



26th June 2026

Dear Colleague,

Thank you for your interest in the **Leading Teacher – Sports Academy Director (Job ID 1532273)** position **at Hoppers Crossing SC** commencing on 24 August 2026 with a three-year tenure. Should you be interested **in this position at the** College, 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 Learning Specialists
2. Specific Responsibilities for the **Sports Academy Director**
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: LEADING TEACHER – SPORTS ACADEMY DIRECTOR

TIME FRACTION: 1.0

TIME ALLOWANCE – 6 periods per cycle for 2026/7 (subject to yearly review)

ROLE DESCRIPTION:

Leading Teachers will be highly skilled classroom practitioners and undertake leadership and management roles commensurate with their salary range. The role of Leading Teachers is to improve the skill, knowledge and performance of the teaching workforce in a school or group of schools and to improve the curriculum program of a school. Typically, Leading Teachers are responsible for coordinating a number of staff to achieve improvements in teaching and learning which may involve the coordination and professional support of colleagues through modelling, collaborating and coaching and using processes that develop knowledge, practice and professional engagement in others.

Leading Teachers are expected to lead and manage a significant area or function within the school with a high degree of independence to ensure the effective development, provision and evaluation of the school's education program. Leading Teachers will be expected to make a significant contribution to policy development relating to teaching and learning in the school. A Leading Teacher has a direct impact and influence on the achievement of the school's goals.

Leading Teachers are usually responsible for the implementation of one or more priorities in the School Strategic Plan.

Hoppers Crossing Secondary College expects the **Sports Academy Director** to accept faculty wide responsibility for staff wellbeing, student management and engagement where appropriate, teacher effectiveness, student learning and community perceptions of our AFL and Cricket Academies. All Leading Teachers play an integral part within the College Leadership Team which includes the Learning Specialists and Principal Class Teams.

Leading Teachers will develop an Annual Performance Plan within the Performance Management process and it is expected that the plan will allow scope for the Leading Teacher to clearly demonstrate their ability to meet the Professional Standards as outlined. The Principal Class Team will manage the Performance Management of all Leading Teachers. All Leading Teachers 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 AP3 Curriculum.
- Overseeing the coaching staff aligned to the AFL and Cricket Academies.
- Develop and maintain a professional coaching relationship with all members of the HCSC **Sports Academies and Academy Movement**.
- Undertake regular Professional Learning Walks in order to observe, monitor, mentor/coach and provide focused feedback regarding teacher delivery of the **Sports Academy** Curriculum across Year 7 – 12.
- Act as the Chairperson for all **Sports Academy** meetings and ensure that agendas and minutes of meetings are published.
- Manage and maintain the **Sports Academy** KLA budget.
- To liaise with Academy Movement regarding excursions and extracurricular activities including tournaments.
- Model teaching approaches to enhance a teacher's repertoire of effective teaching practices that will motivate students in their learning.
- Actively seek information on a variety of pedagogical approaches and provide the **Sports Academy** staff with professional development opportunities that will encourage use of these approaches in the classroom.
- Ensure appropriate curriculum documentation is updated, maintained and reviewed from Academy Learner to the Hoppers Crossing Curriculum drive for all **Sports Academy** courses for Years 9 to 12 including Yearly Planners, Unit/Topic outlines and Assessment Tasks.
- Assist teachers to effectively analyse student data and use it to plan their teaching and support students in their learning.
- To work in partnership with the Teaching and Learning Coach to ensure an embedding of GANAG and Playbook Strategies into the **Sports Academy** teaching program.
- To work in partnership with the Behaviour Management Coach to ensure that staff are consistently applying the Student Engagement Policy in **Sports Academy** classes.

Other Duties

- Attend and participate in Leading Teacher/Learning Specialist meetings
- Represent the College at community events as requested such as Information Nights and Course Selection Expos.
- To act as a reviewer for the management of staff Annual Performance Plans
- Deputise for a member of the Principal Class Team when required.
- Other duties as designated by the Principal where necessary.

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 lead and manage the implementation of school priorities, and the teaching of literacy and numeracy skills across the curriculum.

SC2 Demonstrated ability to lead the planning and implementation 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 monitor and assess student learning at a class, cohort or whole-school level and use this data to lead improvement initiatives. 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 leadership skills. Demonstrated ability to lead collaborative relationships with students, colleagues, parents and the broader school community focused on student learning, agency, wellbeing and engagement.

SC5 Demonstrated ability to model behaviours and attitudes consistent with Department values and support colleagues to adopt these behaviours and attitudes. Demonstrated ability to reflect upon their own, others and whole-school practice and contribute to the provision of whole-school professional learning.

SC6 Demonstrated ability to fulfill the position description as Sports Academy Director.