



Guildford Grammar School

POSITION DESCRIPTION

Position Title:	Director of Teaching and Learning – Preparatory School
Date established:	July 2024
Reports to:	Head of Preparatory School

POSITION OVERVIEW

The Director of Teaching and Learning-Preparatory School is a key member of the Preparatory School Leadership Team and is responsible for leading innovative, student centred learning from K-6. The role is instrumental in providing support and leadership in the ongoing development of pedagogical practice and curriculum to inspire and motivate, ensuring that students reach their potential and develop positive dispositions for learning. With a strong focus on student agency, the role will require the incumbent to work closely with staff, families and students. The Director of Teaching and Learning – Preparatory School, will utilise expertise and knowledge to support and build the capacity of all members of the school community to contribute to an environment that is engaging, relevant, innovative and inspiring.

REQUIRED COMPETENCIES & SKILLS

Education & Training

- Relevant tertiary qualifications with extensive experience in leading teaching and learning in a primary school context.
- Postgraduate qualifications (desirable).

Teaching & Learning

- Outstanding knowledge of high-quality teaching and learning and related pedagogy, including inquiry, play based learning and explicit and intentional teaching practices.
- Possesses an outstanding approach to achieving excellence in education and inspiring others to do the same.
- A deep understanding of the Australian education system, with specific expertise and knowledge of the Western Australian Curriculum, Early Years Learning Framework and National Quality Standards and associated requirements in the context of a primary school setting.
- Proven capacity to lead, motivate and inspire teachers to learn and to lead learning, bringing vision to life and promoting a culture of innovation, professionalism and collaboration.
- Exceptional interpersonal and presentation skills and an open, collegial, and consultative style.

- Expert ability to undertake research, think and plan strategically, form and carry out action plans and evaluate outcomes.
- Bring rich knowledge of current innovations in teaching and learning, remaining abreast of evidence-based practice and supporting a community of learners who are at the forefront of education.
- Value thoughtful and impactful use of technologies in the support of learning.

Personal Attributes & Values

- A positive, open and innovative mindset.
- Capacity to create a positive culture of challenge and support as part of a community that values innovation and excellence, enabling effective teaching that promotes enthusiastic, independent learners.
- Demonstrated ability to work with and through others to build a professional learning community that is focused on continuous improvement of teaching and learning
- Demonstrate commitment to the Purpose, Values and Anglican ethos of the School and capacity to be actively engaged in all aspects of school life.
- Possess a comprehensive understanding of 'Duty of Care' and place a high value on child wellbeing.
- Be responsible and accountable for continuing compliance with our Child Safe practices and Child Safe Reporting Policy. It is expected that all staff will maintain contemporary knowledge of the policy always. All staff have a responsibility to raise any concerns they have about child protection to the Principal immediately.

KEY RESPONSIBILITIES & TASKS

These include, but are not limited to:

Leading Learning

- Leads a learning culture, which values curiosity, creativity, problem solving, and the development of learner assets and deep engagement across all learning areas and experiences.
- Fosters and encourages learning which exemplifies social constructivism and accounts for the importance of optimal wellbeing for success in learning.
- Supports personalisation of learning within the structure of an open enrolment and inclusive learning environment.
- Supports the development and review of the philosophy for learning, teaching and pedagogy in the Preparatory School in conjunction with the Preparatory School Leadership Team, staff and students.
- Works in partnership with the Head of Preparatory School to deliver the School's educational priorities to achieve outstanding outcomes for all.
- Actively leads, develops and maintains high quality, evidence based and innovative pedagogical practice in the Preparatory School, supporting staff with the skills and dispositions to deliver on set expectations.
- Plans and leads the curriculum review cycle to promote continuous enhancement and innovation, providing clarity and consistency in the pedagogical approach across the Preparatory School.
- Coordinates and leads the analysis of data to support educators to meet the needs of students using the 'Response to Intervention' model, working closely with Inclusive

Education staff to ensure that support (Tier 2) and intervention (Tier 3) programs are effective.

- Guides educators to implement quality differentiated instruction and principles for universal design in all educational contexts within the Preparatory School.
- Possesses a deep knowledge of inquiry-based learning, play based learning and explicit, intentional teaching practices, with the skills to lead others to improve their understanding and implementation in practice.
- Embraces opportunities for student voice, choice and agency in learning and allows for active engagement of students in the review of opportunities and experiences.

Leading People

- Provides mentoring and coaching to support staff capacity and create a vibrant and innovative learning environment with a focus on connection and engagement.
- Promotes and leads a professional learning culture through the development of a coordinated and high quality growth program that embeds professional collaboration and learning, consistent with AITSL standards.
- Is proactive in leading professional learning and growth opportunities that align with the School's strategic plan.
- Works in partnership with other key leaders to develop and monitor individual professional learning goals aligned with the School's strategic directions and lead staff growth and improvement.

General Administration & Management

- Contributes to the development and implementation of the School's reporting systems, including analysing and evaluating student progress and achievement.
- Leads the administration of standardised testing and reporting as appropriate to a primary school context.
- Contributes to policy development and review relevant to the teaching and learning portfolio in the Preparatory School.
- Develops and maintains a contextually relevant and developmentally appropriate approach to assessment and feedback.
- Leads and continually reviews and refines the approach to continuous feedback to families on student growth and progress.
- Ensures timely and accurate provision of all relevant data to all external agencies and statutory bodies.
- Leads the development of the timetable from K-6.
- Fosters and maintains effective relationships with a range of stakeholders, developing partnerships with staff, parents and the wider school community, creating connections with external agencies to enhance learning opportunities and experiences for students and staff.
- Ensures curriculum resources are maintained and procured as necessary for the effective delivery of programs and annual budgets account for ongoing renewal.

This position description is intended as a guideline to illustrate the main job responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Manager's discretion. Employees may also be required to undertake other reasonable duties as directed.