

Job Description

POSITION: Primary Stage Leader

REPORTS TO: Head of Primary

DEPARTMENT: Primary School (Pre-K to Year 6)

DATE APPROVED: 27 September 2024

Position Purpose

The Primary Stage Leader oversees the primary stage in Wellbeing and Curriculum, contributing to the College's strategic direction aligned with its Christian purpose, vision, values, and instructional priorities while fostering a positive culture that nurtures students' growth into Christ.

Organisation Environment

The College is a co-educational school serving students from Pre-K to Year 12 under the leadership of the Principal. The Deputy Principal oversees the Learning Leadership team, which includes the Head of Primary and Learning Enrichment Coordinator.

The **Primary Stage Leader** is a crucial member of the Primary Leadership Structure, reporting directly to the Head of Primary. Delegated by the Head of Primary, the Primary Stage Leader is responsible for the ongoing development and maintenance of their respective stage. In close collaboration with the Primary Instructional Leader, they support teachers in adopting evidence-based, best practice in their pedagogy. Additionally, working with the Director of

Mission and Community is essential for integrating Christian perspectives into the curriculum.
The Primary Stage Leader directly supervises the staff and students within their stage and interacts with the parents of those students.

Key Accountabilities

Area of Accountability	Major Activities	Performance Indicators
Christian Leadership	<p>Demonstrate a Christ-like example in the College, ensuring that:</p> <ul style="list-style-type: none"> ● All activities are undertaken with a strong Christian commitment and focus. ● Christian servant leadership is exercised with staff, students, parents, and the wider community. ● Perform day-to-day duties prayerfully and consistent with a Biblical lifestyle with the aim of bringing glory to God. 	<ul style="list-style-type: none"> ● Strategies and actions are aligned to the College's vision and mission. ● Conduct is aligned to behaviours outlined in the Statement of Faith and Codes of Conduct.
Leadership Responsibilities	<ul style="list-style-type: none"> ● Lead and collaborate with other primary leadership team members to foster a strong and cohesive team dynamic for effective school leadership. ● Promote and develop the College to enhance its reputation, attract new students, and ensure its continued growth and success. ● Lead and maintain the stage team to create a positive and supportive learning environment where students are engaged, motivated, and achieve high academic standards. ● Participate in and stay updated on professional learning to ensure that teaching practices are evidence-based, innovative, and meet the evolving needs of students. ● Foster and encourage positive parent-teacher relationships and community engagement to create a strong sense of belonging, support student learning, and promote the college's 	<ul style="list-style-type: none"> ● Evidence of strong teamwork, with regular collaboration that results in improved student achievement, staff morale, and cohesive school leadership. ● Increased student enrolments, positive feedback from stakeholders, and growth in the College's reputation within the community. ● Improved academic standards, student engagement, and motivation as reflected in assessments and feedback from students,

	<p>reputation.</p> <ul style="list-style-type: none"> • Support the ongoing professional development of team members through individualised development plans, and support induction for new teachers to the stage. • Lead and manage systems and resources to support teaching, learning, reporting and administration. 	<p>parents, and staff.</p> <ul style="list-style-type: none"> • Demonstrated use of innovative, evidence-based teaching practices, with improvements in student outcomes. • Strengthened parent-teacher relationships, increased community involvement, and positive feedback supporting the College's mission and reputation. • Increased teacher satisfaction, improvements in teaching practices, and successful completion of individualised development plans, including smooth induction of new teachers.
<p>Quality Teaching and Learning</p>	<ul style="list-style-type: none"> • Actively guide and support teachers in implementing effective teaching strategies that promote high-quality learning outcomes for all students. • Monitor and evaluate the implementation of individual learning plans to ensure that student's unique needs are being met and progress is being made. • Regularly collect and analyse assessment and anecdotal data to identify trends, strengths, and areas for improvement in student performance. • Oversee the reporting process for the stage and provide guidance and support to inexperienced teachers in writing accurate, positive, and constructive reports that fairly represent students' achievements. • Engage in regular classroom visits to observe teaching practices, interact with students, and gain firsthand insights into the learning experiences. 	<ul style="list-style-type: none"> • Increased student achievement scores on standardised assessments and classroom assessments. • Regularly updated and implemented individual learning plans for all relevant students, along with documented evidence of student progress. • Consistent observation of students demonstrating positive work habits in the classroom and positive feedback from teachers and peers.

