision for Engagement and Vision for Instruction to enhance learning environments and student outcomes.
- Lead initiatives aligned with the School Improvement Framework (Wellbeing and School Community spheres), promoting a connected and inclusive school culture.
- Analyse and act on data from sources such as Wellbeing Pulse Surveys, SIMON, and attendance records to drive improvement and monitor outcomes.
- Build staff capacity and student agency through restorative practices and strength-based frameworks.

Support for Year Level Wellbeing Leaders

- Serve as the primary contact for behaviour and attendance concerns within the Senior School.
- Mentor and guide YLWLs and Learning Diversity Leaders (Case Managers) in developing and enacting student support plans.
- Attend and contribute to Student Support Groups (SSGs) and Program Support Groups (PSGs) for students with high behavioural needs.
- Support the implementation of the College Achievement and Promotion Policy, including interviews for students at risk.
- Work with VCE Coordinator and VCE Vocational Major Leader to support the implementation of the College Achievement and Promotion Policy, including interviews for students at risk.
- Collaborate with the Head of NCCD to integrate appropriate supports into Personal Learning Plans (PLPs) and Behaviour Management Plans.

Positive Behavioural Interventions

- Analyse behavioural and attendance data to inform Tier 2 and Tier 3 interventions within the multi-tiered system of support (MTSS) framework.
- Coordinate the use of behaviour monitoring systems such as Flags, Out of Hours (OOHRs), restorative conversations, and Reset room referrals.
- Prepare and deliver reports on student behaviour and wellbeing trends each semester.
- Deliver ongoing professional learning in trauma-informed practices, restorative justice, and adolescent engagement strategies.

Student Engagement and Family Partnerships

- Foster strong partnerships with families to provide early, proactive, and collaborative behavioural support.
- Lead strategies to reduce school refusal and support sustained attendance and engagement.
- Celebrate student success through recognition programs such as commendations, awards, and assembly highlights.
- Engage with senior school student leaders to ensure student voice informs behavioural practices and initiatives.
- Support staff induction in key student management frameworks including restorative practices and the 5Rs (Remind, Relocate, Remove, Reset and Restore).

Collaboration and Interventions

- Collaborate with the Director of Strategy – Wellbeing and Deputy Principal (Wellbeing) on the development of the Wellbeing programs in the Senior School.
- Actively engage in building partnerships with parents and carers, ensuring clarity, consistency, and care in behavioural communication.
- Apply knowledge of Positive Education, Social and Emotional Learning (SEL), and trauma-informed approaches to strengthen student wellbeing.
- Support daily operations involving student conduct, including transport, uniform, assemblies, and College-wide procedures.
- Establish and maintain partnerships with external services and programs (e.g., Navigator, Indie School, Headspace) to support at-risk students.
- Liaise with external providers and contribute to transition plans for students with high-level behavioural needs.

3. Key Performance Indicators (KPIs)

- Evidence of consistent and effective application of Positive Behaviour Interventions and Support(PBIS)strategies across the Senior School.
- Evidence of measurable improvements in student attendance, engagement, and behaviour in (Years 10-12).
- Evidence of clear documentation of student support processes, including SIMON, Student Support Groups (SSGs), and support plans.
- Evidence of positive feedback from students, staff, and families regarding student management processes.
- Evidence of staff professional learning in restorative practice and adolescent behaviour is delivered and evaluated.
- Evidence of targeted and effective mentoring provided to Year Level Wellbeing Leaders (Years 10-12).
- Evidence of student achievements and contributions are regularly acknowledged and celebrated.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal
- Conduct Annual Review Meetings as directed.
- All POL 4 positions are expected to be available to all staff between the hours of 8:30am to 4:30pm Monday to Wednesday and 8:30am to 4:00pm Thursday and Friday.

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, the Head of Senior School – Student Management must uphold the College's Child Safety Policies and procedures and ensure that student management practices meet the highest standards of safety, dignity, and compliance.

Specific responsibilities include:

- Actively promote a culture of child safety and protection across all Senior School activities.
- Serve as a key contact for the Child Information Sharing Scheme (CISS), Family Violence Information Sharing Scheme (FVISS), and Multi Agency Risk Assessment and Management (MARAM) Framework.
- Maintain current knowledge of and ensure consistent communication of the College's Child Protection and Safety Policy.
- Ensure special attention is given to students who are vulnerable or in Out-of-Home Care (OOHC).
- Undertake required training and professional learning as one of the College's designated Child Protection Officers.
- Ensure all actions undertaken are compliant with Iona College Geelong OHS policies and practices.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

POL holders Level 4-6 will be required to lead an appraisal process of allocated staff through an allocated ARM.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

[^] Time release for this position is 21.9 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Head of NCCD	
POL: 4	TIME RELEASE: 30/periods per cycle^
TENURE:	2026-2027*

1. Position Description

Beginning in 2026, Iona College will further enhance its commitment to inclusive education with the formal establishment of a senior leadership role: Head of NCCD (Nationally Consistent Collection of Data on Students with Disability).

The Head of NCCD is a senior leader responsible for leading the College’s compliance with national NCCD requirements while embedding best-practice approaches to inclusive education across Years 7 to 12. This role supports the College’s mission to honour the dignity of every student and to provide high-quality learning and wellbeing outcomes for students with disabilities.

Working closely with the Principal, Deputy Principal (Wellbeing), and the Pedagogy and Curriculum Leader – Learning Diversity, the Head of NCCD ensures accurate, consistent implementation of processes, documentation, and practices relating to the identification, planning, and support of students with disabilities. This role includes coaching Year Level Learning Diversity Leaders (case managers), collaborating with the Year Level Wellbeing Leaders, and overseeing the development and evaluation of learning adjustments and Behaviour Support Plans (BSPs).

The Head of NCCD plays a vital role in strengthening systems of student support and ensuring that Iona College remains compliant, compassionate, and courageous in its care for students with complex learning and wellbeing needs.

2. Duties and Responsibilities

Strategic Leadership and Compliance

- Lead the College’s annual NCCD data collection process, ensuring alignment with national legislation, MACS policy, and best-practice inclusive education standards.
- Oversee documentation and evidence requirements for reasonable adjustments and student progress.
- Develop and review Behaviour Support Plans and Behaviour Safety Plans for students requiring extensive or substantial adjustments.
- Lead the design and implementation of tailored interventions within a Multi-Tiered System of Support (MTSS) framework.
- Use NCCD and wellbeing data (e.g. Pulse, attendance, OOHC reports) to inform strategic planning, interventions, and reporting.

Staff Support and Capacity Building

- Coach and support Year Level Learning Diversity Leaders (Case Managers) and Year Level Wellbeing Leaders in the implementation of adjustments and support strategies.
- Facilitate professional learning for staff on topics such as disability standards, trauma-informed practice, inclusive classroom strategies, and NCCD compliance.
- Collaborate with the Pedagogy and Curriculum Leader (Learning Diversity) to align the delivery of Universal Design for Learning (UDL) Principles across curriculum design.
- Model high-quality case management practices, note-taking, and communication with families.

Student Support and Case Management

- Case manage a small number of high-needs (extensive) students across the College.
- Act as the key liaison for students in Out-of-Home Care (OOHC), trauma backgrounds, or requiring multi-agency support.
- Attend and contribute to Student Support Group (SSG) meetings and some Program Support Group (PSG) meetings for students with a disability.
- Work closely with external providers such as psychologists, speech therapists, and MACS Inclusive Education advisors to ensure appropriate adjustments are implemented.

Collaboration and Operational Oversight

- Work collaboratively with the Deputy Principal (Wellbeing) to align learning and wellbeing plans and interventions.
- Support the transition of students with disabilities from primary to secondary school, particularly Year 6–7 transitions.
- Communicate with the Learning Support Officer (LSO) Coordinator to ensure learning support is deployed based on data-informed priorities.
- Coordinate and oversee aspects of the Reset Room in partnership with Heads of Junior and Senior school (7-9) and (10-12).

3. Key Performance Indicators (KPIs)

- Evidence of accurate, compliant, and timely submission of NCCD data and documentation.
- Evidence of increased staff capacity in inclusive education and NCCD processes through professional learning and coaching.
- Evidence of consistent evidence of high-quality case management and documentation for all students with disabilities.
- Evidence of student progress and engagement data reflects growth in academic and/or social-emotional learning for students receiving adjustments.
- Evidence of high levels of satisfaction from families of students with disabilities regarding support, communication, and outcomes.
- Evidence of strong cross-functional collaboration with Learning Diversity, Wellbeing, and external agencies evident in support plans and communication records.
- Evidence of participation and leadership in MACS Inclusive Education networks and initiatives.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal
- Conduct Annual Review Meetings as directed.
- All POL 4 positions are expected to be available to all staff between the hours of 8:30am to 4:30pm Monday to Wednesday and 8:30am to 4:00pm Thursday and Friday.

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

Specific responsibilities include:

- Actively promote a culture of child safety and protection across all Senior School activities.
- Serve as a key contact for the Child Information Sharing Scheme (CISS), Family Violence Information Sharing Scheme (FVISS), and MARAM Framework.
- Maintain current knowledge of and ensure consistent communication of the College's Child Protection and Safety Policy.
- Ensure special attention is given to students who are vulnerable or in Out-of-Home Care (OOHC).
- Undertake required training and professional learning as one of the College's designated Child Protection Officers.
- Ensure all actions undertaken are compliant with Iona College's OHS policies and practices.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

POL holders Level 4-6 will be required to lead an appraisal process of allocated staff through an allocated ARM.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 30 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Pedagogy and Curriculum Instructional Leader (Catholic Identity)

POL: 3

TIME RELEASE: 20/periods per cycle^

TENURE:

2026-2027*

1. Position Description

The Pedagogy and Curriculum Instructional Leader is an experienced and innovative educator responsible for driving high-quality teaching and learning across the school. This leadership role focuses on enhancing pedagogical practice, building teacher capacity, and fostering a culture of continuous improvement to maximise student learning outcomes. The Pedagogy and Curriculum Instructional Leader – Catholic Identity works collaboratively with school leadership, teachers, and key stakeholders to implement evidence-based instructional strategies, support professional growth, and ensure alignment with the school’s vision, mission, and strategic priorities.

