



# URSULA FRAYNE CATHOLIC COLLEGE

## APPOINTMENT:

Learning Area Coordinator – THE ARTS

Balmoral Campus (Years K – 6)  
66 Balmoral Street, East Victoria Park, WA 6101  
Phone: 08 9470 0400

Duncan Campus (Years 7 – 12)  
15 Duncan Street, Victoria Park, WA 6100  
Phone: 08 9470 0900

Email: [admin@ufcc.wa.edu.au](mailto:admin@ufcc.wa.edu.au) | Web: [www.ufcc.wa.edu.au](http://www.ufcc.wa.edu.au)

## Employment Information:

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## Information to Prospective Applicants

We invite applications from committed, passionate and innovative teachers to join our Curriculum team as a Head of Learning Area. We seek individuals who are comfortable and confident in sharing their faith and who are experienced and accomplished classroom practitioners.

Leadership roles at Ursula Frayne Catholic College are appointed by the Principal, who delegates responsibility for the management of specific areas within the school. As such, the Learning Area Coordinator must be fully supportive of the College's *Mission* and *Vision* and show leadership as a witness by living and promoting the *Catholic ethos* and *Mercy values* of the College.

The Learning Area Coordinator (LAC) provides leadership, direction and support to staff, students (Years 7-12) and parents/guardians to enable them to successfully engage in the vision for learning. The LAC:

- exercises an individual and a shared responsibility to ensure that the mission of the Catholic Church is brought to life in the College. This leadership role is predicated on the belief that to be effective their work will be informed by a vision of Catholic education that is *Christ-centred*, *child-focused*, inclusive, and holistic. As such, the LAC gives witness to gospel values in all aspects of their work and encourages and supports staff to do likewise.
- gives expression to the College's mission and vision by leading the development and implementation of an intellectually challenging and wide-ranging Catholic curriculum within their faculty that reflects the College's '*Vision for Learning*' (PLC@Work & RTI).
- willingly engages in opportunities for faith formation and professional learning, growth and development
- is an outstanding teacher in his/her subject areas in terms of knowledge of content, current contemporary educational research in teaching methodology, classroom management, methods of evaluation and professional development. Can teach at ATAR level.
- understands the needs of adolescent learners and exhibits compassion and empathy for students while holding them to high standards. Can nurture positive relationships between students, teacher and parents / guardians / caregivers and the setting and maintenance of high standards for student and staff performance.
- supports staff in the development of a learning environment so that students can reach their full academic potential and be supported, challenged, and cared for in this process.
- actively promotes the classroom as the key location for professional learning by helping teachers to reflect on, question, research, consciously and collaboratively improve their practice on a day-to-day basis.
- models' effective organization, interpersonal written and verbal communication, including the skills of effective listening, conflict resolution, negotiation, mediation, assertiveness, and constructive confrontation.
- is a member of the Academic Council and works in close association with the Executive Leadership Team and Subject teachers in ensuring that each student's uniqueness is recognised and affirmed and to optimise their learning

## About the College

*As a learning and faith sharing community, Centred in Christ* Ursula Frayne Catholic College is a Catholic, Kindergarten to Year 12 co-educational College in the Mercy tradition. As such, the College caters for over 1400 students and is committed to the development of young people, academically and spiritually.

In its current form, the College was established in 1990 after the amalgamation of St Joachim's Primary and High Schools and Xavier College. It operates on two sites located at Balmoral Street, East Victoria Park (Kindergarten – Year 6) and Duncan Street, Victoria Park (Years 7-12). Both campuses are situated south of the Swan River within 5 kilometres of the Perth CBD and are closely linked with the parishes of Our Lady Help of Christians in East Victoria Park and St Joachim's in Victoria Park.

To cater for the specific developmental needs of our students, the College has established four, separate sub-schools: the Preparatory (Kindergarten-2) and Junior (3-6) Schools [Balmoral Street campus] and the Middle (7-9) and Senior (10-12) Schools [Duncan Street campus]. Each sub-school is overseen by a Head of School and operates as “a school within a school”.

### Preparatory School

The Preparatory School is driven by a commitment to provide a nurturing approach, stimulating classroom environments and a comprehensive Early Childhood education. This is undertaken through the careful crafting of a Kindergarten, Pre-Primary, Year One and Year Two program, which seeks to satisfy children's cognitive, spiritual, physical, social, emotional and creative needs. Our philosophy is based on building solid foundations that encourage the blossoming of the 'whole person', and from which our students will invariably draw upon as life-long learners.