	<ul style="list-style-type: none"> • Encourage a culture of collaboration by visiting and observing teachers' classrooms and inviting them to observe your teaching and that of other colleagues. • Ensure teaching and learning programs align to the NSW curriculum and are differentiated to support the learning and needs of students. • Periodically review units of work/programs and student workbooks to ensure consistency in content coverage and maintain high standards of student work. 	<ul style="list-style-type: none"> • Regularly updated and analysed data on student performance, including action plans to address identified areas for improvement. • Consistent, accurate, and timely reporting of student progress, with positive feedback from parents and students. • Regular classroom visits with documented observations and feedback to teachers on their teaching practices. • Regular collaborative observations among teachers and positive feedback on observed teaching practices. • Consistent adherence to curriculum standards in programming and positive feedback on the quality of student work.
<p>Student and Staff Wellbeing</p>	<ul style="list-style-type: none"> • Oversee attendance, engagement, conduct, and wellbeing of students to ensure students are actively participating, behaving appropriately, and thriving. • Consistently implement the College's Behaviour Management and Uniform policies to maintain a structured and equitable learning environment. • Ensure wellbeing structures meet the needs of students to promote their emotional, social, and personal development. • Collaborate with parents on student welfare, engagement, and progress to foster strong partnerships between school and home. • Develop behaviour management plans for students with moderate level behaviour issues 	<ul style="list-style-type: none"> • Consistent attendance rates, student engagement in class activities, positive behaviour reports, and student satisfaction surveys. • Reduced number of behaviour incidents, adherence to uniform guidelines, and positive feedback from students and staff. • Increased student participation in wellbeing programs, reduced absenteeism due to

	<p>to address behavioural concerns and improve student conduct.</p> <ul style="list-style-type: none"> ● Use the College's school management system to maintain accurate records to track student progress and identify potential issues early. ● Adopt a high profile with stage students to build positive relationships and create a supportive learning environment. ● Provide guidance, pastoral, and spiritual leadership to stage students to help them develop academically, emotionally, and spiritually. ● Support and develop Stage teaching staff to enhance their skills and effectiveness. ● Collaborate on student class placement to create balanced and supportive learning environments. 	<p>mental health issues, and positive feedback from students and parents.</p> <ul style="list-style-type: none"> ● Increased parent involvement in school activities, positive feedback from parents, and improved student outcomes. ● Reduced number of behaviour incidents for targeted students, improved student behaviour, and positive feedback from students and staff. ● Complete and up-to-date student records, timely reporting of student progress and issues, and positive feedback from administration. ● Increased student satisfaction with the stage leader, positive feedback from students and staff, and visible presence at school events. ● Increased student academic performance, positive feedback from students and parents, and reduced number of student welfare concerns. ● Increased teacher satisfaction, improved teaching practices, and positive feedback from students and administration. ● Balanced class sizes, appropriate student placement based on individual needs, and positive feedback from students and staff.
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<p>Day-to-day Operations</p>	<ul style="list-style-type: none"> ● Coordinate and lead teachers in organising Stage-based activities, excursions, and events, including camps, for Stages 2 and 3, to promote student growth, learning, and socialisation. ● Manage day-to-day behaviour concerns within the Stage by following the relevant Behaviour Guidelines and College policy, to create a positive and safe learning environment. ● Contribute to the organisation of Primary cultural and academic events, such as Primary Formal Assemblies and cultural celebrations, to enhance student engagement and school spirit. 	<ul style="list-style-type: none"> ● Oversee the implementation of activities, ensuring all students participate and benefit. ● Reduce behaviour incidents and maintain a positive classroom environment across the Stage. ● Ensure the smooth running of events and receive positive feedback.
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Key Communications

The Primary Stage Leader communicates regularly with the following stakeholders:

- **Head of Primary:** to assist the operations, curriculum and wellbeing of their allotted Primary Stage
- **Primary Leadership Team:** to collaborate with the Primary Leadership to maintain and improve desired spiritual, wellbeing and academic outcomes
- **Director of Mission and Community:** To integrate Christian perspectives into the curriculum.
- **Primary Instructional Leader:** Regularly to support the adoption of evidence-based teaching practices.
- **Teachers:** to provide guidance and support in classroom and behaviour management, curriculum, assessment, reporting, communication and student/staff wellbeing
- **Executive School Leaders:** to collaborate on strategic planning and improvement initiatives
- **Students:** to establish and maintain heart-centred, restorative relationships between students and staff whilst nurturing high expectations and high engagement

Challenges

- Continued integration of Christian perspectives into the curriculum
- Handling parent/carer expectations
- Promoting authentic collaboration with staff
- Nurturing a high standard of professionalism and work ethic within the team
- Implementation of new syllabi
- Development of Social and Emotional Wellbeing Curriculum
- Continued implementation of instructional priorities
- Standardising assessment benchmarks
- Improved resourcing

Decision Making

The Primary Stage Leader makes a range of decisions in consultation with the HoP and Primary leadership team, including:

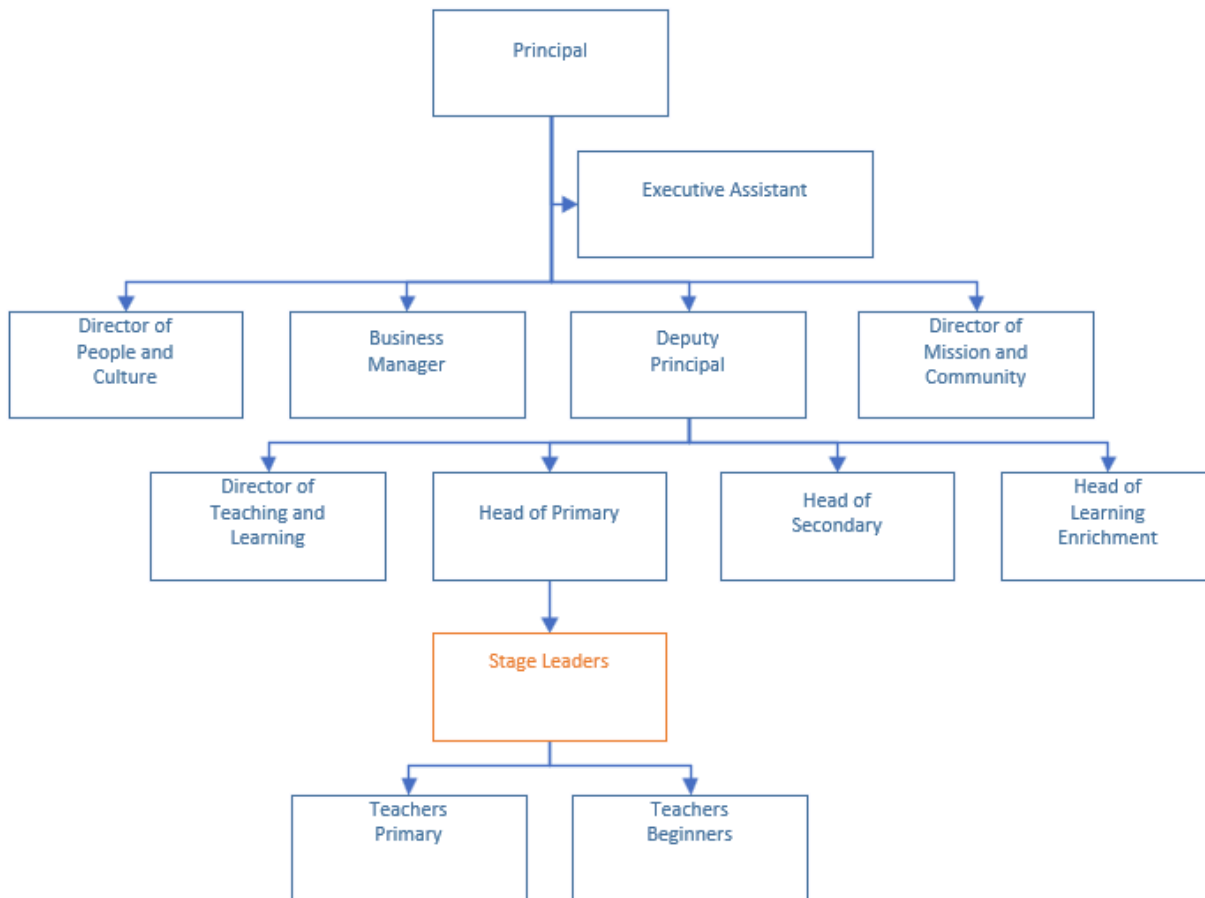
- Determining how to align the stage curriculum with the College's overall strategic direction, ensuring it reflects the Christian ethos and meets the needs of diverse learners.

- Selecting assessment tools and strategies that accurately measure student progress and inform instructional decisions.
- Making recommendations for staff recruitment, retention, and deployment to ensure optimal team composition and effectiveness.
- Identifying and prioritising professional development needs for staff, selecting appropriate training programs, and allocating resources.
- Initiating staff performance management and making decisions regarding staff development or disciplinary actions.
- Developing and implementing behaviour management strategies to create a positive and conducive learning environment.
- Determining initiatives and programs to support students emotional, social, and spiritual wellbeing.
- Selecting strategies to foster strong partnerships between the school and parents.
- Determining how to integrate (or minimise) technology into the learning environment to enhance student engagement and outcomes.

Position Dimensions

- **Time and Remuneration:** Primary Stage Leaders receive a role-related allocation of 5 periods of release per week and a POR2 allowance.

Organisation Chart



Knowledge, Skills and Experience

- It is an inherent requirement of the role that the incumbent have a personal relationship with Jesus Christ, actively attend their local Church, and willingly support the vision and practice of the College as stated in:
 - the College Statement of Faith,
 - the Staff Pledge that is recited annually at the Staff Commissioning Service, and
 - the College Codes of Conduct.
- Current teacher's registration
- Working with Children Check
- Substantial educational expertise in leadership of quality teaching practices
- Substantial knowledge of explicit instruction strategies
- Demonstrated experience in the following capabilities
 - Planning and organising
 - Presenting and communicating information

- Relating and networking
- Communicating and working with people
- Leading and Supervising

Selection Criteria

- A personal relationship with Jesus Christ, actively attend their local Church, and willingly support the vision of the College.
- Current NESA Teachers registration
- Demonstrated substantial teaching experience
- Knowledge of and a deep commitment to child safety in an education setting.
- Current Working with Children Check
- Demonstrate a depth of understanding of the principles of Christian education
- Demonstrated experience in the following capabilities
 - Planning and organising
 - Presenting and communicating information
 - Relating and networking
 - Communicating and working with people
 - Leading and Supervising
- Dedication to their professional development and wellbeing

Signature

Incumbent name

Incumbent signature

Date