



Position Description

Position Title	Education Officer – Learning Pathways and Transitions
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
Function	Catholic Mission, Learning, and Teaching
Location	<i>Bendigo, Wangaratta or Tatura</i>
Enterprise Agreement and or Award	Victorian Catholic Education Multi-Enterprise Agreement 2018
Classification	Education Officer - EO1
Remuneration	\$111,382 (excluding superannuation)
FTE	1.0 FTE
Motor Vehicle	Provision of motor vehicle in line with CES Ltd Policy
Status	Ongoing
Reports to	Chief Catholic Mission, Learning and Teaching Officer

Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Chief Executive Officer of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational and service matters to Catholic schools within the Diocese.

The Chief Executive Officer and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act.
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition.
- That a strong sense of community is dependent on the quality of our collegial relationships.
- That each person's potential is fostered through the dedicated ministry of Catholic Education.
- In leadership encompassing vision, innovation, and empowerment.

Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the “common good” in response to the “signs of the times”.

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

Office Summary

The Catholic Education Office Sandhurst (CEOS) Team comprises approximately 100 employees working across 7 key divisional areas, supporting over 50 schools within the Sandhurst Diocese based across Bendigo, Tatura, and Wangaratta.

The Chief position within each division reports directly to the Executive Director of Catholic Education Sandhurst (CES) and the 7 divisional areas comprise of:

- Catholic Mission/Learning and Teaching
- School Development and Support
- Early Childhood Education and Care
- Student Wellbeing
- People and Culture
- Operations; and,
- Strategy, Risk and Governance

Function Summary

The Catholic Mission, Learning, and Teaching function provides innovative and insightful leadership in Catholic Mission and Identity, with an integrated focus on Learning and Teaching for Catholic Education Sandhurst Limited (CES Ltd). The function works closely with school leaders to facilitate and support learning and teaching within the context of Catholic education principles and values across CES Ltd.

Enacting the vision of CES Ltd, the function builds, nurtures, challenges, advocates, educates and engages in the Catholic Story; whilst animating the Catholic learning community vision. The function is a large and diverse group with staff in specialty areas of:

- Religious Education
- Spirituality and Faith Formation
- Curriculum and Pedagogy design and delivery
- Aboriginal and Torres Strait Islander education
- The Arts
- Professional resources
- Student data and innovation; and,
- Adult Faith Formation and Education

The function works collaboratively with School Leadership to ensure schools meet all statutory and legislative requirements with regard to curriculum delivery whilst documenting and regularly reviewing the function's impact on teachers and students. A large focus of the function is to build teacher capacity in curriculum and pedagogical design.

Position Summary

The **Education Officer – Learning Pathways and Transitions** is responsible for supporting Sandhurst Secondary Schools to optimise student achievement and student outcomes through a focus on learning trajectories, pathways, and transitions.

This support includes but is not limited to supporting evidence-informed practices and pathway provisions in periods of learning transition including:

- Work Experience
- Structured Workplace Learning
- School Based Apprenticeships
- Vocational Education and Training (VET)
- Senior and Intermediate Victorian Certificate of Applied Learning (VCAL) – due to be replaced by the VCE Vocational Major (VCE VM) in 2023.
- Foundation Victorian Certificate of Applied Learning (VCAL) – due to be replaced by the Victorian Pathways Certificate (VPC) in 2023

This role also provides support to Sandhurst Secondary Schools to create assessment task plans and curriculum delivery plans for approval by the Victorian Curriculum and Assessment Authority (VCAA), along with completing documentation for VRQA school registration processes as required.

This role requires the incumbent to liaise with relevant external stakeholders such as representatives from Catholic Education Commission of Victoria (CECV), Victorian Curriculum and Assessment Authority (VCAA), Victorian Registration and Qualifications Authority (VRQA), Victorian Institute of Teaching (VIT) and public and private Registered Training Organisations (RTOs) to support student pathways and transitions in Secondary Schools.

