



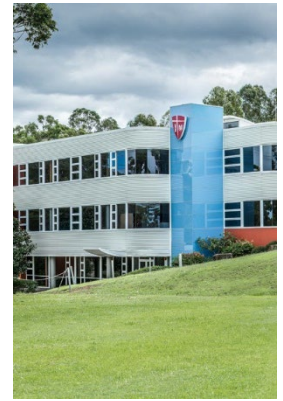
**John Paul College**  
Unity | Christ | Learning



## **Learning Leader Primary School**

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2026



### **Position Purpose**

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A **Learning Leader Primary School** at John Paul College provides operational and instructional leadership across a designated Stage within the Primary School.

The role is designed to build teacher capacity, support curriculum implementation, and enhance student outcomes through targeted, data-informed action.

# About John Paul College

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John Paul College is one of Queensland's largest independent Early Learning to Year Twelve co-educational schools. Founded in 1982 as the state's first Christian ecumenical school, we have a collective enrolment of over 2,300 students.

John Paul College delivers a contemporary education grounded in traditional values. Our people are at the heart of all we do, and this is reflected in our purpose: To Educate, To Inspire, To Make A Difference.

Located 20 minutes south of Brisbane's CBD, the natural bushland campus features extensive and modern facilities to support a leading-edge technology program and wide-ranging cultural and sporting opportunities.

## Our Purpose

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Develop ethical, creative and service-oriented thinkers who thrive in a complex global environment.

## Our Mission

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To accelerate our dynamic learning community, igniting excellence in all.

## Our Value Proposition

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John Paul College delivers a contemporary co-education grounded in traditional values. We create opportunities and pathways for all students to excel, develop character and become world-ready within our culturally diverse and inclusive community.

## Our Values

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### Mutual Respect

We show mutual respect by:

- Accepting others, celebrating our diversity and individuality
- Ensuring fairness and equity in every interaction
- Being patient and tolerant with each other

### Integrity

We act with integrity by:

- Demonstrating honesty and truthfulness
- Leading honourable lives with humility
- Taking responsibility and meeting our obligations

### Compassion

We live with compassion by:

- Showing kindness and love to others
- Caring for the vulnerable and marginalised in our community
- Generously giving of ourselves through active service

### Excellence

We strive for excellence by:

- Seeking knowledge and a deep understanding of the world
- Rising to the challenge of the complex, difficult and unfamiliar in our lives
- Setting and achieving aspirational goals.

## Reporting relationships

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A **Learning Leader** at John Paul College reports as per the following structure:

- **Learning Leader – Prep to Year 2** reports to Dean of Pedagogy Primary School
- **Learning Leader – Years 3–4** (with oversight of Music and Visual Arts) reports to Dean of Studies Primary School
- **Learning Leader – Years 5–6** (with oversight of HPE and Languages) reports to Dean of Academic Welfare Primary School

**Direct reports:** The Year Level Coordinators within assigned Stage of Learning

**Key Liaisons:** A **Learning Leader** has formal and informal interactions with-

- Dean of Pedagogy – Primary
- Dean of Academic Welfare – Primary
- Dean of Studies – Primary
- Year Level Coordinators
- Diverse Learning and Specialist Teams
- NMLC (Library Services)
- Classroom Teachers
- Learning Assistants
- Students and Families

## Key responsibilities – Learning Leaders Primary School

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Working under the direction of the Deans, the **Learning Leader Primary School** ensures consistency and cohesion between curriculum delivery, pedagogical practice, and academic welfare. This alignment is essential in fostering inclusive classrooms where every learner can thrive.

**Learning Leaders** are responsible for translating whole-school strategic priorities into daily classroom practice through direct in-class support, coaching, and collaborative planning.

With an allocated teaching load of 0.6 FTE, **Learning Leaders** remain embedded in the daily life of the school while focusing on areas of greatest student need, delivering targeted interventions and leading best-practice instruction. Their work ensures that curriculum expectations, pedagogy, and student wellbeing are not treated in isolation but are deeply interconnected to support holistic student development.

**A Learning Leader is responsible for:**

### Aligning Curriculum, Pedagogy and Wellbeing

- Ensuring curriculum implementation, instructional practice, and academic support are aligned to College priorities and student needs.
- Supporting consistency and alignment of curriculum documentation in line with the Australian Curriculum and the PYP.
- Collaborating with the Deans and Year Level Coordinators to strengthen coherence between planning, pedagogy, and pastoral care, ensuring all learners are known, supported, and challenged.
- Developing and reviewing Units of Inquiry with Year Level Coordinators.
- Identifying opportunities to integrate wellbeing strategies into classroom routines and instructional approaches.
- Using a holistic lens to understand the social, emotional, and academic context of students and supporting teachers to adjust practice accordingly.
- Liaising with NMLC to ensure appropriate library and digital resources are available.
- Assisting in planning for differentiation, assessment, and learning enrichment.

