

Director of Senior School - Learning and Futures (Years 10 – 12)

ROLE DESCRIPTION

ROLE TITLE:	Director of Senior School - Learning and Futures
CLASSIFICATION:	Teacher – POR 4
TENURE:	January 19, 2027 – January 20, 2031 (4 years) (Underpinned by a permanent teaching role)
TIME RELEASE:	Whilst the POR 4 release allocation in the South Australian Catholic Schools Enterprise Agreement is 6.5 hours per week, the College will endeavour to allocate a higher release time of up to 12.75 hours (17 lessons)
RESPONSIBLE TO:	Deputy Principal – Learning and Achievement
KEY RELATIONSHIPS:	Internal: Principal, Head of Secondary Campus, Director of Senior School, Henley Leadership Team, Director of Middle School Learning and Engagement, VET Leader, Career Counsellors, Curriculum Committee, Leaders of Learning and Key Teachers, SACE Coordinator, Year Level Directors, students, families and staff of St Michael's College External: CESA, relevant associations, external providers
LOCATION:	Based at the Secondary Campus, Henley Beach

ABOUT ST MICHAEL'S COLLEGE

St Michael's College is a member of the global Lasallian family. We are committed to create a welcoming, inclusive Lasallian community, aligned with strategic commitment to optimise student experiences and outcomes.

Our commitment is to provide opportunities that will prepare students to be compassionate and enthusiastic participants in society who prioritise service to others, especially the marginalised and those in need. Guided by Lasallian teachings, enriched by contemporary educational theory and practices, students, staff and families are empowered to flourish and find success.

PURPOSE AND ROLE ACCOUNTABILITY

The Director of Senior School Learning and Futures is a senior educational leader responsible for curriculum, assessment, student achievement and post-school pathways for Years 10–12. The role ensures that senior students experience a rigorous and future-focused education aligned with the Catholic and Lasallian identity of the College. In partnership with families, the role supports students to develop as capable, confident and ethical young people. Through Lasallian values of community, justice and inclusive education, the Director fosters high expectations, strong relationships and a vibrant learning community responsive to the needs, interests and abilities of all students.

DUTIES AND RESPONSIBILITIES

CURRICULUM AND ASSESSMENT (YEARS 10–12)

- Facilitate curriculum planning, delivery, assessment, reporting and evaluation for Years 10–12
- Develop and manage assessment schedules and examination processes
- Analyse SACE results and achievement data to inform improvement strategies
- Oversee the subject selection process for Years 10–12. In addition, coordinate and manage subject change requests for Years 10–12
- Ensure curriculum complies with SACE and external requirements
- Lead development and publication of curriculum handbooks
- Co-Chair and develop the Curriculum Committee as a vital forum for senior curriculum planning, review and improvement with the Director of Middle School – Learning and Engagement
- Provide leadership in the drafting of curriculum documentation, including subject selection information and curriculum handbooks

STUDENT ACHIEVEMENT (YEARS 10–12)

- Monitor student progress and achievement data for Years 10–12
- Triage, coordinate and lead responses to students requiring academic or future pathway intervention
- Collaborate with Leaders of Learning, Year Level Directors and Counsellors
- Support academic integrity processes and expectations
- Monitor and respond to the needs of students requiring targeted support, including students at risk and those engaged in diverse learning pathways
- Available to analyse SACE results on day of release and provide summary data to Community and Engagement Team on the day of Year 12 results release
- Coordinate academic celebration assemblies and events in collaboration with the Deputy Principal – Learning and Achievement

PATHWAYS AND FUTURES (YEARS 10–12)

- Oversee VET, Careers and Work Experience programs
- Develop partnerships with tertiary providers and industry
- Support diverse student pathways beyond school
- Align curriculum offerings with post-school pathways
- Liaise with families and external stakeholders regarding senior curriculum, pathways and assessment matters

TEACHING AND LEARNING LEADERSHIP (YEARS 10–12)

- Lead the Teaching and Learning Framework implementation for Years 10–12 as well as identifying required professional learning for staff development
- Model and promote evidence-based pedagogical practices
- Lead campus-wide pedagogy including Classroom Mastery
- Working alongside the Deputy Principal Learning and Achievement, Director of Middle School Learning and Engagement, and Leaders of Learning, lead curriculum development and innovation in readiness for the opening of the College's STEAM Centre in Term 4, 2027.
- Create new opportunities for interdisciplinary learning, industry engagement and future-focused pathways for students.
- Coach, support and mentor staff in teaching practice
- Collaborate with the Director of Inclusive Education to align inclusive education practices with senior school curriculum and teaching pedagogy
- Work with teachers to ensure contemporary practices in teaching, learning and classroom management are reflected across the senior school

COLLEGE LITERACY AGREEMENT (YEAR 10)

- Lead implementation of the College Literacy Agreement in Year 10
- Support teachers in embedding literacy strategies
- Monitor impact of literacy practices on student outcomes

STAFF LEADERSHIP (YEARS 10–12)

- Lead and support Leaders of Learning in senior areas
- Support the SACE Coordinator and associated roles
- Lead professional learning programs
- Develop capacity of staff through coaching and mentoring
- Maintain open communication with Leaders of Learning and teachers regarding curriculum, assessment and senior learning priorities

ROLE PERSONAL SPECIFICATIONS

- A commitment to uphold and contribute to the ethos of St Michael's College
- Demonstrated understanding of the Lasallian mission and vision
- Highly effective administration and decision-making skills
- Highly developed interpersonal and communication skills
- Ability to relate to all members of the school community
- Efficiency as an administrator under pressure
- Commitment to professional development
- Demonstrate commitment to co-curricular programs
- Refined public speaking skills
- Excellent organisational and time management skills, including the ability to prioritise, respond flexibly to change and maintain a high level of attention to detail
- Demonstrated understanding of contemporary trends in curriculum design, assessment, reporting and inclusive educational practice
- Demonstrated capacity to lead school improvement, build staff capability and sustain collaborative working relationships

EVIDENTIARY REQUIREMENTS

Essential:

- At least 5 years leadership experience
- Change Management experience with demonstrated leadership capability

- Registration or eligibility for registration with the South Australian Teachers Registration Board
- Teacher Accreditation (Catholic Education SA)
- Relevant First Aid Certificate
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
- Completion of Required Core Training programs prior to, or as soon as possible after appointment

Desirable:

- Relevant experience in a similar role
- Further relevant training & qualifications (eg Masters, Diploma, CESA Aspiring Leaders etc)
- Membership of, or engagement with, curriculum and assessment related professional associations

PROFESSIONAL EXPECTATIONS

- Adherence at all times to the [CESA Code of Conduct](#) and [SMC Community Charter](#). These Codes apply the standard for appropriate ethical and professional behaviour
- Demonstrate understanding and implementation of the Mission and Vision of St Michael's College as a Catholic school in the Lasallian tradition
- Enhance the College's relationship with external stakeholders through positive interactions and communication
- Maintain professional and courteous relationships with internal and external providers and clients
- Demonstrate the values of the College through personal behaviour
- Support College initiatives, articulate relevant policies and implement operational procedures in a collaborative and professional manner
- Demonstrate safe behaviour at all times
- Comply with the College's standards and procedures in WHS
- Reporting of all WHS hazards and incidents

WORKPLACE HEALTH AND SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012. As a Worker, while at work you must: -

- Take reasonable care for your own health and safety
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

(Reference: Division 4, Section 28 – SA WHS Act 2012)

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks, and outcomes. The role may also include other duties as reasonably required and agreed, consistent with the skills, training and classification of the position.

Position Description Review: June 2026

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