Key Responsibilities

Provide support in Learning Pathways and Transitions in Schools	<ul style="list-style-type: none">• Liaise with CES Ltd office and school leaders to actively provide service and leadership to Secondary Schools in the ongoing improvement of school practices in order to optimise student achievement and outcomes.• Provide support to schools for:<ul style="list-style-type: none">- Work Experience- Structured Workplace Learning- School Based Apprenticeships- Vocational Education and Training (VET)- Senior and Intermediate Victorian Certificate of Applied Learning (VCAL) – due to be replaced by the VCE Vocational Major (VCE VM) in 2023
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	<ul style="list-style-type: none"> - Foundation Victorian Certificate of Applied Learning (VCAL) – due to be replaced by the Victorian Pathways Certificate (VPC) in 2023 • Assist schools to engage staff, parents, students in conversations and informed decisions focused regarding student pathways that respond to both the needs of the individual students and are informed by an alignment with industry and future skill needs. This may require onsite work at school level.
Research and Reporting	<ul style="list-style-type: none"> • Collaborate in the collection, curation, analysis and reporting of relevant evidence and research for the effective system and school evaluation and response to the needs of students through various learning transitions and pathways. • Report annually to the Chief Catholic Mission Learning and Teaching Officer the Senior Secondary completion and achievement information. Report to include both qualitative and quantitative data regarding trends in completion rates and possible reasons for non-completion. • Review VASS (Victorian Assessment Software System) Eligibility Reports for VET, VCAL, VM and VPC data for all Sandhurst Secondary Schools in Term 1 and 3.
CECV – Sandhurst Pathways and Transitions representative	<ul style="list-style-type: none"> • Attend CECV Pathways and Transitions Meetings in Melbourne approx. 16 times per year. • Attend CECV Grants Allocation Committee Meetings in Melbourne approx. 6 times per year. • Attend schools in first and third term re: VPC, VM, SWL and WE funding Industry Placement grants.
VET Teachers	<ul style="list-style-type: none"> • Ensure all VET teachers maintain Certificate IV in Training and Assessment to teach VET in schools. • Support teachers who have elected to maintain VET currency by coordinating industry placements.
Networks	<ul style="list-style-type: none"> • Coordinate and facilitate effective collegial networking of relevant transition and pathways leaders and associated staff through the provision of effective means of network communication, collegial sharing and engagement with a wide range of relevant evidence, research and expertise. • Coordinate and attend VET/VCAL Network Meetings with Sandhurst Secondary Schools. • Coordinate and attend Careers Network Meetings to support Careers teachers in schools.
VCAA and VRQA Support	<ul style="list-style-type: none"> • Support Sandhurst Secondary Schools to create assessment task plans and curriculum delivery plans for approval by the Victorian Curriculum and Assessment Authority (VCAA), along with completing

	<p>documentation for VRQA school registration processes as required. This may require onsite work at school level.</p> <ul style="list-style-type: none"> • VCE template writing for School Registration. • Coordinate VCAA workshops for VM, VPC and SWL. • Assist Secondary Schools with flexible learning to obtain flexible learning setting grant allocations. • Coordinate exemption from school process as required.
Facilitating improvement and change	<ul style="list-style-type: none"> • Accommodate and respond with initiative to changing priorities and operating environments e.g. school, classrooms, parish and office. • Analyse, interpret and evaluate school data pertaining to learning pathways and transitions in schools. • Maintain up to date knowledge of any changes endorsed by Catholic Education Commission of Victoria (CECV), Victorian Curriculum and Assessment Authority (VCAA), Victorian Registration and Qualifications Authority (VRQA), Victorian Institute of Teaching (VIT) and public and private Registered Training Organisations (RTO's) to support pathways and transitions. • Support schools in the transition to VPC and VCE VM from 2023 onwards.

Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

Mandatory Responsibilities and Requirements

Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd.'s OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.

- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.

Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Requirement for onsite work

- CES Ltd values flexibility and supports remote work where able. This position does require the majority of tasks to be conducted at a CES Ltd workplace and as such, the incumbent must be available to work onsite.

Key Selection Criteria

Essential	Qualifications and Registrations	<ul style="list-style-type: none"> • A qualification in Education or a related field of study. • Registration with Victorian Institute of Teaching (VIT). • Current Australian Drivers Licence.
	Knowledge and Experience	<ul style="list-style-type: none"> • Knowledge of the challenges and opportunities of the main periods of transition and varied pathways in Secondary schools. • Demonstrated knowledge of senior pathways including VCE, VCAL, VET and associated pathways initiatives such as School Based Apprenticeships. • Excellent understanding of the VET sector. • Experience in liaising with RTOs (in particular reviewing training plans and or contracts for compliance). • Excellent understanding of VASS (Victorian Assessment Software System).

		<ul style="list-style-type: none"> • Demonstrated experience in supporting students and families in understanding pathway options. • Understanding of contemporary research and evidence related to the development of effective scaffolding of student and adult learning.
	Commitment to Catholic Education	<ul style="list-style-type: none"> • Demonstrated commitment to the Catholic Faith with an ability to articulate the Church's mission in Catholic Education. • Support the Sandhurst Catholic Ethos and Framework to serve the students enrolled within the system.
	Commitment to Child Safety	<ul style="list-style-type: none"> • Ability to demonstrate an understanding of appropriate behaviours when engaging with children. • Knowledge and understanding of the requirements of the Child Safety Standards with a relevance to creating cultural safety for Aboriginal and Torres Strait Islander students and families.
	Skills and Attributes	<ul style="list-style-type: none"> • Effective oral and written communication skills with the ability to work collaboratively and liaise with various stakeholders. • Proven organisational skills, ability to prioritise own workload and to use sound judgement when managing competing demands. • Excellent facilitation and presentation skills. • Proven ability to analyse and interpret data and information to monitor and improve outcomes. • Highly developed word processing and computer skills including a high degree of proficiency within the Microsoft Suite including Microsoft Word, Excel, PowerPoint, and Google applications.
Desirable	Qualifications and Registrations	<ul style="list-style-type: none"> • Certificate IV in Training and Assessment (TAE)
	Knowledge and Experience	<ul style="list-style-type: none"> • Knowledge of new requirements of VPC and VCE VM