By acknowledging a child's developmental benchmarks, a relevant and meaningful curriculum can be delivered. Purposeful play, direct sensorial experience, physical engagement of innate curiosity, the valuing of serendipity, and exposure to acquiring knowledge in a variety of ways, are some of the strategies employed to scaffold the learning process. Specialist teachers in Student Support, Health & Physical Education, the Arts and the Library provide the students with a diverse range of experiences that enrich the curriculum.

### Junior School

The Junior School's curriculum reflects the College's vision to create an educational community centred in Christ where opportunities are provided for students to develop in all areas. Specialist teachers in the areas of The Arts, Physical Education, Languages (Italian or Japanese), Library Studies and Student Support assist classroom teachers and students to achieve these aims.

The focus in the Junior School is to consolidate and build on the skills acquired in the Preparatory School and to use these skills to further student learning. Emphasis is given to developing independent learners with higher-level thinking skills, problem solving skills, communication skills and social skills. We believe that this emphasis, nurtured in a faith community based on Catholic values, will prepare our students for a technological world where flexibility, adaptability and well-developed thinking skills will define success.

## **Middle School**

The term "Middle Schooling" is used to describe a particular phase of a young person's formal education. This important phase bridges the gap between the traditional primary and secondary approaches to education with a view to responding more effectively to the specific developmental needs of students in the upper primary and lower secondary years (roughly ages 11-14).

The Middle School provides academic rigour in the core subjects while stimulating the interests of students with an exciting array of elective subjects and co-curricular opportunities. As such, the curriculum of the Middle School is designed to be specifically sensitive to the developmental needs of young adolescents in the 11-14 years age group. The College strives to foster an environment based on harmonious working relationships, responsibility and mutual respect while endeavouring to excite and stimulate students towards the notion of life-long learning and dealing with change.

## **Senior School**

The Senior School at Ursula Frayne Catholic College caters for students in Years 10, 11, and 12 where preparation for life beyond secondary school is a key focus. This preparation incorporates three interrelated aspects: the spiritual dimension in which all students are nurtured to grow in wisdom and love; the pastoral dimension encouraging resilience, independence and social awareness, and an individual, academic focus promoting rigour and excellence. This philosophy consolidates the student-centred learning pedagogy used in the Middle School and senior students are encouraged to accept greater responsibility for not only what they learn, but also how they learn.

To this end, the Senior School has the goal of providing students with the opportunity to select courses according to their specific needs, interests and career path and places great importance on the extension of students.

## Appointment Process

To be considered for this outstanding leadership opportunity, potential candidates must be experienced educators committed to the objectives and ethos of Catholic Education.

You must have:

- A minimum four-year tertiary qualification
- A minimum of five years relevant educational experience
- Have either completed, working towards or be willing to work towards Accreditation to Teach Religious Education OR Accreditation for Middle Leaders in Catholic Schools (or equivalent)

*[NOTE: As current leaders accept new or updated leadership contracts from January 2021 they are required to participate in the relevant study and/or formation]*

- Current TRBWA and Working with Children requirements

Appointment to this position will be in accordance with the procedures in the Catholic Education Commission of Western Australia policy statement concerning promotional positions. The terms of appointment to the position will be in accordance with CECWA policy.

## Contract Period

The initial appointment period is for three years. Prior to the end of the 3rd year; the performance for the Head of Learning Area position will be reviewed and assessed. Subject to a satisfactory review, a further term of three years will be offered. Prior to the end of this subsequent third year, a second review will be conducted. Subject to a satisfactory review, a further term of two years will be offered. In the eighth year of the contract, the position will be advertised, and the incumbent is eligible to reapply.

A teacher who accepts this position, is employed as a teacher in an ongoing capacity at the College.

## Applications

1. Applications for the position of Learning Area Coordinator should be completed on the **Application Form**. Please fill in ALL sections of this form even if you wish to attach a Curriculum Vitae.
2. Your covering letter should explain your reasons for applying for this position AND any other relevant information you may wish to include. [Maximum of one (1) page]
3. Send a copy of the attached Referee Report to each of your two (2) professional referees and ask them to return them to [admin@ufcc.wa.edu.au](mailto:admin@ufcc.wa.edu.au) by the closing date. Parish priests are **not** required to submit a written reference but will be contacted for comment.
4. The Principal reserves the right to seek information from people not listed in this application unless specifically requested not to do so.
5. Applicants will be expected to uphold the Catholic ethos of the College.