The Pedagogy and Curriculum Instructional Leader – Catholic Identity is a key member of the school learning team, responsible for driving excellence in teaching and learning. This role involves leading the development, implementation, and evaluation of high-impact instructional strategies, the instructional model, and curriculum programs across the school that align with the College’s Catholic mission and the MACS vision for Instruction. Working closely with the Deputy Principal – Learning, the Director Culture and Strategy – Learning and Innovation, the Director Culture and Strategy – Catholic Identity and the Pedagogy and Curriculum Instructional Leadership team, this role fosters a culture of continuous improvement, collaboration, and innovation to ensure the best educational outcomes for all students.

2. Duties and Responsibilities

Leadership and Culture

- Lead the development of Learning Framework at Iona College.
- A high level of student expectations, constantly refining a culture of learning.
- Contribute to the strategic thinking, planning and delivery of the School Improvement Plan and Annual Action Plan.
- Model Gospel values and uphold student dignity in all learning.
- Embed the MACS Vision for Instruction and Vision for Engagement to enhance learning environments and student outcomes.
- Lead initiatives aligned with the School Improvement Framework (Teaching and Learning sphere), promoting a connected and inclusive school culture.

Leading Teaching and Learning

- Develop, coordinate, and implement school-wide instructional programs and practices, grounded in current educational research and best practice.
- Drive the use of the instructional model and build staff capacity in the science of learning.
- Support and coach teachers in effective pedagogy, curriculum differentiation, and the use of data to inform instruction.
- Model and promote the use of evidence-based instructional strategies and digital technologies to enhance student learning.
- Lead and collaborate with the learning team convenors and classroom teachers to plan, review, and refine teaching programs.
- Lead and manage assigned learning areas.

Professional Learning and Staff Development

- Embed accountability procedures that build a performance and development culture.
- Lead and coordinate professional development programs and workshops to build staff capacity in pedagogy and instructional best practice.
- Facilitate regular meetings with learning team convenors and coaching sessions.
- Provide feedback to teachers through classroom observation, mentoring, and appraisal processes.

Building a Positive and Inclusive School Culture

- Promote a culture of high expectations, collaboration, and professional growth.
- Foster positive relationships with students, staff, parents/carers, and the wider community.
- Uphold and model the school's values, vision, and commitment to child safety.

Administrative and General Duties

- Assist with the induction and mentoring of new staff.
- Participate in learning team, curriculum, and staff meetings.

Catholic Identity

- Work closely with the Director of Culture and Strategy to ensure that all learning and Teaching offerings in Religious Education and in line with the Catholic Identity of the College as articulated in the MACS document Horizons of Hope.
- Oversee curriculum development and alignment with relevant standards and frameworks in Religious Education across the College.
- Collaborate with learning area convenors and leadership to design, implement, and evaluate curriculum across the Religious Education program.
- Work closely with the Pedagogy and Curriculum Instructional Leaders to build the capacity of teachers with the differentiation of curriculum in Religious Education.
- Ensure alignment of curriculum with standards, assessment practices, and student learning goals in Religious Education.
- Stimulate interest in Religious Education subjects among the College community via subject weeks, Open Day displays, information sessions and other activities.
- Work with the Catholic Identity Team to support all activities associated with the Catholic Identity of the College including Liturgies, Prayer opportunities, Retreats and Reflection Days.

- Assist the Director of Culture and Strategy (Catholic Identity) with the development of reflections to be included in Parent News and the daily reflections included on the student portal (SIMON)
- Assist the Director of Culture and Strategy (Catholic Identity) and the Catholic Identity Team in ensuring there is a Catholic Identity presence at whole school gatherings through reflection and prayer opportunities.
- Assist the Director of Culture and Strategy (Catholic Identity) with the promotion and review of the goals set out in the school Annual Action Plan and School Improvement plan in relation to Catholic Identity.

3. Key Performance Indicators (KPIs)

- Evidence of working to promote a positive Catholic Culture aligned with the College values (Compassion, Courage, Leadership, Excellence).
- Evidence of a guaranteed and viable curriculum that aligns with the school's vision, strategic plan, and current educational standards (e.g., ACARA, Victorian Curriculum, VCAA).
- Evidence of regular review and revision of curriculum to ensure it is contemporary, innovative, differentiated, and compliant with regulatory requirements.
- Evidence that Learning and Teaching initiatives and evidence-based pedagogical frameworks across the school are in line with the school's strategic direction through the Annual Action Plan and School Improvement Plan.
- Evidence of the use of data (e.g. VCE, NAPLAN) to inform the strategy behind the improvement of Learning and Teaching key indicators.
- Evidence of coaching and mentoring teaching staff to build their capacity in instructional practice, assessment, and differentiation.
- Evidence of effective communication with parents, students and the wider community regarding curriculum, assessment and learning programs.
- Evidence that feedback is sought and acted upon from the College Leadership Team and the Pedagogy and Curriculum Instructional team using formal and informal instruments.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day

- Careers Expo
- Student Progress Meetings
- External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 20 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Pedagogy and Curriculum Instructional Leader (Curriculum)

POL: 3

TIME RELEASE: 20/periods per cycle^

TENURE:

2026-2027*

1. Position Description

The Pedagogy and Curriculum Instructional Leader – Curriculum is an experienced and innovative educator responsible for driving high-quality teaching and learning across the school. This leadership role focuses on enhancing pedagogical practice, building teacher capacity, and fostering a culture of continuous improvement to maximise student learning outcomes. The Pedagogy and Curriculum Instructional Leader – Curriculum works collaboratively with school leadership, teachers, and key stakeholders to implement evidence-based instructional strategies, support professional growth, and ensure alignment with the school's vision, mission, and strategic priorities.

The Pedagogy and Curriculum Instructional Leader - Curriculum is a key member of the school learning team, responsible for driving excellence in teaching and learning. This role involves leading the development, implementation, and evaluation of high-impact instructional strategies, the instructional model, and curriculum programs across the school that align with the College's Catholic mission and the MACS Vision for Instruction. Working closely with the Deputy Principal – Learning, the Director Culture and Strategy – Learning and Innovation, and the Pedagogy and Curriculum Instructional Leadership team, this role fosters a culture of continuous improvement, collaboration, and innovation to ensure the best educational outcomes for all students.

2. Duties and Responsibilities

Leadership and Culture

- Lead the development of Learning Framework at Iona College.
- A high level of student expectations, constantly refining a culture of learning.
- Contribute to the strategic thinking, planning and delivery of the School Improvement Plan and Annual Action Plan.
- Model Gospel values and uphold student dignity in all learning.
- Embed the MACS Vision for Instruction and Vision for Engagement to enhance learning environments and student outcomes.
- Lead initiatives aligned with the School Improvement Framework (Teaching and Learning sphere), promoting a connected and inclusive school culture.

Leading Teaching and Learning

- Develop, coordinate, and implement school-wide instructional programs and practices, grounded in current educational research and best practice.
- Drive the use of the instructional model and build staff capacity in the science of learning.
- Support and coach teachers in effective pedagogy, curriculum differentiation, and the use of data to inform instruction.
- Model and promote the use of evidence-based instructional strategies and digital technologies to enhance student learning.

- Lead and collaborate with the learning team convenors and classroom teachers to plan, review, and refine teaching programs.
- Lead and manage assigned learning areas.

Professional Learning and Staff Development

- Embed accountability procedures that build a performance and development culture.
- Lead and coordinate professional development programs and workshops to build staff capacity in pedagogy and instructional best practice.
- Facilitate regular meetings with learning team convenors and coaching sessions.
- Provide feedback to teachers through classroom observation, mentoring, and appraisal processes.

Building a Positive and Inclusive School Culture

- Promote a culture of high expectations, collaboration, and professional growth.
- Foster positive relationships with students, staff, parents/carers, and the wider community.
- Uphold and model the school's values, vision, and commitment to child safety.

Administrative and General Duties

- Assist with the induction and mentoring of new staff.
- Participate in learning team, curriculum, and staff meetings.

Curriculum Leadership

- Oversee curriculum development and alignment with relevant standards and frameworks.
- Collaborate with learning area convenors and leadership to design, implement, and evaluate curriculum across all levels and learning areas.
- Work closely with the Pedagogy and Curriculum Instructional Leaders to build the capacity of teachers with the differentiation of curriculum.
- Ensure alignment of curriculum with standards, assessment practices, and student learning goals.
- Map the capabilities across the curriculum and ensure they are integrated into all learning areas in a meaningful way.
- Encourage student participation in subject competitions, co-curricular and other extension activities outside the College
- Stimulate interest in subjects among the College community via subject weeks, Open Day displays and tours, information sessions and other activities
- Work with the Careers and Pathways team to coordinate the subject selection process and the Career Expo.
- Coordinate and facilitate the booklists across the College.
- Coordinate the curriculum Handbooks for all Year Levels. Evidence of working to promote a positive Catholic Culture aligned with the College values (Compassion, Courage, Leadership, Excellence).
- Evidence of a guaranteed and viable curriculum that aligns with the school's vision, strategic plan, and current educational standards (e.g., ACARA, Victorian Curriculum, VCAA).
- Evidence of regular review and revision of curriculum to ensure it is contemporary, innovative, differentiated, and compliant with regulatory requirements.

- Evidence that Learning and Teaching initiatives and evidence-based pedagogical frameworks across the school are in line with the school's strategic direction through the Annual Action Plan and School Improvement Plan.
- Evidence of the use of data (e.g. VCE, NAPLAN) to inform the strategy behind the improvement of Learning and Teaching key indicators.
- Evidence of coaching and mentoring teaching staff to build their capacity in instructional practice, assessment, and differentiation.
- Evidence of effective communication with parents, students and the wider community regarding curriculum, assessment and learning programs.
- Evidence that feedback is sought and acted upon from the College Leadership Team and the Pedagogy and Curriculum Instructional team using formal and informal instruments.
- Support smooth transitions across year levels and pathways.

