



POSITION DESCRIPTION

Head of Digital Learning

HAILEYBURY
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Welcome to our School

Thank you for your interest in the role of Head of Digital Learning, a senior Teaching and Learning leadership position with responsibility for advancing the quality, coherence and impact of digital learning across Haileybury. This role sits at the intersection of pedagogy, practice and platform, providing strategic leadership to ensure digital technologies meaningfully enhance learning and teaching.

Working closely with Teaching and Learning, ICT and senior leaders, the Head of Digital Learning oversees the School's learning platforms, builds staff capability, and ensures consistency and quality in digital learning practice. The role also contributes to Haileybury's strategic initiatives, including online and blended learning programs, and supports the School's position as a leader in contemporary education.

Haileybury is one of Australia's leading schools, with multiple campuses across Victoria, the Northern Territory and international partnerships, as well as a strong commitment to evidence-informed education. Our Magenta Principles underpin everything we do, and the Head of Digital Learning contributes to a culture of high expectations, collaboration and continuous improvement across diverse learning contexts.

We are seeking a highly relational, strategic and inspirational leader with deep experience in educational leadership, proven capability in leading complex school environments, and a strong commitment to excellence in teaching and learning. If you share our belief in the transformative power of education and are motivated to lead digital learning at one of Australia's leading schools, we would welcome the opportunity to discuss this role with you.

Derek Scott
CEO | Principal



About Haileybury

Since 1892, when our doors first opened with five staff and 17 students in attendance, Haileybury has been a centre of continual development: learning, teaching and location have all undergone transformative change on our path to become the School we are today.

The School has enrolments exceeding 7,000 across its campuses and operations in Berwick, Brighton, Keysborough, Melbourne City, Haileybury Pangea, Darwin (Northern Territory) and across Southeast Asia in China, Timor-Leste, Papua New Guinea, Vanuatu, Indonesia and Vietnam.

Haileybury has been endorsed as one of Australia's best schools with multiple awards from the Australian Education Awards, including Australian School of the Year, Primary School of the Year and Principal of the Year. In 2025 Haileybury was ranked by NewsCorp Media as the number one coeducational school in Australia. Based on national testing results Haileybury has also been ranked as the number one primary school in Victoria and the number two secondary school.

At Haileybury we use the motto that 'Every student matters every day' and this resonates through everything that we do, both in and out of the classroom.

Discover more:
www.haileybury.com.au

Our strategic plan

Vision and mission

Haileybury's vision is to be recognised as a great world school.

Our mission is to deliver an exceptional educational experience that fosters the growth of each student through leading teaching and learning programs, a wide array of opportunities, within a culture of high expectations, empowering students to excel.

Everything that we do is centred around our Magenta Principles, striving to be more than a school.

Every student matters every day

We place students at the heart of every decision and action.

Every staff member matters every day

We commit to attracting, developing and retaining brilliant, diverse people.

Effective practices support sustainability

We strive for effective governance structures that support our long term growth, safety and resilience.

One inclusive community

We value and respect all members of the Haileybury community; it is a place where everyone belongs.

The Magenta Principles are underpinned by our pillars:

- Education Excellence
- Social Justice
- Enterprise & Entrepreneurship
- International Outlook

Haileybury offers a flexible, diverse, and inclusive workforce. We're focused on embracing change and celebrating and nurturing our people.



Position details

Position title	Head of Digital Learning
Location	Whole school
Reports to	Deputy Principal (Teaching and Learning)
Manages others	Yes
Tenure	Ongoing teaching position with 5 year leadership tenure
Commencement date	Term 3 2026
Salary range	To be discussed at interview

Role overview

The Head of Digital Learning provides whole school leadership in the strategic use of digital technologies to enhance teaching and learning across all Haileybury campuses, including Haileybury Pangea, our online school as well as a supporting role for Haileybury Rendall School (Darwin). The role is responsible for shaping and delivering Haileybury’s vision for digital pedagogy, ensuring that technology is used purposefully to improve learning outcomes, teacher practice and student experience.

Key responsibilities

The primary responsibility of the Head of Digital Learning is to develop and deliver on Haileybury’s vision for using innovative technologies to create an effective and dynamic teaching and learning environment.

The Head of Digital Learning requires the capability to:

- Lead Haileybury’s digital learning strategy, ensuring the purposeful use of technology to improve teaching practice, student learning and engagement across all campuses and online environments.
- Champion digital pedagogy over tools, supporting high-quality instructional design, blended and online learning, and strong user experience for staff and students.
- Oversee whole-school learning platforms, including ownership and continuous improvement of the School’s Learning Management System from Prep to Year 12.
- Build staff capability in digital learning, leading professional learning and supporting consistent, high-quality practice through Digital Learning Leaders and classroom educators.

