

ROLE DESCRIPTION

RELIGIOUS EDUCATION / ORATORY LEARNING LEADER



Classification	POL2
Hours	15 periods per cycle
Appointment duration	Aligned to POL cycle
Date Reviewed	June 2026

PREAMBLE

In 1957, a group of dedicated people brought St John Bosco's pastoral vision to Melbourne's rural Chadstone. Today, building developments and technological advancements communicate the College's commitment to progress, while our core pedagogical vision remains just as relevant as it was in 1957. Empowering young people to discover their own intrinsic goodness, while developing the skills and courage to express it in practical ways, is at the core of the Salesian Charism.

OUR VISION

A dynamic, joy-filled Catholic learning community, Salesian College inspires all boys to strive for excellence in the spirit of Don Bosco.

OUR MISSION

Salesian College Chadstone is a Catholic School for boys in the Salesian tradition. We welcome all boys and their families, celebrate diversity and promote relationships built on mutual respect. All in the community are treated as valued partners in laying the foundation for lifelong learning. We celebrate the achievements of all within an environment of joy and optimism. As a College, we are committed to building a caring community which:

- Ensures that a Catholic and Salesian ethos underpins all aspects of College life within an atmosphere of respect for all
- Promotes initiative, a spirit of enquiry and a desire to strive for academic excellence through innovative and supportive teaching
- Provides students and staff with every opportunity to develop all aspects of each individual
- Practises wise governance, strategic leadership and fair processes and
- Works in partnership with parents, families, past pupils, parishes, educational and ecclesiastical institutions and other civic agencies

OUR VALUES

Integrity | Respect | Belonging | Joy | Dynamism

All leadership positions in our Catholic school in the Salesian Tradition are designed to demonstrate the value it holds for the dignity of the human person, a culture of community and a commitment to social justice and service for the common good.

SALESIAN COLLEGE IS A CHILD SAFE SCHOOL IN ACCORDANCE WITH MINISTERIAL ORDER 1359

Salesian College provides employees, volunteers and clergy with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety matters. This includes induction, ongoing training and professional learning in accordance with Ministerial Order 1359 to ensure that everyone understands and is compliant in their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

ROLE DESCRIPTION

RELIGIOUS EDUCATION / ORATORY LEARNING LEADER



Classification	POL2
Hours	15 periods per cycle
Appointment duration	Aligned to POL cycle
Date Reviewed	June 2026

POSITION

The Religious Education/Oratory Learning Leader provides strategic leadership in Religious Education and the College's Oratory Program. The primary purpose of the role is to uphold and strengthen the Catholic and Salesian identity of the College by leading excellence in Religious Education curriculum, pedagogy and assessment, while fostering the faith formation, wellbeing and holistic development of students through the Salesian tradition.

The Religious Education Learning/Oratory Leader is responsible for leading high-quality learning and teaching within the Religious Education learning area, ensuring a rigorous, engaging and contemporary curriculum that supports students to deepen their understanding of the Catholic faith and its relevance to their lives.

The Oratory is a distinctive expression of the Salesian charism, inspired by the vision of St John Bosco. At Salesian College, the Oratory is a place of welcome, belonging, faith and joyful community, where students are known, valued and encouraged to develop their gifts. The Religious Education/Oratory Learning Leader provides strategic leadership for the Oratory program, ensuring a holistic approach to student formation through the planning, mapping and delivery of initiatives across the College. This includes creating opportunities for students to deepen their faith, build meaningful relationships, develop leadership capacity, strengthen social and emotional skills, engage in respectful relationships education, enhance academic study skills, participate in service, and contribute positively to the College and the wider community.

REPORTS TO

- Assistant Principal – Learning and Teaching

RESPONSIBLE FOR

- Religious Education and Oratory Teachers

COLLEGE TEAMS

- Learning Team
- Pastoral Team
- Faith and Mission Team

KEY RESPONSIBILITIES

- Embed faith encounters into the curriculum.
- Review and enhance Religious Education curriculum, pedagogy and assessment to improve student learning outcomes.
- Celebrate learning through community partnerships and marketing and development initiatives.
- Manage budgets to improve learning.
- Build learning and teaching capacity in staff.
- Improve student learning outcomes and engagement.
- Lead the development and implementation of social and emotional learning and the General Capabilities curriculum to support the holistic development of students.

