



Position Description

Position Title	Catholic Mission and Formation Lead
Organisation	Catholic Education Sandhurst Limited
Team	Catholic Mission and Formation
Location	<i>Bendigo, Wangaratta, or Tatura</i>
Remuneration	As per the Senior Staff Remuneration Framework
FTE	1.0
Status	Fixed Term (5 years)
Reports to	Assistant Director: Catholic Mission and Formation

Position Summary

The Catholic Mission and Formation Lead plays a crucial role in promoting and nurturing the Catholic identity and mission across the education system. This position supports the Assistant Director: Catholic Mission and Formation and the Deputy Director: Mission and Educational Development in celebrating the rich spiritual and sacramental life across the Diocese, while fostering a vibrant faith-based environment within schools for students, leaders, staff, and families.

This function aligns with CESL's strategic commitment for faith education, professional development and community engagement. This role is accountable for:

- Reviewing our current models of formation for mission to enact a response that more fully recognises the differentiation required for both adults and students as their encounter Jesus and Christ and with our Catholic tradition deepens.
- Ensuring fidelity to the Source of Life Religious Education Tier 1 low variance curriculum, developing and implementing a framework that is life-giving to support theological and spiritual education of both students and staff.
- Planning for and resourcing the ongoing development of programs for students that grow and deepen their spiritual life, inclusive of their experience of sacramentality, ongoing understanding of discipleship, the call to social justice, reverence for the earth and respect for all peoples, especially Australia's First People.
- Leading the development, implementation and enhancement of a framework to support theological and faith education and formation for adults with Catholic Education Sandhurst.

- Managing and coordinating the delivery of professional learning to support ongoing accreditation of teaching staff.
- Enhancing the relationship between schools, families, clergy and parish.
- Support the work of the Sandhurst Catholic Early Childhood Education and Care Ltd as per the Memorandum of Understanding (August 2022).

Function Summary

The Catholic Mission and Formation function is dedicated to promoting and nurturing Catholic Identity and mission within the education system. It supports the Deputy Director and Executive Director in creating a spiritually enriching environment for students, leaders, staff, and families. This function aligns with CESLs strategic commitment for faith education, professional development and community engagement by:

- Ensuring fidelity to the Source of Life Religious Education curriculum, developing and implementing a framework to support theological, spiritual and sacramental education of both students and staff.
- Developing and delivering professional learning and spiritual formation experiences to support the spiritual development of staff and their content knowledge to achieve accreditation to work in a Catholic School.
- Enhancing relationships between schools, families, clergy and parishes.

Key components include:

- Creating and supporting the Diocesan-wide implementation of a Tier 1 low variance curriculum for the Source of Life
- Providing learning and spiritual formation programs for students and adults at CESL
- Supporting liturgical activities for students, staff and families.
- This work is informed by the CESL Guiding Lights, which ensures we are prioritising the right work for our Catholic School Communities.

Our Organisation

Catholic Education Sandhurst Limited (CESL) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3,000 employees in just under 60 schools and early childhood facilities.

The Executive Director of Catholic Education Sandhurst is appointed by the Board of CESL to support the administrative, organisational and service matters to Catholic schools within the Diocese.

The Executive Director and all delegations via that position, including the Deputy Director, operate within the parameters of Canon Law and the established protocols of the Catholic Church. CESL is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

CESL participates and cooperates in the work of the Victorian Catholic Education Authority (VCEA) as the peak body for Catholic Education in Victoria, which has responsibility for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, advocacy for Catholic education and collaboration with government statutory authorities.

Magnify Sandhurst:

Launched in Term 3 of 2024, Magnify Sandhurst is CESL's comprehensive school improvement initiative made in response to the CESL Strategic Plan. Magnify Sandhurst significantly enhances the resourcing and experience of our students, teachers and leaders across the key areas of spiritual development, the Victorian curriculum, wellbeing, the behaviour curriculum and a truly responsive pedagogy. At a systemic level, Magnify Sandhurst enables the proactive utilisation of inter-school capabilities and learnings, by fostering a Multi-Tiered System of Supports (MTSS) that operates at both the student and school level.

Guiding Lights:

The Executive team seeks to bring to reality the Strategic Plan which underpins all work in and for our Catholic Schools and Early Learning Centres across the Diocese. The three Guiding Lights ensure we are prioritising the right work for our Catholic Learning Communities; they are:

Authentically Sandhurst Catholic Education

Catholic Education in Sandhurst has developed a unique, Spirit-filled and life-giving culture that we are called to celebrate and build upon. This proudly diverse rural educational community from the alpine mountains to the river plains claims the heritage we have received and commits to ongoing formation in community so that our mission, the mission of Jesus the Christ, might continue to bring 'life to the full'.

Outstanding Learner Growth

Prioritising 'outstanding learner growth' purports that all students have a capacity for growth which can be measured and celebrated, and that this growth should be 'outstanding'. Sandhurst has set itself the audacious but necessary goal of achieving outstanding student learner growth for every student and every teacher, in every school, every day.

Solidarity and Subsidiarity

Solidarity and subsidiarity define our cohesive system, uniting unique learning centres into a single ecosystem dedicated to the Common Good. Our commitment to solidarity ensures equitable opportunities for all students by aligning resources and enhancing ecosystem integrity. Subsidiarity empowers local decision-making, fostering responsibility and accountability among leaders to meet community-specific needs. Together, these principles drive continuous, impactful improvement, creating a life-giving and Gospel-infused educational journey for every student and staff member.

Our Vision

The vision for CESL is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition
- That a strong sense of community is dependent on the quality of our collegial relationships

- That each person's potential is fostered through the dedicated ministry of Catholic Education
- In leadership encompassing vision, innovation, and empowerment.