3. Key Performance Indicators (KPIs)

- Evidence of working to promote a positive Catholic Culture aligned with the College values (Compassion, Courage, Leadership, Excellence).
- Evidence of a guaranteed and viable curriculum that aligns with the school's vision, strategic plan, and current educational standards (e.g., ACARA, Victorian Curriculum, VCAA).
- Evidence of regular review and revision of curriculum to ensure it is contemporary, innovative, differentiated, and compliant with regulatory requirements.
- Evidence that Learning and Teaching initiatives and evidence-based pedagogical frameworks across the school are in line with the school's strategic direction through the Annual Action Plan and School Improvement Plan.
- Evidence of the use of data (e.g. VCE, NAPLAN) to inform the strategy behind the improvement of Learning and Teaching key indicators.
- Evidence of coaching and mentoring teaching staff to build their capacity in instructional practice, assessment, and differentiation.
- Evidence of effective communication with parents, students and the wider community regarding curriculum, assessment and learning programs.
- Evidence that feedback is sought and acted upon from the College Leadership Team and the Pedagogy and Curriculum Instructional team using formal and informal instruments.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses

- All Whole School Assemblies and Events
- Camps and Retreats as required
- Columba Day
- Careers Expo
- Student Progress Meetings
- External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 20 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Pedagogy and Curriculum Instructional Leader (E-Learning)

POL: 3

TIME RELEASE: 20/periods per cycle^

TENURE:

2026-2027*

1. Position Description

The Pedagogy and Curriculum Instructional Leader – E-Learning is an experienced and innovative educator responsible for driving high-quality teaching and learning across the school. This leadership role focuses on enhancing pedagogical practice, building teacher capacity, and fostering a culture of continuous improvement to maximise student learning outcomes. The Pedagogy and Curriculum Instructional Leader works collaboratively with school leadership, teachers, and key stakeholders to implement evidence-based instructional strategies, support professional growth, and ensure alignment with the school's vision, mission, and strategic priorities.

The Pedagogy and Curriculum Instructional Leader – E-Learning is a key member of the school learning team, responsible for driving excellence in teaching and learning. This role involves leading the development, implementation, and evaluation of high-impact instructional strategies, the instructional model, and curriculum programs across the school that align with the College's Catholic mission and the MACS vision for Instruction. Working closely with the Deputy Principal (Learning) and the Director Culture and Strategy (Learning and Innovation) and the Pedagogy and Curriculum Instructional Leadership team, this role fosters a culture of continuous improvement, collaboration, and innovation to ensure the best educational outcomes for all students.

2. Duties and Responsibilities

Leadership and Culture

- Lead the development of Learning Framework at Iona College.
- Fostering high level of student expectations, constantly refining a culture of learning.
- Contribute to the strategic thinking, planning and delivery of the School Improvement Plan and Annual Action Plan
- Model Gospel values and uphold student dignity in all learning.
- Embed the MACS Vision for Instruction and Vision for Engagement to enhance learning environments and student outcomes.
- Lead initiatives aligned with the School Improvement Framework (Teaching and Learning sphere), promoting a connected and inclusive school culture.

Leading Teaching and Learning

- Develop, coordinate, and implement school-wide instructional programs and practices, grounded in current educational research and best practice.
- Drive the use of the instructional model and build staff capacity in the science of learning.
- Support and coach teachers in effective pedagogy, curriculum differentiation, and the use of data to inform instruction.
- Model and promote the use of evidence-based instructional strategies and digital technologies to enhance student learning.
- Lead and collaborate with the learning team convenors and classroom teachers to plan, review, and refine teaching programs.
- Collaborate and work closely with the learning team and other Pedagogy and Curriculum Instructional Leaders.
- Lead and manage assigned learning areas.

Professional Learning and Staff Development

- Embed accountability procedures that build a performance and development culture.
- Lead and coordinate professional development programs and workshops to build staff capacity in pedagogy and instructional best practice.
- Facilitate regular meetings with learning team convenors and coaching sessions.
- Provide feedback to teachers through classroom observation, mentoring, and appraisal processes.

Building a Positive and Inclusive School Culture

- Promote a culture of high expectations, collaboration, and professional growth.
- Foster positive relationships with students, staff, parents/carers, and the wider community.
- Uphold and model the school's values, vision, and commitment to child safety.

Administrative and General Duties

- Assist with the induction and mentoring of new staff.
- Participate in learning team, curriculum, and staff meetings.

E-Learning

- Lead the adoption and effective use of e-learning platforms and digital resources to enhance teaching and learning.
- Lead the College's use of Artificial Intelligence including Generative AI.
- Collaborate with IT and learning technology teams to ensure access, equity, and safety in digital learning environments.
- Provide professional learning and coaching for staff on digital pedagogy, online assessment, and blended learning models.
- Lead the development, review, and continuous improvement of eLearning curriculum aligned with national/institutional standards.
- Coach and mentor educators in effective online teaching strategies, digital pedagogy, and assessment for learning.
- Collaborate with subject matter experts and instructional designers to create high-quality online course content.

- Support the integration of Universal Design for Learning (UDL), differentiated instruction, and culturally responsive pedagogy in digital platforms.
- Conduct needs assessments and professional learning workshops to support teacher growth in online instructional practices.
- Evaluate the effectiveness of eLearning programs using data analysis, feedback, and research-based strategies.
- Build the capacity of staff in the use of AI for staff and students.
- Ensure alignment of online instructional practices with educational goals and learner needs.
- Oversee the implementation of the E-Smart policy and procedures.
- Stay informed on emerging trends and best practices in eLearning, educational technology, and digital curriculum.
- Build the capacity of staff in the use of SIMON.
- Contribute to strategic planning and policy development for digital learning initiatives.

3. Key Performance Indicators (KPIs)

- Evidence of working to promote a positive Catholic Culture aligned with the College values (Compassion, Courage, Leadership, Excellence).
- Evidence of a guaranteed and viable curriculum that aligns with the school's vision, strategic plan, and current educational standards (e.g., ACARA, Victorian Curriculum, VCAA).
- Evidence of regular review and revision of curriculum to ensure it is contemporary, innovative, differentiated, and compliant with regulatory requirements.
- Evidence that Learning and Teaching initiatives and evidence-based pedagogical frameworks across the school are in line with the school's strategic direction through the Annual Action Plan and School Improvement Plan.
- Evidence of the use of data (e.g. VCE, NAPLAN) to inform the strategy behind the improvement of Learning and Teaching key indicators.
- Evidence of coaching and mentoring teaching staff to build their capacity in instructional practice, assessment, and differentiation.
- Evidence of effective communication with parents, students and the wider community regarding curriculum, assessment and learning programs.
- Evidence that feedback is sought and acted upon from the College Leadership Team and the Pedagogy and Curriculum Instructional team using formal and informal instruments.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours

- Awards Celebrations
- All scheduled School Masses
- All Whole School Assemblies and Events
- Camps and Retreats as required
- Columba Day
- Careers Expo
- Student Progress Meetings
- External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 20 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Pedagogy and Curriculum Instructional Leader (Data)

POL: 3	TIME RELEASE: 20/periods per cycle^
TENURE:	2026-2027*

1. Position Description

The Pedagogy and Curriculum Instructional Leader - Data is an experienced and innovative educator responsible for driving high-quality teaching and learning across the school. This leadership role focuses on enhancing pedagogical practice, building teacher capacity, and fostering a culture of continuous improvement to maximise student learning outcomes. The Pedagogy and Curriculum Instructional Leader - Data works collaboratively with school leadership, teachers, and key stakeholders to implement evidence-based instructional strategies, support professional growth, and ensure alignment with the school's vision, mission, and strategic priorities.

The Pedagogy and Curriculum Instructional Leader is a key member of the school learning team, responsible for driving excellence in teaching and learning. This role involves leading the development, implementation, and evaluation of high-impact instructional strategies, the instructional model, and curriculum programs across the school that align with the College's Catholic mission and the MACS vision for Instruction. Working closely with the Deputy Principal – Learning and the Director Culture and Strategy – Learning and Innovation and the Pedagogy and Curriculum Instructional Leadership team, this role fosters a culture of continuous improvement, collaboration, and innovation to ensure the best educational outcomes for all students.

2. Duties and Responsibilities

Leadership and Culture

- Lead the development of Learning Framework at Iona College.
- Fostering a high level of student expectations, constantly refining a culture of learning.
- Contribute to the strategic thinking, planning and delivery of the School Improvement Plan and Annual Action Plan.
- Model Gospel values and uphold student dignity in all learning.
- Embed the MACS Vision for Instruction and Vision for Engagement to enhance learning environments and student outcomes.
- Lead initiatives aligned with the School Improvement Framework (Teaching and Learning sphere), promoting a connected and inclusive school culture.

Leading Teaching and Learning

- Develop, coordinate, and implement school-wide instructional programs and practices, grounded in current educational research and best practice.
- Drive the use of the instructional model and build staff capacity in the science of learning.
- Support and coach teachers in effective pedagogy, curriculum differentiation, and the use of data to inform instruction.
- Model and promote the use of evidence-based instructional strategies and digital technologies to enhance student learning.
- Lead and collaborate with the learning team convenors and classroom teachers to plan, review, and refine teaching programs.
- Lead and manage assigned learning areas.

Professional Learning and Staff Development

- Embed accountability procedures that build a performance and development culture.
- Lead and coordinate professional development programs and workshops to build staff capacity in pedagogy and instructional best practice.
- Facilitate regular meetings with learning team convenors and coaching sessions.
- Provide feedback to teachers through classroom observation, mentoring, and appraisal processes.

Building a Positive and Inclusive School Culture

- Promote a culture of high expectations, collaboration, and professional growth.
- Foster positive relationships with students, staff, parents/carers, and the wider community.
- Uphold and model the school's values, vision, and commitment to child safety.

Administrative and General Duties

- Assist with the induction and mentoring of new staff.
- Participate in learning team, curriculum, and staff meetings.

Data

- Lead the use of data to inform and enhance curriculum design and instructional practices across subject areas.
- Facilitate data-driven decision-making processes to support school improvement plans and instructional goals.
- Design and deliver professional learning experiences that build staff capacity in data analysis and interpretation.
- Collaborate with educators to analyse assessment data (formative and summative) and develop targeted instructional strategies.
- Support curriculum alignment with performance standards based on insights from data.
- Develop data tools, dashboards, and reports that provide actionable insights for instructional staff.
- Monitor and evaluate the impact of instructional interventions and curriculum changes using student performance data.
- Promote equitable instructional practices by identifying and addressing achievement gaps through data analysis.

- Stay current with research and best practices in data-informed instruction, assessment literacy, and educational improvement.
- Use data from assessments to identify learning trends and inform strategic school improvement initiatives.