### Leading Teaching, Learning and Assessment

- Implementing high-impact, evidence-informed teaching aligned with the College's Pedagogical

Framework and the IB Primary Years Programme.

- Driving a strong focus on literacy and numeracy to maximise student growth.
- Auditing planning sites to ensure documentation is current, including planners, assessment rubrics, moderation samples, and parent overviews.
- Facilitating moderation sessions across year levels, as directed by the Dean of Studies.
- Reinforcing key messages from the Deans and Leadership Team with Year Level Coordinators and teaching teams.

### **Building Teacher and Team Capacity**

- Conducting learning walks, observations, and feedback cycles under the Performance and Development Framework.
- Providing structured mentoring and in-class modelling for early career and new teachers.
- Facilitating internal professional learning opportunities such as peer observation, team teaching, and collaborative planning.
- Identifying and coordinating professional learning opportunities for Learning Assistants to strengthen their capacity to deliver effective interventions.
- Leading and supporting Year Level Coordinators within the assigned Stage.
- Promoting alignment and cohesion across year levels and curriculum teams.
- Sharing feedback with the Deans on the implementation and impact of strategic initiatives.

### **Delivering Targeted Teaching and Student Support**

- Delivering short-cycle targeted teaching (on a monthly rotation) based on student data and identified needs, as directed by the Deans.
- Supporting the implementation of best-practice differentiation and scaffolding strategies.
- Overseeing the allocation and coordination of Learning Assistants for targeted intervention, including timetabling and alignment with student learning needs.
- Collaborating with the Diverse Learning and Academic Welfare teams to support students requiring adjustments.
- Assisting with parent meetings regarding learning progress, behaviour, or pastoral care.
- Modelling inclusive and restorative practices in managing student behaviour.

### **Coordinating Events and Operations**

- Coordinating year-level events in collaboration with the Deans, including camps, excursions, incursions, and learning celebrations.
- Assisting with timetable adjustments for school-wide events such as sports carnivals and rehearsals.
- Managing resourcing and budgeting for Units of Inquiry, in consultation with Deans.
- Overseeing known staff absences and providing in-class coverage where required, including for:
  - Professional Learning
  - Year Level Coordinator release
  - Early Career Teacher release

### **Collaborating with Strategic Leadership**

- Supporting the Dean of Pedagogy in embedding the Pedagogical Framework and staff development initiatives.
- Actioning academic and wellbeing strategies designed by the Dean of Studies and Dean of Academic Welfare.
- Providing feedback and classroom-based insights to support the ongoing refinement of whole-school strategy.

## **Skills and abilities**

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- Demonstrates strong interpersonal and collaborative skills, with the ability to build professional relationships, mentor colleagues, and engage effectively with teaching teams, students, parents, and key stakeholders within the Primary School context.
- Proven ability to translate strategic priorities into classroom practice, working under the direction of Deans to align curriculum implementation, pedagogical practice, and student wellbeing with College

priorities and student needs.

- Maintains current knowledge of evidence-informed pedagogy and curriculum design, particularly in literacy and numeracy, with demonstrated ability to implement high-impact teaching strategies aligned with the College's Pedagogical Framework and IB Primary Years Programme.
- Demonstrated capacity to lead and support Year Level Coordinators and teaching teams in a collaborative environment, fostering professional growth through structured feedback, instructional modelling, and capacity building initiatives.
- Possesses strong written and verbal communication skills, with the ability to facilitate professional learning conversations, conduct learning walks and observations, and communicate effectively with diverse stakeholders about student learning and development.
- Strong analytical and planning skills, including the ability to use student data to inform targeted interventions, coordinate resources and events, and support curriculum planning and assessment practices across assigned stages.
- Committed to continuous professional learning and reflective practice, engaging in ongoing development to enhance teaching and coaching effectiveness while supporting the growth of early career and experienced teachers.
- Demonstrates professionalism and alignment with College values, working collaboratively within the leadership structure while maintaining focus on student outcomes, inclusive practices, and the operational needs of the Primary School.