ROLE DESCRIPTION

RELIGIOUS EDUCATION / ORATORY LEARNING LEADER



Classification	POL2
Hours	15 periods per cycle
Appointment duration	Aligned to POL cycle
Date Reviewed	June 2026

KEY DUTIES

- Lead the development, implementation and ongoing review of the Religious Education curriculum, ensuring alignment with the Victorian Curriculum, Religious Education Framework and College priorities.
- Foster excellence in Religious Education curriculum, pedagogy and assessment through mentoring, coaching and professional learning, and lead all aspects of the Oratory Program, including the planning, delivery and evaluation of the Respectful Relationships and Wellbeing curriculum.
- Lead the strategic development and implementation of the College's Oratory Program in accordance with the Salesian charism and vision of St John Bosco.
- Promote and strengthen the Catholic and Salesian identity of the College through Religious Education, faith formation, liturgical celebrations and the Oratory Program.
- Develop Learning Area goals consistent with the College Strategic Plan and Annual Action Plan.
- Coordinate and facilitate Religious Education and Oratory team meetings.
- Monitor curriculum implementation and analyse student learning data to improve student engagement and learning outcomes.
- Ensure assessment practices are consistent, accessible and demonstrate student growth across all year levels.
- Promote student voice, leadership and engagement within the Religious Education Learning Area and the Oratory Program, including working collaboratively with student leaders.
- Support the planning and delivery of liturgical celebrations, retreats, reflection days and faith formation initiatives in collaboration with the Faith and Mission Team.
- Build strong relationships with students, staff, families and the wider community to foster belonging and student wellbeing.
- Lead initiatives that promote service learning, social justice and community engagement in line with the College's Catholic and Salesian mission.
- Manage the Religious Education budget and coordinate the ordering and organisation of learning resources.
- Assist in the recruitment, induction and ongoing development of Religious Education and Oratory staff, including contributing to the organisation of teaching teams.
- Promote the Religious Education Learning Area and the Oratory Program through College publications, subject selection processes, information evenings and community events.
- Build the capacity of staff through coaching and faith formation professional learning.
- Lead and develop Year Level Leaders to build the capacity of the Oratory teachers in Religious Education and Oratory Programs.
- Integrate the Social Emotional Learning Curriculum including The Resilience Project and Our Futures into the Oratory Program.

ROLE DESCRIPTION

RELIGIOUS EDUCATION / ORATORY LEARNING LEADER



Classification	POL2
Hours	15 periods per cycle
Appointment duration	Aligned to POL cycle
Date Reviewed	June 2026

This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide as to the responsibilities of the role. The position is subject to review and modification by the Principal (or delegate), in negotiation with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee. Any significant additions to the responsibilities may be requested by the Principal (or delegate) through consultation and mutual agreement with the appointee.

SKILLS, COMPETENCIES & QUALIFICATIONS

- Foster a culture of professional trust, empowerment, and learning.
- Well-developed organisational and interpersonal skills, including a demonstrated ability to work effectively, independently and collaboratively in a team environment, including the ability to manage information and correspondence with confidentiality, discretion and diplomacy with staff, students and parents/guardians.
- Capacity to provide leadership characterised by lateral thinking, innovation and a willingness for ongoing improvement and to embrace change.
- Interpersonal and communication skills, including working collaboratively with leadership; the ability to operate effectively within a multidisciplinary team; the capacity to communicate effectively across a broad range of contexts.

KEY SELECTION CRITERIA

The successful applicant will demonstrate evidence of:

1. A capacity to understand and animate Catholic identity, Salesian charism and College values in all aspects of College life.
2. A commitment to Child Safety and the welfare of young people and a strong knowledge and understanding of Child Safety legislation and responsibilities.
3. Knowing students and how they learn.
4. Knowing the curriculum content and how to teach it.
5. Planning for and implementing effective teaching and learning.
6. Creating and maintaining supportive and safe learning environments.
7. Assessing and providing feedback and reporting on student learning.
8. Engaging in professional learning.
9. Engaging professionally with colleagues, parents/carers and the community.