3. Key Performance Indicators (KPIs)

- Evidence of working to promote a positive Catholic Culture aligned with the College values (Compassion, Courage, Leadership, Excellence).
- Evidence of a guaranteed and viable curriculum that aligns with the school's vision, strategic plan, and current educational standards (e.g., ACARA, Victorian Curriculum, VCAA).
- Evidence of regular review and revision of curriculum to ensure it is contemporary, innovative, differentiated, and compliant with regulatory requirements.
- Evidence that Learning and Teaching initiatives and evidence-based pedagogical frameworks across the school are in line with the school's strategic direction through the Annual Action Plan and School Improvement Plan.
- Evidence of the use of data (e.g. VCE, NAPLAN) to inform the strategy behind the improvement of Learning and Teaching key indicators.
- Evidence of coaching and mentoring teaching staff to build their capacity in instructional practice, assessment, and differentiation.
- Evidence of effective communication with parents, students and the wider community regarding curriculum, assessment and learning programs.
- Evidence that feedback is sought and acted upon from the College Leadership Team and the Pedagogy and Curriculum Instructional team using formal and informal instruments.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 20 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Pedagogy and Curriculum Instructional Leader (Reporting and Assessment)

POL: 3

TIME RELEASE: 20 /periods per cycle^

TENURE:

2026-2027*

1. Position Description

The Pedagogy and Curriculum Instructional Leader – Reporting and Assessment is an experienced and innovative educator responsible for driving high-quality teaching and learning across the school. This leadership role focuses on enhancing pedagogical practice, building teacher capacity, and fostering a culture of continuous improvement to maximise student learning outcomes. The Pedagogy and Curriculum Instructional Leader – Reporting and Assessment works collaboratively with school leadership, teachers, and key stakeholders to implement evidence-based instructional strategies, support professional growth, and ensure alignment with the school’s vision, mission, and strategic priorities.

The Pedagogy and Curriculum Instructional Leader – Reporting and Assessment is a key member of the school learning team, responsible for driving excellence in teaching and learning. This role involves leading the development, implementation, and evaluation of high-impact instructional strategies, the instructional model, and curriculum programs across the school that align with the College’s Catholic mission and the MACS vision for Instruction. Working closely with the Deputy Principal – Learning and the Director Culture and Strategy – Learning and Innovation and the Pedagogy and Curriculum Leadership team, this role fosters a culture of continuous improvement, collaboration, and innovation to ensure the best educational outcomes for all students.

2. Duties and Responsibilities

Leadership and Culture

- Lead the development of Learning Framework at Iona College.
- A high level of student expectations, constantly refining a culture of learning.
- Contribute to the strategic thinking, planning and delivery of the School Improvement Plan and Annual Action Plan.
- Model Gospel values and uphold student dignity in all learning.
- Embed the MACS Vision for Instruction and Vision for Engagement to enhance learning environments and student outcomes.
- Lead initiatives aligned with the School Improvement Framework (Teaching and Learning sphere), promoting a connected and inclusive school culture.

Leading Teaching and Learning

- Develop, coordinate, and implement school-wide instructional programs and practices, grounded in current educational research and best practice.
- Drive the use of the instructional model and build staff capacity in the science of learning.
- Support and coach teachers in effective pedagogy, curriculum differentiation, and the use of data to inform instruction.
- Model and promote the use of evidence-based instructional strategies and digital technologies to enhance student learning.
- Lead and collaborate with the learning team convenors and classroom teachers to plan, review, and refine teaching programs.
- Lead and manage assigned learning areas.

Professional Learning and Staff Development

- Embed accountability procedures that build a performance and development culture.
- Lead and coordinate professional development programs and workshops to build staff capacity in pedagogy and instructional best practice.
- Facilitate regular meetings with learning team convenors and coaching sessions.
- Provide feedback to teachers through classroom observation, mentoring, and appraisal processes.

Building a Positive and Inclusive School Culture

- Promote a culture of high expectations, collaboration, and professional growth.
- Foster positive relationships with students, staff, parents/carers, and the wider community.
- Uphold and model the school's values, vision, and commitment to child safety.

Administrative and General Duties

- Assist with the induction and mentoring of new staff.
- Participate in learning team, curriculum, and staff meetings.

Reporting and Assessment

- Lead the development and implementation of assessment policies that align with curriculum frameworks and pedagogical best practices.
- Support the design and use of formative, summative, diagnostic, and performance-based assessments across learning areas and subjects.
- Build staff capacity in analyzing assessment data to inform instruction, curriculum planning, and differentiation.
- Oversee the school's reporting system to ensure clarity, consistency, and alignment with learning standards and assessment outcomes.
- Collaborate with teachers and leaders to ensure that student progress reports accurately reflect achievement, growth, and next steps.
- Deliver professional learning for staff on effective assessment design, moderation, feedback practices, and reporting techniques.
- Promote student-centered assessment practices such as self-assessment, goal setting, and peer assessment.
- Ensure alignment with VCEA, VCAA and MACS reporting frameworks.

- Coordinate internal and external assessment schedules and support compliance with regulatory requirements.
- Coordinate Student Progress Meetings.
- Organise and Coordinate NAPLAN, PAT testing and other testing across the College.
- Organise Exam timetables for Year 10 and 11 and Year 12 practice exams.
- Use data from assessments to identify learning trends and inform strategic school improvement initiatives.

3. Key Performance Indicators (KPIs)

- Evidence of working to promote a positive Catholic Culture aligned with the College values (Compassion, Courage, Leadership, Excellence).
- Evidence of a guaranteed and viable curriculum that aligns with the school's vision, strategic plan, and current educational standards (e.g., ACARA, Victorian Curriculum, VCAA).
- Evidence of regular review and revision of curriculum to ensure it is contemporary, innovative, differentiated, and compliant with regulatory requirements.
- Evidence that Learning and Teaching initiatives and evidence-based pedagogical frameworks across the school are in line with the school's strategic direction through the Annual Action Plan and School Improvement Plan.
- Evidence of the use of data (e.g. VCE, NAPLAN) to inform the strategy behind the improvement of Learning and Teaching key indicators.
- Evidence of coaching and mentoring teaching staff to build their capacity in instructional practice, assessment, and differentiation.
- Evidence of effective communication with parents, students and the wider community regarding curriculum, assessment and learning programs.
- Evidence that feedback is sought and acted upon from the College Leadership Team and the Pedagogy and Curriculum Instructional team using formal and informal instruments.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo

- Student Progress Meetings
- External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their ARM, the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 20 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Pedagogy and Curriculum Leader (Learning Diversity)

POL: 3

TIME RELEASE: 20 /periods per cycle^

TENURE:

2026-2027*

1. Position Description

The Pedagogy and Curriculum Leader – Learning Diversity plays a central role in leading inclusive, high-impact teaching and learning practices at Iona College. This role ensures that students with diverse academic and social-emotional needs are effectively supported through evidence-based classroom strategies, Personalised Learning Plans (PLPs), and tiered interventions.

Working closely with the Deputy Principal – Learning, the Deputy Principal – Wellbeing, and the Head of NCCD (Nationally Consistent Collection of Data on Students with Disability), this leader embeds Universal Design for Learning (UDL), data-informed planning, and differentiated instruction into all aspects of curriculum delivery. They lead staff capacity-building in inclusive practices and ensure that learning programs are designed to meet the needs of all students, including those requiring adjustments under the Disability Standards for Education.

The Pedagogy and Curriculum Leader – Learning Diversity promotes a culture of equity and inclusion and is responsible for strategic planning, staff coaching, data analysis, and the implementation of targeted supports through a multi-tiered system of support (MTSS). This role works in close collaboration with a team of Pedagogy and Curriculum Leaders, classroom teachers, and learning diversity staff.

2. Duties and Responsibilities

Leadership and Culture

- Lead the development, review, and implementation of PLPs for students requiring academic or social-emotional adjustments.
- Work with the Deputy Principal – Learning to ensure all curriculum planning is inclusive, accessible, and reflective of UDL.
- Provide leadership and professional expertise in evidence-based strategies for neurodiverse learners and students with learning difficulties.
- Partner with the Pedagogy and Curriculum Leader – Data to track the progress of students with additional needs and inform school-wide intervention strategies.
- Guide and support the implementation of Tier 2 and Tier 3 academic interventions such as MacqLit and other literacy/numeracy programs.
- Support alignment of classroom practice with the MACS Vision for Instruction and Engagement, promoting excellence and equity for all learners.

Leading Teaching and Learning

- Develop, coordinate, and implement school-wide instructional programs and practices, grounded in current educational research and best practice.
- Support and coach teachers in effective pedagogy, curriculum differentiation, and the use of data to inform instruction.
- Model and promote the use of evidence-based instructional strategies and digital technologies to enhance student learning.
- Lead and collaborate with the learning team convenors and classroom teachers to plan, review, and refine teaching programs.
- Lead and manage assigned learning areas.

Professional Learning and Staff Development

- Embed accountability procedures that build a performance and development culture.
- Lead and coordinate professional development programs and workshops to build staff capacity in pedagogy and instructional best practice.
- Facilitate regular meetings with learning team convenors and coaching sessions.
- Provide feedback to teachers through classroom observation, mentoring, and appraisal processes.

Building a Positive and Inclusive School Culture

- Promote a culture of high expectations, collaboration, and professional growth.
- Foster positive relationships with students, staff, parents/carers, and the wider community.
- Uphold and model the school's values, vision, and commitment to child safety.

Administrative and General Duties

- Assist with the induction and mentoring of new staff.
- Participate in learning team, curriculum, and staff meetings.

Collaboration and Community Engagement

- Provide mentoring and coaching to teaching staff on differentiation, personalised planning, and inclusive instructional techniques.
- Act as the key liaison between the Head of NCCD, Year Level Learning Diversity Leaders (Case Managers), classroom teachers, and senior leadership in supporting students with additional learning needs.
- Participate in and support the work of Year Level Learning Diversity Leaders (Case Managers) by offering guidance in designing and evaluating learning adjustments and accommodations.

Operational and Compliance Responsibilities

- Oversee the timely development, documentation, and review of PLPs, ensuring compliance with MACS guidelines and alignment with NCCD processes.
- Monitor and support classroom teachers to implement and maintain appropriate adjustments in curriculum, assessment, and reporting.
- Contribute to staff induction and mentoring programs with a focus on inclusive classroom practice and support for diverse learners.

- Participate in SSG (Student Support Group) meetings and Learning Reviews to evaluate student progress and ensure collaborative planning.
- Coordinate with College psychologists, wellbeing staff, and support personnel to ensure that both academic and social-emotional needs are addressed in learning plans.