Our Values

CESL Values underpin and reflect the behaviours we expect of our staff:

Principles of Catholic Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic teaching, grounded in the person and teaching of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

Key Responsibilities (Core Leadership Competencies)

Catholic Ethos & Values

- It is expected that all leaders at CESL and indeed all employees, espouse and respect the principles of Catholic Teaching, as is reflected in the identity of the Sandhurst Catholic School which is grounded in the person and teaching of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".
- As a leader, you will role model servant leadership displaying a passion for the Gospel, and of the understanding and commitment to the ministry and mission of the VCEA.

Leadership	• An experienced leader, the role-holder will be authentic and inclusive in your approach to leading and have proven results in motivating and engaging employees to achieve their objectives. • As a role model of collaboration, you will display positive top-down leadership behaviours ensuring a culture of positive influence, inclusion, trust, psychological safety and collaborative ways of working.
Strategic Direction & Delivery	• As part of your role, you will inform the strategic direction of the Catholic Mission and Formation Team by defining a clear vision, structure, and strategic initiatives that align to the overall CESL Strategic Plan and that of the Board. You will be someone who can think critically and develop collaborative and trusting relationships with all internal stakeholders, to ensure the free flow of ideas that will assist with the creation of the strategic agenda, which will set the organisation up for medium to long term sustainability and success.
Role-specific competencies	Specifically, this role will be accountable for the following areas of responsibility: • Catholic Identity: Ensure that the Catholic mission and values are deeply integrated into all aspects of school life. • Faith Formation: Develop and implement programs that support the spiritual growth and faith formation of students, staff, and the wider school community. • Religious Education: Support the Source of Life Curriculum Learning Leaders and school's Catholic Identity leaders with the implementation of Source of Life Religious Education curriculum across F - 12, ensuring it aligns with Catholic teachings and traditions. • Staff and student growth: Foster a culture of continuous improvement and professional growth amongst CESL schools in response to their ECSI data • Liturgical and Sacramental Life: Support the Assistant Director: Catholic Mission and Formation with liturgical celebrations, sacramental programs, social justice experiences and other religious activities within the schools. • Community Engagement: Strengthen relationships with parishes, clergy, and the broader Catholic community to support the mission and formation of students and staff through the implementation of their 'Shared Mission Agreements.' • Professional Development: Utilise CESL's Leadership Framework and professional learning offerings to provide formation and professional development opportunities for staff to deepen their understanding and commitment to the Catholic faith. Working with VCEA, Principals,

	Tertiary institutions and other providers to support, review and strengthen accreditation programs. Leading CESLs adherence to the VCEA Teacher Accreditation Policy. • Board Reporting: Support the Assistant Director: Catholic Mission and Formation to provide regular updates and insights to the Board, ensuring they have a clear line of sight into the mission and formation activities and their impact • Complaints: Support CESL School Improvement Leaders and school leaders to ensure all complaints related to Catholic Identity are managed appropriately.
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Key Capabilities & Requirements

Qualifications and Registrations	• Advanced degree in Theology, Religious Education or a related field. • VIT registration • Accreditation to Teach RE and /or Lead in a Catholic School (Lvl 2) • A current unrestricted Victorian Drivers Licence • National Police Record Check
Knowledge and Experience	• Extensive experience in Catholic Education and faith formation • Proven ability to lead initiatives and manage multiple projects • Deep commitment to the mission and values of Catholic Education • Familiarity with multi-school system research and the implementation of research informed low variance curriculum (highly desirable but not essential).
Commitment to Catholic Education	• Demonstrated commitment to Catholic Faith with an understanding and willingness to work within the Catholic ethos, traditions, and practices of the Diocese of Sandhurst. • Previous experience within a Catholic teaching, operational or administrative related setting (preferred but not compulsory). • See 'Catholic Ethos and Values' core competency above.
Commitment to Child Safety	• Willing to undergo or provide a current and satisfactory working with children check • Ability to demonstrate an understanding of appropriate behaviours when engaging with children • Acknowledge and appreciate the strengths of Aboriginal culture and its importance in the wellbeing and safety of Aboriginal students
Skills and Attributes	All leaders are expected to have proven and demonstrable capabilities in the following areas: • Strategic thinker with a collaborative approach • High ethical standards and integrity

	• Ability to inspire and motivate staff and students in their faith journey • Highly developed interpersonal and communication skills (including written research skills, spoken, non-judgemental listening skills) • Strong presentation and facilitation skills and confidence with presenting to Executive level stakeholders • Ability to critically analyse and interpret data and synthesise practical recommendations or actionable objectives • Coaching and the provision of adult learning • Effective negotiation and mediation abilities incorporating skills with complex conflict-resolution and restorative practices • Proven inclusive leadership skills and traits aligned with the formation of highly engaged, effective and cohesive team environments (see also 'Leadership' core competency above). • Ability to influence key partners and build and maintain relationships with trust and integrity, providing expert advice and engagement of new approaches to lead successful change and transformation.
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Mandatory Responsibilities and Requirements

Compliance with CESL Policies and Procedures

- All CESL policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CESL must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

Compliance with Occupational Health and Safety

- All CESL employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CESL's OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.

Compliance with Child Safety Legislation

- CESL is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of

all children. All CESL employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements, annual child safeguarding training and maintaining a valid working with children check or VIT registration. CESL are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Requirement for onsite work

- CESL values flexibility and supports remote work where able. This position does require the majority of tasks to be conducted at a CESL workplace and as such, the incumbent must be available to work onsite.

This position description is intended to describe the general nature and level of work that is to be performed by the person appointed to the role. It is not intended to be an exhaustive list of all responsibilities, duties and skills required. Any elements of this document may be changed at Catholic Education Sandhurst's discretion and activities may be added, removed or amended at any time.