- Lead digital innovation and improvement initiatives, working in partnership with Teaching and Learning, ICT and governance groups to deliver strategic projects safely and effectively.
- Contribute to Haileybury's external leadership and future-focused programs, including online and blended learning initiatives, partnerships, and positioning the School as a sector leader in contemporary practice.

Key selection criteria

- Highly developed communication and stakeholder engagement skills, with the ability to work effectively across diverse school contexts and represent Haileybury as a leader in contemporary educational practice.
- Demonstrated leadership in digital pedagogy, with the ability to shape and deliver a whole school vision for the effective use of digital technologies to improve teaching practice, student learning and engagement.
- Deep understanding of contemporary teaching and learning, including blended, online and hybrid learning models.
- Proven experience leading complex, whole school initiatives, including strategic planning, project delivery and change management, in collaboration with Teaching and Learning, ICT and governance groups.
- Strong capability in building staff capacity, including leading professional learning, coaching digital leaders and supporting consistent, high-quality practice across multiple campuses and contexts.
- Experience overseeing key digital learning platforms, including learning management systems and associated systems, with sound judgement around software selection, risk and security.

Personal qualities

- Pedagogically grounded and strategically minded, with a clear belief that technology should serve learning and improve teaching practice and outcomes.
- Relational and credible leader, able to build trust, work collaboratively across diverse contexts, and influence school improvement with clarity and confidence.
- Thoughtful, future-focused change leader, curious about emerging practice and balanced in judgement when leading improvement at scale.

Academic qualifications

- Tertiary qualifications essential
- A current Victorian Institute of Teaching (VIT) registration, or the ability to obtain such registration
- Postgraduate qualifications (desirable).

Inherent requirements

Cognitive demands

- Ability to work with groups of teenage and younger students and to handle multiple (sometimes competing) demands from them and from colleagues in a semi-structured environment
- Ability to carry out high-level responsibilities, and effectively interact and communicate with students
- Ability to make high-level decisions and/or be involved in high-level decision-making
- Ability to be resilient when dealing with staff and students
- Ability to perform role whilst managing students' behavioural demands.

Physical demands

- Ability to stand for long periods of time, move freely amongst a class of students for up to seven hours per day and to work at a computer
- Ability to adapt a variety of body postures including prolonged standing, reaching overhead/forward, bending of back, squatting and rotation of the neck
- Ability to lift/carry parcels of up to 5 kg for short distances
- Ability to manage students in a sporting situation, accompany students to sporting venues/events and assist with the delivery and demonstration of skills in training sessions
- Ability to coach in both indoor and outdoor environments
- Ability to demonstrate sporting activities with the upper/lower limbs, move upper/lower limbs through a full range of movement and simultaneously coordinate upper limb/lower limb activity
- Ability to demonstrate sporting activities in a variety of environments which may be indoors or outdoors.

Environmental demands

- Ability to work in environments of variable noise levels, temperatures and weather conditions
- Ability to assess whether Personal Protective Equipment (PPE) is required for particular activities and wear as appropriate.

Commitment to child safety

Haileybury is committed to the safety and wellbeing of all children, including those under the care and supervision of the School. The School recognises the importance of, and its responsibility for, ensuring a safe and supportive environment which respects the rights of children and fosters their enrichment and wellbeing. Haileybury's approach to creating and maintaining a child safe environment is guided by the core belief that every student matters every day. The School's mission can only be achieved if its students are safe, feel safe and are empowered to participate in decisions which affect their lives.

Haileybury's robust People and Culture department, recruitment and vetting practices are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out Working With Children, police records and reference checks to ensure that we are recruiting the right people.

Applicants must familiarise themselves with Haileybury's Code of Conduct and Policy on Relationships between Staff and Students available on our website. Haileybury has zero tolerance for child abuse in any form.

Further information

Further information about this position is available from peopleandculture@haileybury.com.au.





HAILEYBURY



Position Description

Classroom Teacher

HAILEYBURY

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Working with us

Haileybury is proudly non-selective when it comes to the students who look to join our outstanding school. We believe in the potential of every child to achieve and contribute.

However, we are by contrast, very selective of staff who wish to work with us, whether they will be guiding our young learners or helping to keep the School operating efficiently and successfully through our Corporate Services department.

Those who join us are passionate about the delivery of innovative academic, co-curricular and pastoral programs that challenge and inspire our students and make a difference in their lives.

As a school we value the linguistic and cultural diversity of our staff and students. Staff are encouraged to contribute experience they may have of working with children from a culturally and/or linguistically diverse background.



Our vision

To be recognised as a great world school.

Our mission

To deliver an exceptional educational experience that fosters the growth of each student through leading teaching and learning programs, a wide array of opportunities, within a culture of high expectations, empowering students to excel.