3. Key Performance Indicators (KPIs)

- Evidence of high-quality PLPs are developed, implemented, and reviewed in accordance with MACS standards and College timelines.
- Evidence of inclusive teaching strategies and differentiation in classroom practice across learning areas.
- Evidence of improved academic growth, engagement, and participation of students with additional needs, as indicated by assessment data and student feedback.
- Evidence that staff report increased confidence and competence in delivering inclusive and differentiated instruction.
- Evidence of positive feedback from families about communication, collaboration, and support for their children's learning needs.
- Evidence of effective implementation of Tier 2 and Tier 3 interventions, tracked through progress monitoring tools.
- Evidence of active participation in leadership and strategy meetings, contributing to whole-school improvement in inclusion and personalised learning.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM) the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 20 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Head of Performing Arts

POL: 3 TIME RELEASE: 17 /periods per cycle^

TENURE: 2026-2027*

1. Position Description

The Head of Performing Arts is responsible for the strategic leadership, coordination, and development of the College's Music and Performing Arts programs across (Years 7–12). This includes managing the academic music curriculum, co-curricular performance opportunities, private music tuition, and cross-institutional productions such as joint-school musicals.

The role requires collaboration with staff, students, families, external providers, and community organisations to deliver an inclusive and high-quality performing arts program that supports student engagement, talent development, and a thriving arts culture within the College.

2. Duties and Responsibilities

Relational Responsibilities

- Promote the visibility and value of music and performing arts within the College and broader community.
- Liaise with the Business Manager on financial matters including payroll and parent/carers billing for private lessons and co-curricular programs.
- Establish and maintain strong professional relationships with sessional teachers and performing arts staff.
- Collaborate and network with performing arts leaders in other Catholic Colleges and through MACS for resource sharing and program development.
- Build relationships with parents/carers to support student learning and maintain open lines of communication.
- Communicate student progress in private lessons through reports and timely parent feedback.
- Develop partnerships with local businesses to manage resources and equipment effectively.
- Support student leadership in musical activities and initiatives within the College.
- Create and manage a well-organised Music Library by cataloguing all music resources.
- Celebrate and acknowledge student achievements in music and performing arts.

Operational Responsibilities

- Lead and manage all co-curricular music and performing arts activities, including concerts, productions, and ensembles.
- Ensure compliance of sessional staff with relevant policies, in partnership with the Business Manager.
- Oversee the development, delivery, and review of Music and Performing Arts curriculum (Years 7–12).
- Identify and nurture musical talent and build a school culture that appreciates the arts.
- Coordinate and implement external examinations for students receiving private tuition.
- Offer and manage an inclusive instrumental program accessible to all students.

- Manage the hiring, scheduling, and supervision of instrumental staff.
- Monitor and communicate instrumental lesson timetables and program logistics.
- Supervise and support the reporting process for private music students.
- Act as the central contact for reception, parents, and students on performing arts matters.
- Maintain and plan for the upkeep and replacement of music equipment and instruments.
- Provide professional development opportunities for sessional staff and oversee annual performance reviews.
- Operate the department within the allocated budget and plan for future program needs.

College Event Responsibilities

- Prepare and direct music and performing arts components of College events (e.g., Opening Mass, liturgies, assemblies, Open Days, concerts).
- Collaborate with leadership to incorporate arts into school events where appropriate.

Professional Learning Responsibilities

- Participate in personal professional development relevant to performing arts education and leadership.
- Plan and promote professional learning for staff and sessional music teachers.
- Coordinate opportunities with other Catholic Colleges for collaborative PD and classroom innovation.

General College Commitments

- Regularly contribute to newsletters and social media with performing arts updates.
- Coordinate after-school music performance opportunities for students.
- Attend required College meetings and functions.
- Engage in leadership formation, appraisal, and feedback processes.

3. Key Performance Indicators (KPIs)

- Evidence of working to promote a positive Catholic Culture aligned with the College values (Compassion, Courage, Leadership, Excellence).
- Evidence of coaching and mentoring teaching staff to build their capacity in instructional practice, assessment, and differentiation.
- Evidence of effective communication with parents, students and the wider community regarding curriculum, assessment and learning programs.
- Evidence that feedback is sought and acted upon from the College Leadership Team and the Pedagogy and Curriculum Instructional team using formal and informal instruments.
- Planned performances and co-curricular events delivered according to schedule.
- All sessional staff contracts and compliance documents completed and submitted accurately.
- Annual curriculum review and development completed across all relevant year levels.
- Sessional teachers demonstrate alignment with College standards and engagement in professional development.
- All music resources are catalogued and updated, including maintenance logs and future procurement plans.
- Regular publication of performing arts news in newsletters and social media.

- Established partnerships with external providers (e.g., joint-school musicals, community music organisations).

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 17 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

College Timetabler

POL: 3

TIME RELEASE: 25 /periods per cycle^

TENURE:

2026-2027*

1. Position Description

The College Timetabler is a strategic and operational leadership role responsible for the creation, maintenance, and administration of the College timetable and related SIMON functions. Reporting to the Principal and working in close partnership with the Deputy Principal (Learning) and ICT Manager, the College Timetabler ensures that the timetable reflects curriculum needs, supports staff allocations, and facilitates the smooth running of daily College operations. This role is critical in enabling high-quality teaching and learning through thoughtful, data-informed timetable design and ongoing collaboration across College leadership.

In 2026 duties will involve mentoring and teaching a future timetable assistant to future proof our timetable and allow for future support in this area.

2. Duties and Responsibilities

Timetable Design and Maintenance

- Develop and publish the College timetable (semester-based) using Timetabler and SIMON.
- Work with Deputy Principal (Learning) and the Pedagogy and Curriculum Instructional Leaders on structure, blocking, and staffing.
- Monitor subject preferences, unit viability, and class sizes; adjust structures accordingly.
- Plan future curriculum offerings in collaboration with the Principal, Deputy Principal (Learning), and Director of Culture and Strategy (Learning).
- Coordinate exam and assessment timetables, including room allocations.
- Maintain alignment between timetable data and SIMON, updating staff, subject, and class codes as required.

Staff and Student Allocations

- Prepare draft teacher allotments and communicate changes in consultation with relevant leaders.
- Provide guidance on potential staffing needs arising from subject demand or timetable constraints.
- Ensure teacher preferences and equity of workload are considered in allocations.
- Administer student subject selections using platforms such as Web Preferences or similar.

Collaboration and Operational Support

- Liaise regularly with the Deputy Principal (Learning), College Organiser, and ICT Manager.
- Liaise with Senior Leadership on appropriate placement of staff for yard duties
- Support the College Organiser in the event of an unplanned absence.
- Provide data and timetable insights to assist with College planning, enrolment projections, and staffing models.

- Train and mentor a future timetable assistant

3. Key Performance Indicators (KPIs)

- Evidence that the timetable is published on schedule each semester and reflects accurate staffing and curriculum structures.
- Evidence that subject blocking is aligned with student choice data and facilitates maximum subject access.
- Evidence that timetable changes and adjustments are effectively communicated and implemented with minimal disruption.
- Evidence that teacher allotments reflect fairness, expertise, and negotiated preferences.
- Evidence that SIMON and Timetabler systems are current, accurate, and support teaching and learning functions.
- Evidence of positive feedback from staff and leadership on the efficiency, clarity, and responsiveness of the timetable process.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 25 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Head of College Organisation

POL: 3 TIME RELEASE: 35 /periods per cycle^

TENURE: 2026-2027*

1. Position Description

The Head of College Organisation plays a vital role in ensuring the effective daily operations of Iona College by managing short-term staffing needs, supporting staff rostering, and coordinating whole-school logistical functions. Reporting to the Principal and Deputy Principals, the College Organiser ensures that all teacher absences are covered efficiently and equitably, minimising disruptions to student learning and maintaining a high standard of classroom continuity. This role also oversees the organisation of major College events and supports operational planning across key areas of school life.

2. Duties and Responsibilities

Staffing and Timetabling Logistics

- Coordinate daily staff absences, allocating extras, in-lieus, or CRTs as required.
- Manage the Daily Organiser module on Timetabler, ensuring accurate and timely updates.
- Ensure equitable allocation of paid extras and uncounted replacements, tracking usage per staff member.
- Liaise with teaching staff and ensure accessible work is left for covering teachers via SIMON.
- Onboard CRTs, providing induction materials and communicating positive behaviour guidelines, routines and expectations.
- Collaborate with the Business Manager on CRT bookings and leave coverage planning.
- Inform Leadership of concerns related to teacher absence patterns or failure to meet coverage obligations.
- Maintain communication with employment agencies and build a reliable pool of CRTs.

College Operations and Event Coordination

- Assist in coordinating College-wide events such as photos, immunisations, and special activities.
- Support the development of supervision rosters, wet weather schedules, and other duty-related programs.
- Attend planning meetings with the Principal or Deputy Principals as needed.

College Organisation

- Work with Pedagogy and Curriculum Instructional Leaders to help coordinate exams, NAPLAN etc.
- Timetable process for Photo Day, Immunisation and other school wide events.
- Assist with developing processes for authorising and tracking Staff excursion/incursion requests in line with Iona College policies.

Excursions and Extra-curricular Activities

- Plan, organise and assist staff in the coordination of the Colleges extracurricular activities and ensure dates are included on the College calendar.
- Liaise with staff in the organisation of all College excursions/incursions.
- Working with the Risk and Compliance Officer, assist in the organisation of staffing for excursions, camps and other College activities; ensuring DOE guidelines (staff-student ratios) are met.
- Monitor and maintain your own record for camps, tours, excursions, incursions and activities.

Compliance and Professional Conduct

- Be familiar with and adhere to relevant MACS and Complispace policies, including duty of care and employment regulations.
- Support school improvement processes and compliance audits (e.g., VRQA) as required.

3. Key Performance Indicators (KPIs)

- Evidence that the daily coverage of all absent staff is timely, accurate, and equitably distributed.
- Evidence that CRTs are effectively inducted and positively reviewed by staff.
- Evidence that staff rosters and duty schedules are current, fair, and well-communicated.
- Evidence of minimal disruption to learning and College operations because of staff absences.
- Evidence of positive staff feedback regarding communication, organisation, and responsiveness.
- Evidence of college-wide events are smoothly coordinated with all logistical needs met.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
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 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 35 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Head of Student Voice and Agency

POL: 2

TIME RELEASE: 12 /periods per cycle^

TENURE:

2026-2027*

1. Position Description

At Iona College, we recognise that leadership is something that is within all of us, and we believe that all our young people have leadership potential. The Head of Student Voice and Agency is responsible for leading initiatives that amplify student voice, agency, and leadership across Iona College. They will continue to develop and implement whole school programs and opportunities which are student-led, student driven and student focused.