Applications will be received until **4.00pm WST on Tuesday 2 August 2022** and should be marked "CONFIDENTIAL" and addressed to:

The Principal  
Ursula Frayne Catholic College

**BY EMAIL:**

[admin@ufcc.wa.edu.au](mailto:admin@ufcc.wa.edu.au)

**IF POSTING:**

15 Duncan Street  
VICTORIA PARK WA 6100

**Interested applicants should refer to the following documents:**

- **Learning Area Coordinator: The Arts – Duties and Responsibilities (*Appendix 1*)**
- **Appointment Timeline (*Appendix 2*)**
- **Referee Report 2022**
- **Application Form – Learning Area Coordinator: The Arts**

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## Appendix 1:

The Learning Area Coordinator (LAC) role:

- exercises an individual and a shared responsibility to ensure that the mission of the Catholic Church is brought to life in the College. This leadership role is predicated on the belief that to be effective their work will be informed by a vision of Catholic education that is Christ-centred, child-focused, inclusive, and holistic. As such, the LAC give witness to gospel values in all aspects of their work and encourage and support staff to do likewise.
- gives expression to the College's mission and vision by leading the development and implementation of an intellectually challenging and wide-ranging Catholic curriculum within their faculty that is a reflection of the College's *'Vision for Learning'* (PLC@Work & RTI).
- is an outstanding teacher in his/her subject areas in terms of knowledge of content, current contemporary educational research in teaching methodology, classroom management, methods of evaluation and professional development.
- nurtures positive relationships between students, teacher and parents / guardians / caregivers and the setting and maintenance of high standards for student and staff performance.
- supports staff in the development of a learning environment so that students can reach their full academic potential and be supported, challenged and cared for in this process.
- actively promotes the classroom as the key location for professional learning by helping teachers to reflect on, question, research, consciously and collaboratively improve their practice on a day-to-day basis.
- Is a member of the Academic Council and works in close association with the Executive Leadership Team and Subject teachers in ensuring that each student's uniqueness is recognised and affirmed and to optimise their learning.
- models effective interpersonal communication skills, including the skills of effective listening, conflict resolution, negotiation, mediation, assertiveness and constructive confrontation.

### Duties:

The Learning Area Co-ordinator complements the primary role of the classroom teacher in the instruction and assessment of students and has the following specific responsibilities and tasks:

1. Support the Principal in the domains of leadership in a Catholic school – Catholic Identity, Education, Community and Stewardship.
2. Primary responsibility for the day-to-day administration of the Learning Area.
3. Implements College strategic and annual goals.
4. Assumes a primary responsibility for the development and implementation of an authentically Catholic curriculum

5. Promotes and monitors a collaborative approach across the College to the development and delivery of efficient and effective evidence-based best practice in relation to learning and teaching.
6. Enables teachers to take collective responsibility for the learning of all students within each year level subject through their collaborative implementation of Tier 1 and Tier 2 essential teacher team actions to include enrichment and extension opportunities.
7. Monitors and regularly reviews student progress with members of the year level subject teams.
8. Key responsibility for the support and professional leadership of staff who work in the Learning Area.
9. Key responsibility for the well-being, in class behaviour and academic progress of students.
10. Collaborates with the Business Manager to develop and administer an annual Learning Area budget
11. Has primary responsibility for the effective stewardship of facilities and equipment allocated to the Learning Area.
12. Promotes and monitors issues of work, health and safety.
13. Communicate effectively with parents/guardians regarding College expectations.
14. Mediates in issues and complaints from parents, other stakeholders regarding student academic performance and results.
15. Collaborates with other Learning Areas to identify and effectively utilise common links across the curriculum.
16. Liaises with the Head of School and the SWD Program Coordinator regarding students with special needs and/or dis-abilities provisions to ensure that the needs of all students are accommodated in an inclusive environment.
17. Promotes and enables ongoing collaborative professional growth of teachers in the Learning Area through the provision of formal professional support and mentoring.
18. Facilitates and manages professional feedback processes for allocated staff.
19. Member of, and networks with, relevant professional bodies.
20. Undertakes other duties, as requested by the Principal or his delegate.

*Given the dynamic nature of the school environment, the College reserves the right to alter roles and responsibilities to suit leadership and management requirements at any point in time. However, as a minimum, the requirements and the attendant conditions will be formally reviewed at the end of each contract period.*

## Appendix 2:

### APPOINTMENT PROCESS TIMELINE:

Position Advertised:	Saturday 23 July (Term 3 - Week 1)
Applications Close:	Tuesday 2 August (Term 3 – Week 3)
Shortlist of Applicants:	Friday 3 August (Term 3 – Week 3)
Panel Interviews:	Thursday 11 August (Term 3 – Week 4)
Preferred Applicant Notified:	Friday 12 August (Term 3 – Week 4)
Interview with the Principal:	TBA
Announcement to school communities:	TBA
Unsuccessful Shortlisted Applicants Notified:	TBA
Induction / Handover Day:	TBA

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*NB. Should circumstances require it, the proposed timeline may be varied and applicants advised accordingly.*