Our magenta principles

Everything that we do is centred around our Magenta principles, striving for and achieving more than expected. Our principles support and shape this in our daily work:

- Every student matters every day
- Every staff member matters every day
- Effective practices support sustainability
- One inclusive community



Position details

Position title	Classroom Teacher
Reports to	Head of Campus
Salary range	\$88,137 - \$135,910 + 12% superannuation

Responsibilities

The primary responsibility of the Classroom Teacher is to deliver and promote learning within the School community.

Teachers should ensure that:

- Their delivery of the curriculum to their students ensures best practice in pedagogy, using our Haileybury Explicit Instruction model of teaching
- They keep up-to-date with modern teaching practices within their teaching area
- They either have knowledge of, or be prepared to learn, the Explicit Instruction model (for Junior School roles) and/or other pedagogical frameworks as appropriate
- They prioritise building positive relationships with students, staff and members of the School community
- They use a variety of assessment tasks for students to experience success and accurately assess levels of student achievement
- They collaborate with staff in their department to develop blended teaching resources, assessments and learning opportunities for the students
- They engage in best practice with their colleagues on campus and cross campus
- They utilise digital learning and the LMS to support their classroom practice
- They attend relevant professional development sessions within their subject

Co-curricular responsibilities

- Teachers are expected to participate in co-curricular activities including sport, the Arts and/or outdoor activities

Administrative responsibilities

- Maintain records of classroom attendance
- Administer student assessment (formative and summative), provide feedback and write reports in accordance with School policy
- Attend meetings as required
- Perform supervisory duties as required
- Attend parent/teacher interviews as required



Key selection criteria

Required

- An ability to respond to the differing learning needs and strengths of all students in coeducational classrooms (Junior School) and single-gender classrooms (Middle and Senior School)
- Ability to form a positive rapport with staff and students and build collaborative relationships
- Outstanding knowledge of the relevant subject material and pedagogy
- Strong skillset with technology
- VIT registration or ability to obtain such registration and current Criminal Record Check
- Strong verbal, written and inter-personal communication skills
- Effective and efficient time-management

Desirable

- Experience of working with children from a culturally and/or linguistically diverse background

Personal qualities

- Highly organised
- Patient and relationship oriented
- Enthusiastic and conscientious
- Ability to be part of a dynamic team

Academic qualifications

- Recognised teaching qualifications.

Inherent qualities

Cognitive demands

- Ability to work with groups of students and to handle multiple (sometimes competing) demands from them and from colleagues and parents
- Ability to carry out high-level responsibilities, and effectively interact and communicate with students
- Ability to make high level decisions and/or be involved in high-level decision-making
- Ability to be resilient
- Ability to employ a variety of classroom management strategies and perform role whilst managing students' behavioural demands



Physical demands

- Ability to stand for long periods of time, move freely amongst a class of students for up to seven hours per day and to work at a computer
- Ability to adapt a variety of body postures including prolonged standing, reaching overhead/forward, bending of back, squatting and rotation of neck
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Environmental demands

- Ability to work in environments of variable noise levels, temperatures and weather conditions
- Ability to assess whether Personal Protective Equipment (PPE) is required for particular activities and wear as appropriate

General information

- Teachers at Haileybury are expected to be involved in the School's co-curricular program and usually work some evenings and weekends as required
- The successful candidate will be expected to support the vision and ethos of the School
- All staff are recommended to be fully vaccinated against Covid-19 and any other viruses where possible
- Teachers may be required to supervise two seasons (approx. 24 weeks) of Saturday sport or similar co-curricular activities
- Staff must ensure that all decisions, pertaining to their role at Haileybury, are made in line with legislations and Haileybury Policies and Procedures as set out in the Staff Manual



Commitment to child safety

Haileybury is a child safe organisation which welcomes all children, young people and their families. Haileybury is committed to the safety and wellbeing of all children, including those under the care and supervision of the school. The school recognises the importance of, and its responsibility for, ensuring a safe and supportive environment which respects the rights of children and fosters their enrichment and wellbeing.

Haileybury's approach to creating and maintaining a child safe environment is guided by the core belief that every student matters every day. The School's mission 'to deliver an exceptional educational experience that fosters the growth of each student through leading teaching and learning programs, a wide array of opportunities, within a culture of high expectations, empowering students to excel', which can only be achieved if its students are safe, feel safe and are empowered to participate in decisions which affect their lives.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, processes and codes are inclusive of the needs of all children and students including Aboriginal students and their families.

Haileybury has zero tolerance for child abuse in any form and takes proactive steps to identify and manage any risks of harm to students in our school environments. When child safety or wellbeing concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

We promote respectful relationships between students and adults, and between students and their peers. These relationships are based on respect, honesty, kindness, trust and empathy.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer or asexual (LGBTIQA+) and other students experiencing risk or vulnerability.

Haileybury's robust human resources, recruitment and vetting practices are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out Working with Children Check, police records and reference checks to ensure that we are recruiting the right people.

Further information

Further information about this position is available from peopleandculture@haileybury.com.au

This position description was modified in August 2025.