## **Additional requirements**

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All employees of John Paul College are required to:

- Maintain a degree of flexibility in working hours from time to time as required for the position, including attendance at functions and events early in the morning, in the evening and on weekends.
- Accept that the College reserves the right to modify the position to meet its operating needs.
- Assist and relieve in other positions from time to time.
- Demonstrate support for the College's philosophy, policies and procedures and core values.
- Undertake other reasonable and relevant duties within skills, knowledge and capabilities and as directed by the Principal or their representative.
- Support the College's core values and College's Christian Ecumenical ethos.

This position involves working with children. The successful applicant will be required to undergo employment screening in accordance with legislative requirements for child-related employment, including holding and maintaining a current Working with Children Check (Blue Card) and registration with the Queensland College of Teachers (QCT)

## **Qualifications**

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- A Bachelor of Education (Primary).
- Current registration with the Queensland College of Teachers (QCT).
- Current certification in First Aid.

## **Selection criteria**

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**Essential:**

1. **Demonstrated excellence in teaching and measurable impact on student growth:**  
Proven ability to implement high-quality, evidence-informed instructional practices that lead to significant improvements in student achievement and engagement. Experience in designing and delivering differentiated learning to meet diverse student needs.
2. **Strong knowledge of curriculum, pedagogy, and assessment, particularly in literacy and numeracy:**  
Comprehensive understanding of the Australian Curriculum, IB PYP, and high-impact teaching strategies. Demonstrated ability to design, implement, and assess learning programs that enhance student learning outcomes in core areas.
3. **Experience in coaching, mentoring, or supporting other educators:**

Demonstrated capacity to build professional relationships and support the growth of colleagues through structured feedback, instructional modelling, and reflective practice. Experience facilitating professional conversations and goal setting.

4. **Strong data literacy and capacity to use student data for planning:**  
Ability to interpret student assessment data (including NAPLAN, PAT, and formative data) to inform planning, monitor progress, and design interventions that respond to cohort and individual learning needs.
5. **Excellent interpersonal and communication skills:**  
Strong written and verbal communication skills with the ability to engage a range of stakeholders including students, staff, and parents. Ability to lead and collaborate effectively within teaching teams and across the school.

**Desirable:**

1. **Experience in a leadership or coordination role:**  
Prior experience leading teams or projects with responsibility for planning, implementation, and evaluation. Ability to influence others and coordinate efforts toward shared educational goals.
2. **Familiarity with the IB PYP and Australian Curriculum:**  
Understanding of the principles, structures, and practices of the PYP, including transdisciplinary inquiry and learner agency. Knowledge of how to align PYP planning with national curriculum requirements.
3. **Experience supporting diverse learners and inclusive classroom practices:**  
Knowledge of differentiation strategies, inclusive education frameworks, and effective support for students with additional needs. Ability to collaborate with diverse learning teams.
4. **Training in coaching, mentoring, or instructional leadership:**  
Completion of or enrolment in relevant professional learning programs in educational leadership, coaching, or mentoring. Familiarity with frameworks such as the AITSL Standards and the Performance and Development Framework.

## Employment Conditions

- This employment is covered by the [John Paul College EBA 2022](#) as amended.
- The remuneration for this role is that of the employees current classification based on service under the [John Paul College EBA 2022](#) as amended.
- Learning Leaders will also receive a PAR payment of \$7,000.00 per annum plus superannuation in consideration of the leadership and attendance requirement of this role
- This role is classified as Full-time during term time with a teaching load of 0.6 FTE and will be required to return to duties prior to the commencement of the formal Professional Development Week in January, as determined by the College Calendar, to undertake planning, preparation, and leadership responsibilities.

### Internal Applicants

- The **Learning Leader Primary School** is a contract position of added responsibility (PAR)
- At the conclusion of this 4 Year PAR placement, the Deputy Principal – Head of Primary will consult with the **Learning Leader Primary School** regarding their academic assignment for 2029.

### External Applicants

- The **Learning Leader Primary School** is a permanent full-time teaching position with Position of Added Responsibility (PAR), commencing in the 2026 Academic Year for a fixed term of four (4) years.
- For external candidates, upon completion of the four-year PAR contract term, the Deputy Principal – Head of Primary will conduct a review consultation with the Learning Leader Primary School to assess performance and determine future employment arrangements.
- Following this review, one of the following outcomes will apply:
  - Extension of the PAR contract for a further agreed term
  - Transition to a permanent ongoing teaching role under the Enterprise Bargaining Agreement (EBA)
  - Redeployment to another suitable position within the Primary School