



STUDENT GROWTH LEADER

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| ROLE TENURE: | 2027 – 2029 (3 -Years) |
| POSITION OF LEADERSHIP: | POL Level 2 (3 Roles) |
| TIME ALLOWANCE: | <ul style="list-style-type: none">❖ 6ppc – WONDER: YEARS 7-8❖ 6ppc – EXPLORE: YEARS 9-10❖ 6ppc – ASPIRE YEARS 11-12 |
| APPRAISALS: | Annual Growth Review Meeting Summative Leadership Growth Review (Year 2) |
| REPORTING RELATIONSHIPS: | Reports to: <ul style="list-style-type: none">❖ Year Level Leader❖ Director of Student Growth & Engagement |
| TEAM: | Member of the Learning & Wellbeing Care Team. |

OVERVIEW

All staff members of Marian College are expected to actively support Catholic education in the Brigidine tradition, as articulated in the College's [vision and mission statements](#). Staff are required to embody the values of Kildare Ministries in their professional conduct and in the relationships they foster within the College community. Each staff member's role is designed to contribute to the best possible educational outcomes for all students, enhance the community's strengths and ensure careful stewardship of the College's resources.

ROLE DESCRIPTION

The Student Growth Leader is a student-centred learning leadership role within the Wellbeing & Learning Care Team. The role focuses on strengthening student agency, learning habits, academic engagement and growth by ensuring students understand their progress and are supported to take their next step in learning

Working closely with the Year Level Leader and Associate Year Level Leader, the Student Growth Leader brings a strong learning and achievement lens to student support. Through the analysis of learning data, assessment information and teacher feedback, the role identifies students requiring intervention, extension or additional challenge, helping to ensure every student is known, supported and empowered to reach their potential.

The Student Growth Leader is also a leadership development role. Through mentoring from the Year Level Leader and active participation in the Wellbeing & Learning Care Team, the role provides opportunities to develop capability in data-informed practice, student learning conversations, family communication, intervention planning, staff collaboration and evidence-based review. The role supports the development of future leaders who can connect wellbeing, engagement and learning to improve student outcomes.

CHILD SAFETY

At Marian College, safeguarding students is a collective responsibility of all staff engaged in child-related work. Our dedication is reflected in the comprehensive policies and procedures on our Child Safety webpage. All staff must adhere to our [Child Safety Code of Conduct](#). Any violations of school policies or codes of conduct will result in appropriate actions by the College.

KEY RESPONSIBILITIES

Leading Learning Growth

- ❖ Lead the learning growth focus within the Wellbeing & Learning Care Team.
- ❖ Promote a culture of high expectations, academic responsibility, effort and growth across the learning community.
- ❖ Support students to understand their learning progress, set goals and develop positive learning habits.
- ❖ Use student learning data, assessment information, attendance and engagement evidence to identify students requiring support, intervention or extension.
- ❖ Monitor patterns in assessment completion, academic progress and learning engagement to inform timely responses.
- ❖ Work with the Year Level Leader and Assistant Year Level Leader to ensure learning concerns are considered alongside wellbeing, attendance and engagement concerns.
- ❖ Celebrate student effort, growth, improvement and achievement across the learning community.

Coordinate Targeted Learning Support

- ❖ Monitor learning engagement, assessment completion and academic progress to identify students requiring support.
- ❖ Coordinate follow-up for students with ongoing incomplete, missed or overdue assessments.
- ❖ Escalate learning concerns and coordinate appropriate interventions with relevant staff.
- ❖ Facilitate targeted academic support, intervention and extension opportunities.
- ❖ Collaborate with teachers, Learning Leaders and Learning Diversity staff to support student growth.
- ❖ Communicate with students, families and staff regarding learning progress and agreed actions.
- ❖ Monitor the impact of interventions and adjust support in response to student progress.


Supporting Students as Learners

- ❖ Build positive relationships with students to strengthen motivation, confidence and ownership of learning.
- ❖ Support students to develop effective learning behaviours, organisation, persistence and responsibility.
- ❖ Guide students to reflect on their progress and identify next steps for improvement.
- ❖ Support students to reconnect with learning following absence, disengagement or difficulty.
- ❖ Celebrate student effort, growth, improvement and achievement across the learning community.

Contributing to the Wellbeing & Learning Care Team.

- ❖ Work in close partnership with the Learning Community Leader and Assistant Learning Community Leader.
- ❖ Participate in Care Team meetings to review data, identify priorities and coordinate student support.
- ❖ Contribute the learning growth perspective to discussions about student wellbeing, attendance, behaviour and engagement.
- ❖ Ensure learning concerns requiring broader wellbeing, inclusion or senior leadership support are raised through the appropriate Care Team and College processes.
- ❖ Support a coordinated Wellbeing for Learning approach where students are known, supported, challenged and connected.
- ❖ Ensure relevant learning information is documented and communicated in line with College processes.

Developing Leadership Capability

- ❖ Seek feedback and mentoring from the Year Level Leader to strengthen leadership practice.
 - ❖ Develop capability in data-informed decision-making, student learning conversations and intervention planning.
 - ❖ Build confidence in working with students, families, teachers, Learning Leaders and Learning Diversity staff.
 - ❖ Contribute to Wellbeing & Learning Care Team processes that connect wellbeing, engagement and learning growth.
 - ❖ Reflect on the impact of learning support strategies and use evidence to refine practice.
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Other Duties

- ❖ Communicate key initiatives, achievements and priorities through College communication channels, including the Newsletter, Staff Connect and other publications.
- ❖ Contribute to the preparation of compliance, accreditation and reporting requirements for relevant educational and government authorities.
- ❖ Commit to ongoing professional development in your area of work.
- ❖ Undertake other duties related to the role as directed by the Principal.

WORKPLACE HEALTH & SAFETY

- ❖ Comply with legislated occupational health and safety practices.
- ❖ Observe safe work practices in accordance with training and instruction given.
- ❖ Identify, report and address risks and hazards to promote a safe working environment.
- ❖ Implement and promote occupational health, safety and risk management practices

KEY SELECTION CRITERIA

1. A commitment to the Catholic Mission, Kildare Ministries values and the Mission and Vision of Marian College.
2. Demonstrated commitment to supporting every student to achieve growth and success in their learning.
3. Demonstrated ability to contribute to initiatives that improve student achievement, engagement and learning outcomes.
4. Ability to work collaboratively with staff, students and families to support student growth and achievement.
5. Ability to use data and evidence to identify trends, monitor progress and inform targeted support and intervention.
6. Ability to build strong relationships and lead high-performing teams.
7. Commitment to ongoing professional learning, reflective practice and continuous self-improvement.

QUALIFICATIONS & EXPERIENCE

- ❖ Victorian Institute of Teaching Registration.
- ❖ Accreditation to Teach and to Teach Religious Education or Lead in Catholic School (or working towards)

Marian College is committed to the creation and maintenance of a child safe school environment. The care, safety and welfare of students are embedded in policies and procedures which ensure a commitment to zero tolerance of child abuse.