Ascham School







Head of Professional Learning Programs – Senior School

Position Description

Head of Professional Learning Programs – Senior School

Department: Professional Learning

Reports to: Director of Professional Learning

Works With: Academic Heads of Department, Professional Learning Senior Associate and Senior School Teaching Colleagues

Ascham is one of the world's leading girls' schools, and since its foundation in 1886 has educated girls who develop into confident, independent, compassionate young women. Ascham is an inclusive, day and boarding school for students in years P-12, within a warm, welcoming and collaborative environment.

We value staff who demonstrate a positive, proactive approach to their work and have a willingness to participate in the life of the school. We look for energetic, dedicated and capable staff who are full of ideas; embrace a fast-paced environment; and demonstrate initiative, empathy and professionalism to help the school achieve its strategic objectives.

Job Description

As an active classroom teacher, the Head of Professional Learning Programs – Senior School maintains a strong connection to teaching, learning and the professional experience of colleagues across the Senior School. Working closely with the Professional Learning team, Academic Heads of Department and teaching staff, the role leads the implementation and continuous improvement of professional learning initiatives across the Senior School. It provides practice-focused support through mentoring and coaching, classroom observation and feedback, accreditation guidance, Early Career Teacher development, staff induction, Teacher Education Student placements, and responsive professional learning opportunities.

A key focus of the role is strengthening the connection between professional learning and classroom practice through collaboration, professional dialogue, and the sharing of effective practice. The role builds capability across the Senior School by fostering the relationships, structures and expertise that support meaningful, sustainable professional growth.

This is an allowance-based role with the position holder retaining a 0.4FTE teaching load in their subject of expertise.

Core Job Role Accountabilities

Professional Learning and Teacher Development

- Partner with the Director of Professional Learning to implement the school's professional learning priorities within the Senior School.
- Design, deliver and evaluate professional learning programs that enhance teacher practice and support career growth.
- Provide mentoring, coaching, classroom observation, feedback, and opportunities for professional reflection.
- Foster cross-department collaboration and the sharing of effective practice.
- Build mentoring and coaching capability across the Senior School.
- Translate contemporary research and evidence into professional learning practice.

Early Career Teachers and Induction

- Design, lead and continuously improve a structured **Early Career Teacher Program** for teachers in their first three years of the profession.
- Support the delivery and evaluation of Senior School induction programs.
- Partner with Heads of Department to support the development and belonging of new and early career teachers.

- Identify emerging needs and provide targeted support to individuals and cohort.

Core Job Role Accountabilities (cont.)

Teacher Accreditation

- Monitor teacher accreditation requirements and provide proactive support.
- Deliver accreditation supervision, guidance, and professional learning.
- Promote meaningful engagement with the Australian Professional Standards for Teachers.
- Support the implementation of the school's accreditation processes.

Teacher Education Students

- Coordinate professional experience placements for Teacher Education Students.
- Liaise with universities, placement providers, and supervising teachers.
- Support mentors in providing effective guidance, observation, and feedback.
- Strengthen pathways from professional placement to employment at Ascham.

Professional Practice, Collaboration and Culture

- Build trusted relationships that promote reflection, feedback, and continuous improvement.
- Collaborate with colleagues to strengthen teaching practice across the Senior School.
- Encourage professional learning across departments and disciplines.
- Contribute to a culture of high performance, growth and belonging.

Teaching and Contribution to School Life

- Maintain a **0.4 teaching load**, demonstrating high-quality classroom practice and maintaining an active connection with the day-to-day work of teachers.
- Contribute positively to the broader academic, pastoral and co-curricular life of the Senior School.
- Model high standards of professionalism, collaboration, reflection and continuous professional growth.

Mandatory Requirements

- Recognised teaching qualifications and current NSW Education Standards Authority (NESA) accreditation and membership.
- Recognised teaching qualifications and current NESA accreditation.
- Significant successful secondary teaching experience.
- Strong knowledge of the Australian Professional Standards for Teachers and NSW accreditation requirements.
- Demonstrated experience supporting teacher growth through mentoring, coaching, observation, and feedback.
- Excellent interpersonal and communication skills, with the ability to build trusted professional relationships.
- Proven ability to collaborate effectively with teachers, Heads of Department and senior leaders.
- Strong organisational and project management skills, with the ability to manage multiple priorities.
- Commitment to evidence-informed practice, continuous professional growth, and reflective learning.
- Alignment with Ascham's values, educational philosophy, and culture of excellence.
- Current Working with Children Check and ability to meet all child safeguarding requirements.

Desirable Requirements

- Accomplished, Highly Accomplished or Lead Teacher accreditation, or equivalent certification.
- Experience designing, facilitating, and evaluating professional learning programs.
- Experience leading Early Career Teacher and/or teacher induction programs.
- Experience supporting teacher accreditation processes, including NESA and/or Independent Schools Teacher Accreditation Australia (ISTAA).
- Experience supervising, mentoring, or coordinating Teacher Education Students and professional placements.
- Coaching and/or mentoring qualifications or accreditation.
- Experience using feedback, research, and data to identify professional learning needs and evaluate impact.

Acknowledgment

I have reviewed this position description and understand the duties and responsibilities of the role.

Name	
Signature	
Date	