



Hoppers Crossing Secondary College

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Location No.: 01-8710

26th June 2026

Dear Colleague,

Thank you for your interest in the **Learning Specialist – Programs Leader 10-12 (Job ID 1532268)** position **at Hoppers Crossing SC** commencing in 2027 with a three-year tenure. Should you be interested in this position I have provided a range of materials that you should find of assistance in preparing your expression of interest.

Following this letter, you will find a copy of:

1. The Role Description of all Leading Teachers
2. Specific Responsibilities for the **Programs Leader 10-12**
3. Key Selection Criteria

You may also find the following documents helpful in your efforts to obtain further information about the academic culture at the College which are all located on our Website.

[Hoppers Crossing Secondary College School Strategic Plan 2024-2028](#)

[2025 Annual Implementation Plan](#)

[College Student Wellbeing and Engagement Policy](#)

[College Teaching and Learning Framework](#)

[2024 Student Attitudes to School Survey](#)

[2024 Annual Report to the School Community](#)

Applications addressing the Key Selection Criteria, a curriculum vitae and the details of at least three referees should be submitted no later than 12pm Tuesday 14th July 2026 via School Jobs or emailed directly to me at (rod.kendall@education.vic.gov.au)

Please feel free to email me if you wish to have a tour of the College.

I wish you well in the selection process.

Regards,

Rod Kendall

Principal

POSITION DESCRIPTION: LEARNING SPECIALIST - PROGRAMS LEADER 10-12

TIME FRACTION: 1.0

TIME ALLOWANCE – 10 periods per cycle for 2027 (subject to yearly review)

ROLE DESCRIPTION

Learning Specialists will be highly skilled classroom practitioners who continue to spend a large percentage of their time in the classroom delivering high-quality teaching and learning and have a range of responsibilities related to their expertise, including teaching demonstration lessons, observing and providing feedback to other teachers and facilitating school-based professional learning.

The Learning Specialist role is aimed at building excellence in teaching and learning within the Teaching Service.

Learning Specialists are expected to have deep knowledge and expertise in high quality teaching and learning including the HCSC Instructional Model. They demonstrate improvement in student achievement.

Hoppers Crossing Secondary College expects the **Learning Specialist – Programs Leader 10-12** to accept responsibility for teacher effectiveness in the Senior School, student learning across years 10-12 as well as community perceptions regarding the Senior School of the College. All Learning Specialists play an integral part within the College Leadership Team which includes the Leading Teacher and Principal Class Teams.

Learning Specialists will develop an Annual Performance Plan within the Performance Management process and it is expected that the plan will allow scope for the Learning Specialist to clearly demonstrate their ability to meet the Professional Standards as outlined. The Principal Class Team will manage the Performance Management of all Learning Specialists. All Learning Specialists will manage the Annual Performance Management process for groups of teaching staff.

RESPONSIBILITIES

College Wide

- In conjunction with the School Leadership Team lead the College in achieving targets set out in the current School Strategic Plan and Annual Implementation Plan.
- Articulate to all members of the school community how the College successfully implements the DE Framework for Improving Student Outcomes.
- Lead the implementation of the HCSC Teaching and Learning Framework, focusing on embedding the GANAG Common Instructional Model across the College and incorporate the use of the High Impact Teaching Strategies (HITS), High Impact Wellbeing Strategies (HIWS) and the How We Teach at Hoppers Playbook Strategies (HWTAH).
- Lead teaching and learning practices focusing on the implementation of 'How We Teach at Hoppers' foci which incorporates VTLM 2.0 (Victorian Teaching and Learning Model) and PCMS (Positive Classroom Management Strategies).

- To take a proactive approach in the monitoring and enforcement of the Student Wellbeing and Engagement Policy.
- To provide support and professional assistance to teachers with respect to classroom management within the context of our Student Wellbeing and Engagement Policy.
- To develop a shared understanding, through data analysis, classroom observations and consultation with other teachers, of the most effective teaching practices in the College for improving student outcomes and facilitate sharing of these practices amongst staff.
- To support all staff within a Performance and Development Team and undertake regular classroom visits and feedback opportunities to support the implementation of college priorities.

Position Specific

- Reports to the Assistant Principal AP1 Senior School Operations.
- To utilise data to develop interventions in response to student needs across tier one and tier two programs and supports – Multi Tiered Systems of Supports (MTSS).
- To collaboratively develop a yearly plan that involve students in the Sub-School experiencing programs that are centred on increasing student motivation and connectedness (Building Respectful Relationships Curriculum, Study Skills, Student Wellbeing, external presenters and Physical Activities)
- To develop a responsive plan, informed by data that involves students in the Sub-School to access Tier 1 learning and wellbeing activities, in collaboration with the other Sub-School Programs Leader, School Nurse and Health & PE KLA Leader.
- Support the Sub-School Team in the development of Transition Programs related to students moving from Years 9 into 10, 10 into 11 and 11 into 12.
- To meet regularly with the Sub-School team to ensure that there is a consistent team approach.
- In conjunction with the Sub-School Assistant Principals and Senior Curriculum Leader plan and implement Parent Information sessions relevant to the Sub-School.
- To ensure the development of co-curricular activities for the Sub-School in conjunction with Year level Teams.
- Provide a scope and sequence for the Connect program 10 – 12 recognising all facets of the cohort (VCE, VCE-VM and VPC).
- Collaboratively design lessons plans for the Connect scheduled timetabled session 3 weeks in advance, and provision of these to relevant teachers, taking into consideration the inclusion of VCE, VCE-VM and VPC students.
- Plan and implement a Year 12 study camp or alternate program to increase study skills and techniques with the objective of increasing student outcomes at VCE.
- Plan and implement the Student Accessed Coursework (SAC) planning calendar for the year, including provision of SACs for subjects with multiple classes.
- Supervise as part of the Sub-School team, the Friday Period 4 sessions incorporating detentions and SAC Supervision.
- Scheduling of cohort events and programs, in consultation with Facilities team.
- Promotion of events (including KLA specific assistance and homework clubs) to the cohorts using relevant communication tools.

Other Duties

- Attend and participate in Leading Teacher/Learning Specialist meetings
- Represent the College at community events as requested including the Junior and Senior Mid Year Honours Evening, the Annual College Awards Night and Course Selection Evenings.
- To act as a Leading Teacher Team Leader for the management of staff Performance and Development Plans
- Deputise for a member of the Principal Class Team when required.

KEY SELECTION CRITERIA:

Applicants are requested to present a written response to the key selection criteria below:

SC1 Demonstrated expert knowledge of the relevant curriculum. Demonstrated ability to model exemplary teaching practice, including the teaching of literacy and numeracy skills across the curriculum, and implement school priorities.

SC2 Demonstrated expertise in the implementation and modelling of high impact teaching strategies that respond to student learning needs. Demonstrated ability to support teachers to evaluate the impact of learning and teaching programs on student learning growth.

SC3 Demonstrated exemplary ability to model the monitoring and assessment of student learning. Demonstrated ability to support others in using data to inform teaching practice and to provide feedback on student learning growth and achievement to students and parents.

SC4 Demonstrated exemplary interpersonal and communication skills. Demonstrated ability to engage in collaborative relationships with students, colleagues, parents and the broader school community to support student learning, agency, wellbeing and engagement.

SC5 Demonstrated ability to model behaviours and attitudes consistent with Department values. Demonstrated ability to support others to reflect on their practice and facilitate school-based professional learning.

SC6 Demonstrated ability to fulfil the position description of Senior Programs Learning Specialist.