Grounded in Catholic values and in alignment with MACS 2030 vision, this role empowers students to be active partners in their learning, contribute meaningfully to school life, and influence decision-making processes. The position works in close partnership with the Deputy Principal (Wellbeing), the Deputy Principal (Learning), House leaders and Year Level Wellbeing Leaders to foster student engagement, pride, and connectedness across the College.

2. Duties and Responsibilities

Strategic and School Improvement

- Collaborate with Principal and Deputy Principals to develop annual goals and action for the Annual Action Plan (AAP) to support the learning and leadership of students across the school
- Lead the development and implementation of a college-wide Student Voice and Agency strategy aligned with MACS policies and best practice (e.g. Amplify, Vision for Engagement and Vision for Instruction).
- In partnership with key leaders, co-lead the Respectful Relationships Core Team to ensure student perspectives shape wellbeing initiatives.
- Support the integration of student agency into classroom learning through High Impact Teaching Strategies (HITS) and goal-setting practices.
- Work with key stakeholders to develop pedagogical practices that promote innovative teaching and learning on a classroom and whole school level in particular collaborating with students to co-create and co-design programs.
- Contribute to VRQA and school improvement reviews as required.

Relational and Leadership Development

- Build and maintain the student leadership structure offering diverse, inclusive opportunities.
- Mentor and guide student leaders and representatives to develop leadership capacity and amplify student advocacy.
- Facilitate regular forums, surveys, and student feedback loops to ensure genuine engagement and collaboration.

Operational and Program Delivery

- Coordinate student-led events and initiatives (e.g. assemblies, Anzac Day, Open Day).
- Lead the planning and delivery of the Student Leadership Camp and Teach the Teacher Program.
- Develop partnerships with external organisations (e.g. VicSRC, local Catholic schools) to broaden student leadership experiences.
- Use student wellbeing and engagement data (e.g. Pulse Check-in) to inform planning and highlight areas of student concern or innovation.
- Be familiar with and explicitly teach collaborative learning skills where students actively participate in negotiating roles, responsibilities and outcomes – Learning to Learn and Pathways to success subjects in particular.

3. Key Performance Indicators (KPIs)

- Evidence of a clearly defined and functional student leadership structure is established, reviewed and operational.
- Evidence that student representation is visible in key school initiatives and decision-making forums.
- Evidence of the annual implementation of student-led programs and events with positive staff and student feedback.
- Student voice is evident in teaching and learning practices through co-design, feedback mechanisms, or data-informed adjustments.
- Evidence that leadership and wellbeing data show increased student engagement, school pride, and connectedness.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
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 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, the Head of Student Voice and Agency must uphold the College's Child Safety Policies and procedures and ensure that student management practices meet the highest standards of safety, dignity, and compliance.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 12 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

VCE Leader	
POL: 2	TIME RELEASE: 15 /periods per cycle^
TENURE:	2026-2027*

1. Position Description

The VCE Leader is responsible for the leadership, administration, and ongoing development of the Victorian Certificate of Education (VCE) program at Iona College. This includes oversight of curriculum design, policy development, student progression, assessment procedures, and reporting requirements in line with Victorian Curriculum and Assessment Authority (VCAA) guidelines.

In collaboration with the Applied Learning Leader and the Pathways Team, the VCE Leader works to enhance the quality of teaching and student outcomes across the senior years, including supporting the Year 10 Accelerated Learning Program. This role plays a vital part in promoting academic excellence, student wellbeing, and career-readiness.

2. Duties and Responsibilities

Relational and Leadership Responsibilities

- Network and collaborate with VCE leaders across the Geelong region and attend MACS VCE Network meetings.
- Lead communication with VCE teachers to ensure clarity in assessment processes, curriculum planning, and VCAA expectations.
- Liaise with the VASS administrator to ensure accurate data entry for VCE student units.
- Partner with Year Level Wellbeing Leaders and the Pathways team to facilitate parent meetings addressing academic concerns and future pathways.
- Acknowledge and promote student academic achievement across platforms (events, newsletters, social media).
- Contribute to and collaborate with the Pathways Team.

Strategic and School Improvement Responsibilities

- Demonstrate deep knowledge of MACS Vision for Instruction and Vision for Engagement and the School Improvement Framework, particularly in the spheres of Learning & Teaching and Leadership & Management.
- Review NAPLAN and SIMON data to identify trends and inform curriculum and program decisions.
- Contribute to whole-school improvement through the development and review of VCAA-aligned VCE policies and procedures.
- Promote and lead data-informed practices to enhance student outcomes and teacher effectiveness.

Operational Responsibilities

- Organise and support VCE curriculum events including the Senior Pathways Information Evening, Careers Expos, and examination information sessions.
- Oversee student transitions into and through the VCE, including Year 10 accelerated entry, Year 11 and Year 12 progression.
- Lead the scheduling and secure administration of all VCE examinations, including GAT coordination and special exam arrangements.
- Maintain timely and accurate communication to staff, students, and families regarding key VCE dates, assessments, SACs, and revision opportunities.
- Collaborate with staff to prepare and update the Senior Years Handbook and maintain the VCE section of the College website.
- Provide comprehensive VCE data analysis and reporting to support College leadership and instructional decisions.

Curriculum and Pedagogical Responsibilities

- Promote professional learning in VCE curriculum areas and ensure alignment with school-wide learning goals.
- Support staff with curriculum mapping and ensure all unit plans meet College standards using SIMON.
- Guide and support students through the subject selection process, ensuring informed and strategic choices.
- Build strong teamwork and pedagogical collaboration among senior subject teachers to foster best practice.
- Ensure completion and timely submission of all required VCAA documentation.
- Maintain and Update the Iona College VCE student Handbook and the VCE and VCE VM Administrative Handbook and the VPC Handbook.

College and Community Engagement

- Attend and actively participate in key College events, including Open Days, Awards Celebrations, Columba Day, and community Masses.
- Participate in College leadership formation, appraisal, and feedback programs.
- Promote the VCE program and related successes through College newsletters and social media platforms.
- Fulfil leadership responsibilities associated with being a member of the Learning Innovation Team and Senior Pathways Team.

3. Key Performance Indicators (KPIs)

- Evidence of 100% compliance with VCAA regulations, policy updates, and assessment requirements.
- Evidence of timely and accurate data entry for all VCE student units in VASS.
- Evidence of demonstrated improvement or consistency in student study scores, VCE completion rates, and retention.
- Evidence that all VCE teachers complete unit planning using SIMON and engage in curriculum mapping by deadlines.
- Evidence of the timely publication and distribution of VCE updates to the College community.

- Evidence of attendance and active participation in all College pathway events and VCE-related sessions.
- Evidence of positive feedback from the Pathways Team and VCE teachers on performance appraisals.
- Evidence of active leadership in team meetings with agendas and documented action items maintained.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
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 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 15 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

VCE Vocational Major (VCE VM) Leader

POL: 2 **TIME RELEASE: 10 /periods per cycle^**

TENURE: 2026-2027*

1. Position Description

The VCE Vocational Major (VCE VM) Leader is a key leadership position at Iona College Geelong, reporting directly to the Principal and Deputy Principal (Learning). This role is responsible for the strategic and operational leadership of the VCE Vocational Major (VCE VM) program, ensuring it aligns with the College's mission, educational goals, and the requirements of the Victorian Curriculum and Assessment Authority (VCAA).

As part of the Senior Pathways Team, the Applied Learning Leader supports and leads applied learning teachers, ensuring high-quality instruction, student engagement, and the promotion of VCE VM as a valuable senior secondary pathway. The role involves curriculum leadership, compliance management, staff development, student support, and the promotion of applied learning across the school community.

2. Duties and Responsibilities

Strategic and Curriculum Leadership

- Lead the design, implementation, and evaluation of the VCE VM program in alignment with VCAA guidelines and College priorities.
- Promote the applied learning pathway as a legitimate and valuable component of senior secondary reform.
- Oversee course development, unit planning, assessment, and reporting within VCE VM.
- Set and review program goals, incorporating student data and feedback.

Operational Responsibilities

- Support students who identify VCE VM as a pathway.
- Ensure accuracy and compliance of VASS data for VCE VM units in partnership with VASS administrators.
- Maintain up-to-date VCE VM information for parents and students, including handbooks, website content, and policy documents.
- Organise and participate in College events related to senior pathways (e.g., information evenings, expos, results support sessions).

Compliance and Quality Assurance

- Liaise with the VCAA regarding VCE VM quality assurance processes and audits.
- Verify and collate all required documentation for VCAA quality assurance and ensure deadlines are met.
- Support the implementation of VCAA requirements and ensure all applied learning teachers are informed and compliant.

Student Support and Pathways

- Provide guidance to students and families on VCE VM options, pathways, and post-school opportunities, in collaboration with the Pathways team.
- Work with Year Level Wellbeing Leaders to address student progress, attendance, and academic concerns.
- Promote and support Australian School-Based Apprenticeships (ASBAs), VET selections, and work placements.

Staff Development and Collaboration

- Lead regular meetings with VCE VM teachers to share updates, discuss pedagogy, and review student progress.
- Promote professional learning opportunities in applied learning education and vocational curriculum.
- Mentor and support teachers in curriculum mapping and planning using Iona College Unit Planners (SIMON).

College and Community Engagement

- Actively contribute to the Pathways Team and the Learning Team.
- Represent the College at external VCE VM networks and within the Geelong VCE VM Cooperative.
- Promote student achievement and celebrate success through newsletters, social media, and College events.
- Attend key College events and fulfill general leadership duties, including contribution to policy, planning, and appraisal processes.

3. Key Performance Indicators (KPIs)

- Ensure all subjects comply with VCAA regulations and quality assurance deadlines for VCE VM.
- Completion and submission of VASS data for all VCE VM students with no errors.
- Evidence of measurable improvement in student engagement and achievement across VCE VM cohorts (e.g., completion rates, attendance, retention).
- Increase in student satisfaction and clarity around applied learning pathways through survey data and feedback.
- Evidence of all VCE VM teachers completing curriculum mapping and unit plans using SIMON platform.
- Evidence of consistent, high-quality assessment and reporting aligned with VCAA standards.
- Regular team meetings held with documented agendas and action items.
- Timely publication and distribution of VCE VM communications (newsletters, handbooks).

