

**Victorian College of the Arts Secondary School (VCASS)
Leading Teacher / Educational Leadership - Head of Dance**

Employment details

Job opening reference - 1437911
Employment status - Ongoing
Leading Teacher tenure - 3 years
Commencement - Term 1, 2025

Position Overview

Leading Teachers are expected to undertake a broad leadership role in the school and participate in the many activities that the school undertakes both externally and internally. The person who undertakes this role in our school should be passionate about the arts and prepared to work outside of a typical school workplace ethos.

Leading Teachers at VCASS will be required to act as the senior officer when necessary and represent the school at key events or act as delegate to the Principal. A key element of the role will be working closely with and supporting the Principal and Assistant Principals. It is expected that Leading Teachers will attend a range of evening activities, concerts, exhibitions and performances to support staff and students, and be excited about this.

The Leading Teacher position of Head of Dance reports to the position of Assistant Principal. They are responsible for the management, development and coordination of the dance program in conjunction with the Principal. The Head of Dance will have a specific responsibility for the artistic direction and full implementation of the Dance Program. They will also have a key role in facilitating the work and learning of team(s) in aligning teaching and learning initiatives as outlined in the school's Annual Implementation Plan (AIP) and School Strategic Plan (SSP).

Roles and Responsibilities

Teaching

- Responsibility for overall guidance and vision of the Dance Program within the context of the VCASS Vision, Mission and Guiding Principles Policy
- Provide educational leadership and model best practice teaching
- Member of the School Improvement Team (SIT)
- Support team members in the Performance & Development Plan (PDP) process and assist them to align PDP goals with the school AIP and SSP
- Liaise with the Heads of Senior/Junior School and the Head of Wellbeing, in matters related to student wellbeing
- Liaise with the Health & Rehabilitation coordinator

Curriculum Administration

- Provide artistic and educational leadership in the development, implementation and evaluation of the dance curriculum and performance program
- Work collaboratively with the Assistant Principal overseeing timetable and daily organisation to ensure an effective dance schedule that aligns with the school's timetable system and Learning Management System (Compass)
- Ensure that an effective dance program is implemented in alignment with the school's vision for its students
- Supervise the preparation and implementation of course outlines, assessment procedures and evaluation for all units of work in line with school policies
- Plan and lead all rehearsals and performances
- Oversee the audition process and Dance entry to the school as outlined in the Enrolment Policy
- Liaise with appropriate staff to prepare booklists for Years 7 - 12
- Oversee the annual Dance Awards
- Review scope and sequence of dance curriculum and ensure effective documentation

Performances

- Performances management

Serve as the Artistic Director for performance seasons, overseeing the strategic planning, resourcing, and curation of diverse and inclusive dance programs. This includes the appointment of choreographers, ensuring effective casting, and selecting works that reflect a broad range of artistic perspectives.

Budget & Resource Management

- Facilitate the preparation of the dance faculty budget in accordance with instructions from the Finance Committee of the School Council and the Principal
- Ensure effective control over all faculty equipment and materials
- Be responsible for an inventory of all aids, resources and equipment
- In collaboration with the Assistant Principal, oversee rehearsal and staffing plans

Key Selection Criteria

SC1 Demonstrated expert knowledge of the relevant curriculum and ability to lead and manage the implementation of department priorities and the integration of key learning areas across the curriculum.

SC2 Demonstrated ability to lead the planning and implementation 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 monitor and assess student learning at a class, cohort or whole-school level and use this data to lead improvement initiatives. 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 leadership skills. Demonstrated ability to lead collaborative relationships with students, colleagues, parents and the broader school community focused on student learning, agency, wellbeing and engagement.

SC5 Demonstrated ability to model behaviours and attitudes consistent with Department values and support colleagues to adopt these behaviours and attitudes. Demonstrated ability to reflect upon their own, others and whole-school practice and contribute to the provision of whole-school professional learning.

SC6 Demonstrated ability to lead and manage a high-level dance program, with a focus on industry connections and professional development. Proven expertise in dance, coupled with a strong network of industry professionals, to provide students with meaningful opportunities and mentorship. Ability to recruit and collaborate with renowned dance professionals to offer exceptional learning experiences at VCASS.

SC7 - School-based selection criteria: Demonstrated commitment to ongoing professional development and an understanding of developments in the design and delivery of Dance curriculum and education.

SC8 - School-based selection criteria: Demonstrated ability to develop and implement strategic plans for a dance program that align with a vision and stated goals.

SC9 - School Based selection criteria- Specialist Arts Setting - Demonstrated experience and understanding to lead and manage complex operations within a high performing specialised arts environment.