

POSITION DESCRIPTION

LEAD TEACHER — SENIOR CURRICULUM

DEPARTMENT	ECG Secondary School
REPORTS TO	Associate Principal — Curriculum and Pedagogy
DATE	October 2026
POSITION OBJECTIVE	To lead the development, implementation, assessment, and reporting of quality senior school curriculum and VCAA administration processes across all ECG Secondary College Campuses.
Achievement of the position objective will be reviewed against key performance indicators in the annual appraisal, the review process and as required.	

Our Values are reflected in our commitment to:

- ★ *Integrity*
- ★ *Inclusion*
- ★ *Quality*
- ★ *Collaboration*
- ★ *Safety*

Community College Gippsland (CCG) is a child safe organisation with zero tolerance for child abuse and is committed to the safety and wellbeing of all students. CCG supports and adheres to Child Safety Standards.

United we belong. Together we thrive.

The CCG community welcomes people from all backgrounds, abilities, and identities. We are enhanced by our diversity and learn through inclusion, respect and understanding.

At CCG we:

- *Provide a safe and inclusive environment that is free from discrimination.*
- *Empower students and harness their uniqueness through voice and agency.*
- *Ensure equal employment opportunities for all and encourage the participation of underrepresented staff.*
- *Celebrate the differences of our people and recognise their unique contributions to our community.*

SCOPE OF THE ROLE

Lead Teachers lead and manage a significant area or function within our school with a high degree of independence to ensure the effective development, provision, and evaluation of the school's education program. Lead Teachers are expected to make a significant contribution to the policy development relating to teaching and learning in the school.

All Lead Teachers have a direct impact and influence on the achievement of our school goals.

ECG College strives to provide a safe, positive, and inclusive space for students to thrive. Our focus is on individualising each young person's program to allow ramped access to the curriculum while drawing on their personal interests and building engagement.

RESPONSIBILITIES

Lead Teacher — Curriculum will, in consultation with the Associate Principal — Curriculum and Pedagogy:

- Lead the development of the Senior school curriculum across all campuses.
- Provide teaching staff with timely information on changes and developments in VCAA guidance and advice.
- Seek and share information about professional learning opportunities related to Senior school curriculum with staff.
- Support teachers to provide an innovative, applied learning program to meet the learning needs of individual students.
- Ensure required handbooks and information related to senior school curriculum and delivery are updated and current as required.
- Complete any required VCAA administrative audits
- Support ECG College and nominated teachers to participate in annual VCAA audits.
- Lead cross-campus moderation of curriculum and assessment tasks.
- Lead the development, implementation, and assessment of innovative units of work to maximise student outcomes.
- Contribute to quality professional learning including curriculum days.
- Contribute to the building of teaching and learning capacity of teachers.
- Co-ordinate external assessment requirements including GAT, and any VCE scored assessment.
- Monitor external communications such as VCAA and VRQA to ensure compliance.
- Contribute to Curriculum Audits and Curriculum components of VRQA reviews and applications.
- Report on curriculum matters at staff meetings.
- Consult with Assistant Principal Curriculum and pedagogy and senior teaching staff to develop continuous improvement focus areas and deliver through leadership of the Senior School PLT.
- Contribute to development and implementation of the College Business implementation plan.

Contribute to the overall leadership and management of the whole school by:

- Actively contributing to the day-to-day operations of the school.
- Acting as Lead Teacher — Campus as required (includes student management and chain of command duties).
- Working with teaching and support staff across all campuses on curriculum to ensure innovation, quality, and consistency across campuses.
- Contributing to the development of the school's policies and practices including but not limited to curriculum, assessment, and reporting.
- Implementing professional dialogue within the school in conjunction with other College Leaders to ensure consistency across campuses.
- Contributing to the safety of all students by adhering to the Child Safe Policies, Procedures and Codes of Conduct to ensure all students with CCG are in a safe and inclusive learning environment. CCG is a child safe organisation and is committed to the safety and wellbeing of all students. CCG has zero tolerance for child abuse.

