



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 – Student Pathways 7-12 (Job ID 1532251)** 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 **Student Pathways 7-12**
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 - STUDENT PATHWAYS 7-12

TIME FRACTION: 1.0

TIME ALLOWANCE – 12 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 – Student Pathways Leader (Year 7-12)** to accept responsibility for career education across the college and to lead and promote the college instructional and coaching model. 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:

- In conjunction with the other Student Pathways Leader, lead the Careers and Vocational Education Program in the College from Year 7 to 12.
- In conjunction with the other Student Pathways Leader lead and manage the HCSC Careers Expo.
- Provide pathway information and resources for students and parents with a specific focus on Years 8-12.
- Assist students to apply for post-secondary studies and employment opportunities.
- Conduct the VTAC, Pathway Planning, and Careers sessions for Year 8 - 12 Students.
- Be responsible for keeping staff informed of Vocational Education developments and policy.
- In collaboration with the other Student Pathways Leader and the Junior and Senior Curriculum Leaders, lead and manage the process of Year 8 – 12 student subject selection.
- Ensure all On Track data is up to date and accurate as per DE guidelines.
- Assist the College Timetabler and the Assistant Principal in coordinating the development of subject grids for Years 9-12.
- As a Pathways Team coordinate course changes for students as required specifically at Years 9-12.
- As a Pathways Team coordinate and implement the Work Experience program at Year 10.
- Ensure legal requirements for Work Experience and Work Placements are met.
- Be responsible for liaison between College, Industry and Further Education, in conjunction with the Principal Team.
- Ensure relevant information is entered onto Compass and Career Tools.
- Case manage and implement early intervention strategies for those students 'at risk' of leaving school.
- With the relevant Heads of School, Curriculum Managers and Assistant Principals, organise Parent Information Evenings outlining subject choices for the following year.
- Be an active member of relevant Careers associations.
- In conjunction with the other Student Pathways Leader lead and manage the careers education curriculum across the College.

- Attend the Curriculum Committee and provide advice regarding Pathways as appropriate.

Other Duties

- Attend and participate in Leading Teacher/Learning Specialist meetings
- Represent the College at community events as requested including Information Nights and Course Selection Evenings.
- To act as a Leader for the management of staff Annual Performance 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 as Student Pathways Learning Specialist.