- VCE VM represented at relevant College events (e.g., Information Nights, Parent/Carer Meetings).

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
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 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their ARM meeting, the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 10 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Year Level Wellbeing Leader

POL: 2 **TIME RELEASE: Various periods per cycle[^]**

TENURE: 2026-2027*

1. Position Description

The Year Level Wellbeing Leader (YLWL) is a key leadership role responsible for the holistic care, formation, and behaviour of students in a designated year level. Grounded in the Catholic faith and the MACS 2030 Vision, the YLWL fosters a culture of connection, character, resilience, and respect.

Working in partnership with a second YLWL, the Year Level Learning Diversity Leader (Case Manager), and Community Group teachers, the YLWL creates a safe, inclusive, and growth-oriented environment. They ensure the proactive monitoring of student wellbeing, the effective delivery of the Wellbeing Curriculum and programs, and the implementation of the College's Positive Behaviour Guidelines. The YLWLs case manage the Supplementary NCCD students in the year level ensuring a wraparound approach to supporting students with additional needs. The YLWL acts as the first point of contact for year-level matters and works closely with students, families, and support staff to ensure each student can flourish.

2. Duties and Responsibilities

Wellbeing and Behaviour Leadership

- Lead a proactive, trauma-informed, and restorative approach to student behaviour.
- Implement the College's Positive Behaviour Guidelines and processes (Reminders, Flags, Out of hours (OOHRs), Reset Days).
- Facilitate restorative conversations to support student reflection and growth.
- Chair weekly Student Support Group (SSG) meetings to coordinate timely and effective responses for students in need.
- Ensure follow-up actions from SSG meetings are implemented and documented.
- Maintain accurate, up-to-date notes in the student portal SIMON and through SSG documentation.
- Promote and model high expectations for uniform, attendance, and respectful conduct.
- Support the Reset Room in collaboration with fellow YLWLs using trauma-informed practices to assist students in regulation and reflection.

Student Support and Engagement

- Develop strong relationships with students and advocate for their wellbeing and academic success.
- Case manage supplementary NCCD students using a team approach with support from Year Level Learning Diversity Leader (Case Manager) and Head of NCCD (as required).
- Monitor student wellbeing data (e.g. Pulse Check-ins) and respond proactively to student needs.
- Demonstrate cultural awareness and sensitivity when engaging with students and families.
- Liaise with internal and external wellbeing and student support services as appropriate.

Leadership of Year Level Team

- Lead and support Community Group teachers to address student attendance, commendations, and behavioural concerns.
- Conduct Year Level Team briefings to promote collaboration and build teacher capacity.

Communication and Partnerships

- Maintain clear, timely, and professional communication with families.
- Represent the year level at College assemblies and events.
- Serve as the key contact and coordinator for all year level activities and events, including programs (e.g. LifeChanger), and major events.

Programs, Curriculum and Transitions

- Lead the development and delivery of a rigorous and contemporary Wellbeing Curriculum across Wellbeing lessons and assemblies.
- Coordinate transition activities, including orientation and welcome events (especially for new students and Year 7 students).
- Organise and oversee Year Level camps, alternate programs, and special events throughout the year.
- Coordinate class groupings for the following year level and contribute to the College Yearbook.

Recognition and Student Voice

- Promote and celebrate student achievement in academic, co-curricular and community life.
- Ensure recognition of student success across the College.
- Meet regularly with student leaders and support student voice in year level initiatives.

3. Key Performance Indicators (KPIs)

- Evidence that wellbeing and behaviour initiatives consistently align with the College's Positive Behaviour Guidelines.
- Evidence of strong collaboration and communication with Year Level Learning Diversity Leader (Case Manager), CG teachers, and support staff.
- Evidence of clear, timely, and supportive communication with families and students.
- Evidence of accurate and timely documentation (SIMON, SSG notes, social behaviour data).
- Evidence of high levels of student participation, engagement, and satisfaction within the year level.
- Evidence of positive feedback from students, staff, and parents/carers on leadership and wellbeing support.
- Evidence of effective coordination of key events, transition programs, and wellbeing curriculum delivery.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
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 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM) meeting, the type and timing of which will be decided by the Principal.

7. Special Responsibilities

Some additional responsibilities will be specific to the year level e.g. transition support in year 7 and organising graduation in Year 12.

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is varied (dependent of year level) (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Resources and Budgeting

- Manage sport uniforms and equipment for external sport.
- Prepare and oversee the annual sport budget.
- Order and organise trophies, medals, and certificates for sporting recognition.

Collaboration and Celebration

- Partner with the Head of Sport (B) and other College staff to build a strong, inclusive sport culture.
- Celebrate and share student success stories in Iona College publications and events.
- Assist with other duties as allocated by the Principal related to sport and student engagement.

3. Key Performance Indicators (KPIs)

- Evidence that the GISSA program is executed efficiently, with high student participation and timely communication.
- Evidence that all events meet compliance requirements, including completed risk assessments and parent permissions.
- Evidence of positive staff, student, and parent feedback regarding organisation, communication, and opportunities.
- Evidence that major school carnivals and external events are delivered on time and within budget.
- Evidence of sporting achievements are documented and celebrated in school communications.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 16 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Risk Management and Compliance

- Conduct and document OHS risk assessments for all sport events.
- Ensure duty of care and supervision requirements are met and align with Complispace and College policies.
- Participate in professional learning related to risk management, medical needs, and student wellbeing.

Support for Whole-School Sport Events

- Collaborate and support the Head of Sport (A) in the delivery of major carnivals such as swimming, athletics, and cross-country.
- Support the broader College sport culture through active involvement in key sporting occasions.

3. Key Performance Indicators (KPIs)

- Evidence that weekly sport program runs efficiently with minimal disruption and high student participation and engagement.
- Evidence that all required risk assessments and school activity permissions are completed accurately and on time.
- Evidence that equipment is maintained and accessible, with clear procedures in place for student use.
- Evidence of positive feedback from staff and students on the organisation and quality of internal sporting experiences.
- Evidence of student engagement and wellbeing through participation and recognition in sport.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
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 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Careers Expo
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 16 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Head of Student Logistics

POL: 1 TIME RELEASE: 10 /periods per cycle^

TENURE: 2026-2027*

1. Position Description

The Head of Student Logistics plays a critical leadership role in ensuring the smooth, efficient, and safe operation of the school's logistical systems that support student movement, attendance, events, assessments, and daily operations. This includes overseeing timetables, exam coordination, supervision rosters, student attendance monitoring, transport arrangements, room allocations, and emergency procedures. The role requires a high level of organisational skill, attention to detail, and collaboration with key school staff.

2. Duties and Responsibilities

Events & Daily Operations

- Support the logistics for school events including assemblies, incursions, excursions, sports days, and camps.
- Coordinate supervision rosters for school events.
- Ensure all student rolls are accurately marked.
- Make arrangements for student phones at school events.
- Organise and oversee transport arrangements for school-based activities and off-site events, work with the bus coordinator to arrange transport.
- Ensure all events are supported with required resources (staffing, rooms, technology, transport, etc.).

Emergency Management & Supervision

- Support the implementation of emergency evacuation, lockdown, and other critical incident procedures.
- Collaborate with staff to ensure safe student movement during emergencies or timetable disruptions.

System Administration & Compliance

- Generate reports for attendance, room usage, supervision, and other operational needs.
- Ensure compliance with child safety, duty of care, and risk management policies related to logistics.

Team Leadership & Communication

- Work closely with other administrative and teaching staff to plan and execute daily operations efficiently.
- Communicate logistics information clearly and promptly to staff, students, and families.
- Lead and mentor administration support staff responsible for logistics-related tasks.

3. Key Performance Indicators (KPIs)

- The movement of students is conducted in an orderly manner.
- Evidence of communication with staff is done in a timely manner.
- Exam periods are smoothly coordinated with minimal disruptions and full compliance with regulatory standards.
- All school events run efficiently, with adequate planning, transport, and communication provided.
- Staff report high satisfaction with clarity and timeliness of logistical communication.
- All logistics processes adhere to risk management and child safety standards.
- Data in school management systems is current, accurate, and used effectively to inform decision-making.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 10 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Assistant Head of Catholic Identity (First Nations)

POL: 1 **TIME RELEASE: 5/periods per cycle^**

TENURE: 2026-2027*

1. Position Description

The Assistant Head of Culture and Identity (First Nations) is a key member of the College Catholic Identity Team with a focus on ensuring the recognition of our First Nations History and the support of the First Nations students at Iona College.

The Assistant Head of Culture and Identity (First Nations) will work closely with the First Nations Liaison Officer in seeking opportunities to integrate the First Nations story across all aspects of the College Learning and Teaching program along with recognition of the importance of the First Nations story in whole school gatherings and celebrations.

2. Duties and Responsibilities

Catholic Identity (First Nations)

- Act as the key contact person for all First Nations students attending Iona College and their families.
- Attend and support the Program Support Groups (PSG's) for the College's First Nations Students.
- Act as the key advocate for First Nations students within the school and as such be involved in pastoral and academic progress, celebrating successes, ensuring concerns are addressed and cultural sensitivity is maintained.
- Work alongside the Iona College First Nations Liaison Officer to support First Nations students and ensure culturally appropriate practices and procedures at the College.
- Organise First Nations cultural experiences, excursions and regular meetings with students.
- Complete funding reports as requested by MACS.
- Coordinate school-wide events that celebrate and commemorate moments on the First Nations calendar.
- Network with First Nations communities and organisations to ensure student wellbeing.
- Ensure the College is compliant with the requirements of Child Safe Standard 1.
- Work with the Catholic Identity Team to support all activities associated with the Catholic Identity of the College including Liturgies, Prayer opportunities, Retreats and Reflection Days to ensure a First Nations perspective is present.
- Assist the Director of Culture and Strategy (Catholic Identity) and the Pedagogy and Curriculum Instructional Leader (Catholic Identity) with the development of reflections to be included in Weekly Newsletter and the daily reflections included on the student portal (SIMON) during Reconciliation Week.
- Assist the Director of Culture and Strategy (Catholic Identity) and the Catholic Identity Team in ensuring there is a Catholic Identity presence at whole school gatherings through reflection and prayer opportunities recognizing our First Nations people.
- Assist the Director of Culture and Strategy (Catholic Identity) and Pedagogy and Curriculum Instructional Leader (Catholic Identity) with the promotion and review of the goals set out in

the school Annual Action Plan and School Improvement plan in relation to First Nations perspectives.

3. Key Performance Indicators (KPIs)

- Show evidence of a strong working relationship with the College First Nations Liaison Officer and ensure that there is cultural appropriateness and sensitivity applied to all aspects of College operations.
- Evidence of ensuring that all PSG meetings for First Nations students are completed and documented appropriately.
- Show evidence of where the First Nations story has been embedded into whole school celebrations and rituals in the College.
- Evidence of ensuring that all reporting and funding applications relating to First Nations Students are completed and submitted to MACS.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 5 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Assistant Head of Catholic Identity (Justice and Liturgy)

POL: 1 **TIME RELEASE: 5/periods per cycle^**

TENURE: 2026-2027*

1. Position Description

The Assistant Head of Culture and Identity (Justice and Liturgy) is a key member of the College Catholic Identity Team with a focus on ensuring the recognition of our First Nations History and the support of the efforts to promote Justice at Iona College along with supporting whole school liturgies.

The Assistant Head of Culture and Identity (Justice and Liturgy) will work closely with Director of Culture and Strategy (Catholic Identity) in seeking opportunities to promote justice education along with relevant fundraising and awareness activities at Iona College.

2. Duties and Responsibilities

Catholic Identity (Justice and Liturgy)

- Work with the Catholic Identity Team to support all activities associated with the Catholic Identity of the College including Liturgies, Prayer opportunities, Retreats and Reflection Days to ensure a Justice perspective is present.
- Support the College effort to promote awareness and financial support of St Mary's Parish school in Uganda.
- Assist in the planning of a possible immersion experience for students to Uganda (Manyara Parish).
- Assist the Director of Culture and Strategy (Catholic Identity) and the Pedagogy and Curriculum Instructional Leader (Catholic Identity) with the preparation and execution of whole school liturgical and reflection events.
- Assist the Director of Culture and Strategy (Catholic Identity) and the Pedagogy and Curriculum Instructional Leader (Catholic Identity) with the development of reflections to be included in Parent News and the daily reflections included on the student portal (SIMON) where Catholic justice efforts can be promoted
- Assist the Director of Culture and Strategy (Catholic Identity) and the Catholic Identity Team in ensuring there is a Catholic Identity presence at whole school gatherings through reflection and prayer opportunities recognizing and promoting awareness of Catholic justice efforts
- Assist the Director of Culture and Strategy (Catholic Identity) and Pedagogy and Curriculum Instructional Leader (Catholic Identity) with the promotion and review of the goals set out in the school Annual Action Plan and School Improvement plan in relation to justice perspectives.

3. Key Performance Indicators (KPIs)

- Show evidence of where there has been an integration of Justice Education into whole school celebrations and rituals in the College.
- Show evidence of the continuation to direct fundraising activities in line with our Catholic Identity.
- Show evidence of where justice perspectives can be integrated into the learning and teaching program at the College.
- Show evidence of supporting the Director of Culture and Strategy (Catholic Identity) and the Pedagogy and Curriculum Instructional Leader (Catholic Identity) with whole school liturgies and reflections.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
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 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is 5 (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Year Level Learning Diversity Leader (Case Manager)

POL: 1	TIME RELEASE: Various periods per cycle^
TENURE:	2026-2027*

1. Position Description

The Year Level Learning Diversity Leader (Case Manager) supports the inclusion and success of students identified as having Extensive and Substantial adjustments under the Nationally Consistent Collection of Data (NCCD).

Working within a multidisciplinary team, they act as a case manager for students at their year level who require significant learning, behavioural, or physical accommodations. In partnership with the Head of NCCD and Year Level Wellbeing Leaders (YLWLs), the Case Manager ensures that these students receive the appropriate support, adjustments, and monitoring required for academic and wellbeing growth. They also coordinate Program Support Group (PSG) meetings with families and allied professionals.

2. Duties and Responsibilities

Case Management & Support

- Manage and monitor a caseload of students with Extensive and Substantial needs within the assigned year level.
- Ensure the provision, documentation, and review of learning and wellbeing adjustments in collaboration with teachers.
- Maintain accurate records in line with NCCD compliance expectations.

Collaboration & Communication

- Coordinate and lead termly or semesterly PSG meetings involving families, YLWLs, the Head of NCCD (where needed), and external professionals.
- Partner with YLWLs to align learning and wellbeing support for each student.
- Act as a liaison between students, families, classroom teachers, and support staff to ensure consistent care.

Teacher Support & Implementation

- Support classroom teachers in the implementation of adjustments and differentiated strategies.
- Provide student-specific advice and strategies to assist in creating inclusive learning environments.
- Assist with the implementation, adjusting and monitoring of Personalised Learning Plans (PLPs) and Behaviour Support Plans (BSPs).

Compliance & Review

- Ensure timely and accurate NCCD data collection and evidence collation.
- Participate in relevant professional learning and compliance meetings.
- Assist in transition planning and reviews for new or outgoing students.

3. Key Performance Indicators (KPIs)

- Show evidence that all assigned students have updated PLPs, adjustments, and PSG documentation aligned with NCCD expectations.
- Evidence that all PSGs are completed and documented for each student, with parent and teacher input.
- Show evidence of the demonstrated collaboration with Year Level Wellbeing Leaders and the Head of NCCD in case planning.
- Evidence of clear, accessible documentation and evidence of support strategies maintained for all students.
- Evidence of positive feedback from families, students, and staff regarding communication and case management.

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
 - Open Day/Information Sessions and Tours
 - Awards Celebrations
 - All scheduled School Masses
 - All Whole School Assemblies and Events
 - Camps and Retreats as required
 - Columba Day
 - Student Progress Meetings
 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM), the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is varied (dependent of year level) (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

VIT Graduate Teacher and Pre-Service Teacher Mentor	
POL: 1	TIME RELEASE: 2 x No. of Graduate teachers / periods per cycle
TENURE:	2026-2027*

1. Position Description

The VIT (Victorian Institute of Teaching) graduate teacher and pre-service teacher mentor is responsible for providing guidance, support, and feedback to a pre-service teacher during their placement and to VIT Graduate teachers under provisional registration. This includes helping them develop teaching skills, meet university requirements, and transition towards becoming a registered teacher. The mentor also acts as a role model, demonstrating effective classroom practice and guiding the VIT Graduate teachers and pre-service teacher towards professional development.

2. Duties and Responsibilities

Pre Service Teacher Coordinator:

- Welcome and introduce pre-service teachers to the school community, ensuring they understand policies, procedures, and expectations while fostering a supportive and collaborative environment.
- Assign suitable mentor teachers for each PST based on learning areas and expertise.
- Construct a realistic timetable that accommodates classroom observations, teaching responsibilities, and learning areas.
- Facilitate regular check-ins to ensure PSTs are comfortable with expectations and meeting university requirements and are progressing effectively.
- Collaborate with mentor teachers to support and oversee PST progress.
- Provide guidance and support the pre-service teacher by assisting with lesson planning, classroom management, and addressing any challenges that arise during the placement.
- Act as a point of contact for universities, ensuring alignment between school and university expectations.
- Organise and coordinate university observations, ensuring compliance and all documentation is completed.
- Complete and submit claim forms as per university requirements, ensuring mentor teacher allocations are accurately recorded and acknowledged.

VIT Graduate Mentor:

- Support VIT graduate teachers as they begin their first year of teaching at the school.
- Provide guidance and mentorship to graduate teachers under provisional registration.
- Facilitate regular check-ins to scaffold the demands of the VIT inquiry and first year of teaching, ensuring graduate teachers feel supported throughout their journey.
- Assist graduate teachers in lesson preparation, classroom management, and teaching strategies, in collaboration with their learning area mentor.

- Conduct regular observations and provide constructive feedback based on the Australian Professional Standards for Teachers (AITSL).
- Assist in navigating the VIT registration requirements and documentation, ensuring compliance with professional expectations.
- Support graduate teachers in preparing and delivering their submission to the VIT assessment panel.
- Encourage access to professional development and training opportunities, promoting ongoing growth for graduate teachers and pre-service teachers.
- Guide graduate teachers and pre-service teachers in self-reflection, helping them identify areas for improvement and refine their teaching approach.

3. Key Performance Indicators (KPIs)

- Evidence of support for VIT graduate teachers and pre-service teachers.
- Evidence of feedback and observations
- Evidence of open and effective communication
- Evidence of Panel presentations for VIT graduate teachers
- Evidence of feedback from VIT graduate teachers and pre-service teachers

4. College Commitments and Expectations

- Model and uphold the Catholic identity, values, and mission of Iona College.
- Comply with all Child Safety and Duty of Care requirements and model a culture of student-centered care.
- Actively contribute to the MACS Vision for Instruction and College School Improvement Plan.
- Attend and support whole-College events.
- Participate in professional learning relevant to teaching and learning, curriculum development and the science of learning.
- Maintain high visibility and approachability within the college, modelling professionalism, consistency, and care.
- Expected Attendance at:
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 - External meetings/Events as requested by the Principal

5. Child Safety and Occupational Health and Safety Responsibilities

As a leader at Iona College, support and enact the College's Child Safety Policies and procedures.

The leader will be required to ensure that activities undertaken within this position are compliant with best practice child safe practices, particularly for the most vulnerable students in our community.

The leader will be required to ensure that all Iona College Geelong OHS policies and procedures are adhered to in the course of the duties undertaken in this position.

6. Appraisal

All POL holders within the College will be expected to undertake an appraisal process in conjunction with their Annual Review Meeting (ARM) meeting, the type and timing of which will be decided by the Principal.

7. Special Responsibilities

From time to time there may be special duties that will be allocated to this leadership position directed by the Principal.

8. Allowance

^ Time release for this position is varied (dependent of the number of graduate teachers) (47m) periods out of a FTE load of 47.3 periods over a two-week cycle.

**This position will be appointed for the 2026-27 school year with the option of the 2028 school year.*

Positions of Responsibility (POR)

Positions of Responsibility (POR)	Time Allowance (PDS) (47 mins) Per Fortnight
Careers Education Coordinator	10
Occupational Health and Safety (OHS)	6
Central Australia Trip	1
Indonesian Trip	1
Duke of Edinburgh	2
Glowrey House Leader	2
MacKillop House Leader	2
Francis House Leader	2
Chisholm House Leader	2
Lunchtime Activities	2
Lunchtime Activities	2
Learning Team Convenors (Approximately 2 per team)	(Various times)