ORGANISATIONAL FUNCTIONS

- Actively participate in and comply with the Health and Safety systems, policies and emergency procedures in place throughout the organisation including;
 - Promptly and accurately reporting all hazards, accidents, incidents and near misses.
 - Ensuring safe use and maintenance of equipment including PPE for self and students.
 - Maintaining a current knowledge of emergency evacuations procedures for all relevant campuses and participating positively in drills and training sessions.
 - Make recommendations for improvements in health and safety.
- Be aware of and participate in strategic planning process including making suggestions for improvements.
- Actively work with colleagues to build positive relationships and teamwork across the whole organisation.
- Perform other duties as requested, in a timely, professional, empathetic, accurate manner and in accordance with Community College Gippsland Policies and Procedures.

KEY PERFORMANCE INDICATORS

- Demonstrate professional behaviour reflecting the values of CCG Community College Gippsland.
- Senior school curriculum, is current, visible and accessible for all staff.
- Audits meet compliance requirements and are responded to within timelines.
- Curriculum development and planning documents include individualised program development.
- Student tracking, assessments and reports are current and follow school guidelines.

- Professional learning is ongoing and part of a continuous improvement approach to teaching and learning as demonstrated by staff performance development plans.
- Meeting requirements of Personal Performance Development Plan.

KEY SELECTION CRITERIA

- Demonstrated knowledge VPC and VCE VM curriculum, including the ability to differentiate and individualise educational learning plans.
- Demonstrated capacity to integrate applied learning curriculum and hands on/project-based approaches to learning, with a focus on engaging and empowering students.
- Demonstrated experience in leading others in the process of continuous improvement, reflective practice and engaging in professional learning and dialogue, embracing innovative and inclusive practice.
- Demonstrated interpersonal and communication skills including experience in leading staff in establishing, and maintaining collaborative relationships with students, parents, colleagues, and the broader school community to support student outcomes, agency, wellbeing, and engagement.
- High level understanding of the needs of marginalised and vulnerable children who may have experienced complex trauma. Experienced in, trained or familiar with trauma informed practices with a focus on positive relationships and mutual respect.

MANDATORY REQUIREMENTS

- VIT Teacher Registration
- Current Victorian drivers license

QUALIFICATIONS

- Relevant Teaching Qualification

FUNCTIONAL RELATIONSHIPS

Key Internal

Students
Staff
Wellbeing
Leads
Principal
Management
Visitors

Key External

Parents
Schools
VET Providers

ACKNOWLEDGEMENT:

CCG will not engage, employ, contract or otherwise deal with any Disallowed Person as defined by the Standard VET Funding Contract Skills First Program.

The term 'Disallowed Person' applies to both registered training organisations and Relevant Persons at registered training organisations where the registered training organisation has, since 1 January 2011, been subject to any of the following actions for performance reasons:

- A VET Funding Contract termination
- Termination of an 'Other VET Funding Arrangement'
- Registration cancellation, revocation or suspension (whether by the VRQA or ASQA)
- Restrictions imposed on registration (whether by the VRQA or ASQA)

If you are a "Disallowed person" as described above, it is your duty to disclose this and as such will not be eligible for this position within CCG.

A Disallowed Person can be an individual (natural person) or an 'entity' (including a body corporate, partnership, association, governmental or local governmental authority or agency).

A Relevant Person means an individual who has been an Executive Officer or High Managerial Agent, or at a sufficiently high level within an organisation to have exercised a material degree of control or influence over the management or direction of the organisation in relation to training delivery.

DECLARATION:

I have read, understand, and accepted the above Position Description.

I understand that the Roles, Functions and Key Performance Indicators in this Position Description, form part of the Community College Gippsland Contract of Employment.

Signed: _____

Date:

Name: