



SCOTCH OAKBURN COLLEGE
CREATING THE FUTURE



**DIRECTOR OF TEACHING
& LEARNING – PENQUITE**

2026 APPOINTMENT



SCOTCH OAKBURN COLLEGE
CREATING THE FUTURE



FROM THE PRINCIPAL

Our new Director of Teaching & Learning – Penquite at Scotch Oakburn College will join a school that I believe is truly special, where everyone is known, valued and cared for: our students, our families and our staff. Educationally, the College has a reputation for our progressive, holistic approach and we have remarkable and dedicated staff.

Our families value the whole Scotch Oakburn College experience, as reflected in our record enrolments. Our commitment to them is to continue to evolve our programs, and remain relevant, responsive and affordable, offering an exceptional education that prepares our young people for their future. We are determined to maintain the passion we have for teaching and learning excellence, alongside nurturing the wellbeing of every member of our community.

We have a culture that offers a high degree of autonomy and accountability, combined with clarity of purpose, collaboration and collegiality. We enjoy what we do. A major focus of the role will be on empowering, coaching and supporting our leaders and staff. We want to challenge and be challenged, always seeking to hone and refine what we do. I am excited by what lies ahead of us and what we can achieve collectively.

Scotch Oakburn College is a very special school in a beautiful part of the world. I hope you will consider joining our outstanding team of educators, bringing your leadership skills and inspiration to our wonderful community, and contributing to our growth as both educators and a school.



Mr. Ross Patterson

Principal

ABOUT SCOTCH OAKBURN COLLEGE



Nestled in the picturesque city of Launceston, Tasmania, Scotch Oakburn College is a co-educational Early Learning through to Year 12 school with around 1,300 students, in association with the Uniting Church. At our College, we cherish the idea of creating a safe and nurturing environment. We embrace the Values of Commitment, Compassion, Courage, Respect, and Responsibility, weaving them into every child's journey towards growth.

Scotch Oakburn is a remarkable institution with a welcoming and engaged community of students, staff, and families. I am continually inspired by the breadth, scale, and ambition of the activities on offer. The engagement of our students is a testament to the fact that learning and personal growth are embraced at all levels.

Our community values effort, encourages self-belief, and instils a growth mindset in students. 'Having a go,' regardless of abilities or skills, is not only encouraged but richly rewarded. Our comprehensive programs provide a myriad of opportunities for students to explore their talents and potential while forming lasting relationships with others.



At Scotch Oakburn, our commitment to holistic education extends beyond academics. We aim to develop well-rounded individuals equipped with essential life skills. Fundamental skills of literacy and numeracy are complemented by communication, collaboration, inquiry, reflection, problem-solving, critical and creative thinking, and a commitment to lifelong learning. This philosophy empowers us to create an environment where students are encouraged to step out of their comfort zones and move into their stretch zones.

We take pride in our strong sense of community spirit. Our close-knit student body ensures that learners across all year levels have opportunities to connect, collaborate, and grow together. Our College's size allows us to create an environment where each student is truly known, while still offering an extensive range of opportunities that nurture their development into well-rounded individuals.

Scotch Oakburn College is one of 250 Round Square schools that span 50 countries around the globe. Round Square schools are committed to character education and experiential learning built around the six IDEALS of International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service.

OUR VISION, MISSION & VALUES

Our Vision

Scotch Oakburn College is committed to 'Creating the Future' within a caring, supportive and inclusive community.

Our Mission

To provide an exceptional holistic education that enables every student to maximise their potential.

Our Values

At the heart of our community lies a set of non-negotiable Values that guide every aspect of our behaviour, interactions, and way of life.

As learners, we cherish these Values as they are the foundation upon which we build our culture. Our Values are a unifying force that bridges the gap between the College and our families, creating a powerful bond that fuels our collective growth and success.



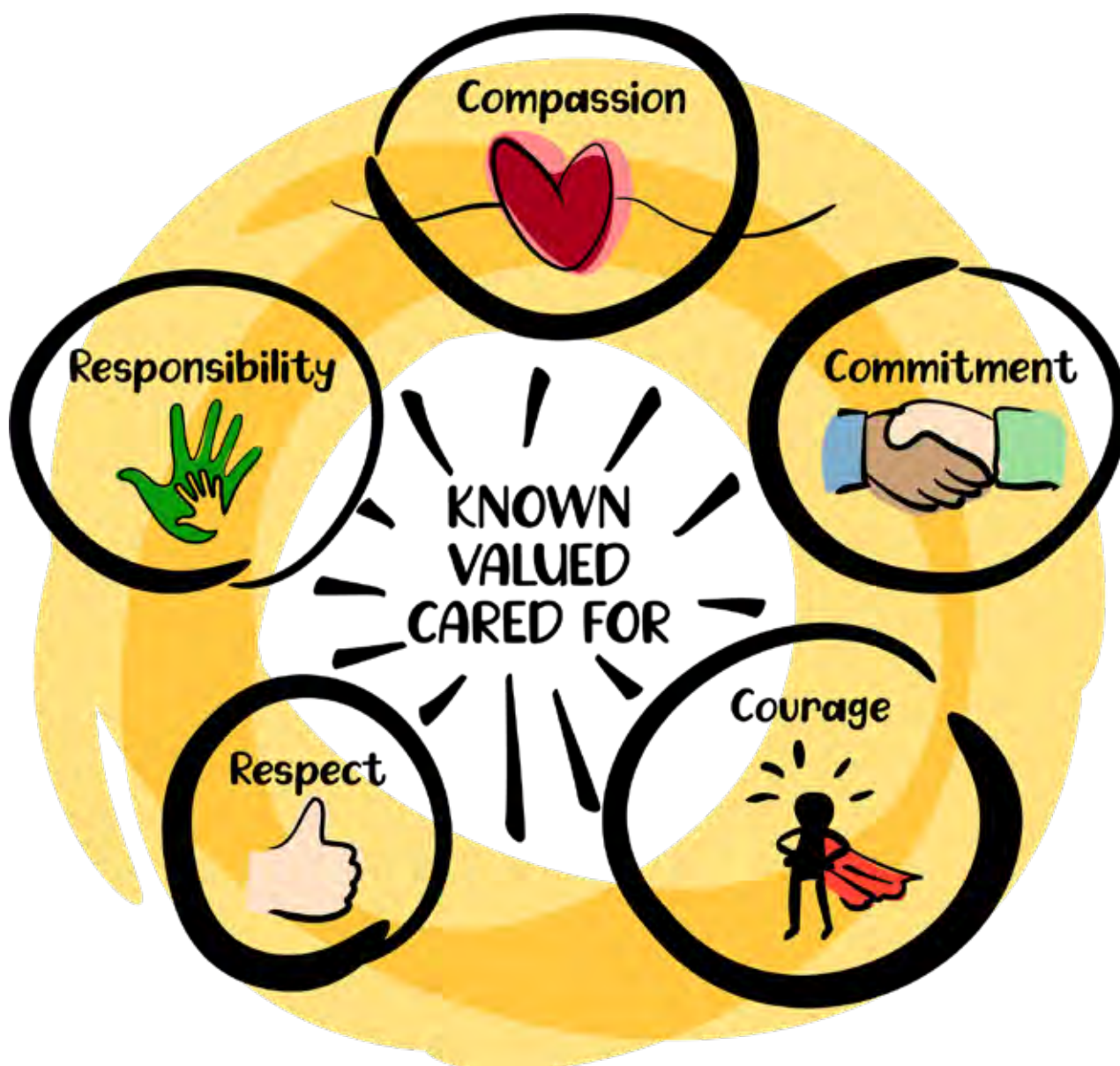
COMPASSION

To display a genuine care for all and having the best interest of others at heart, in being welcoming and friendly to all.



COMMITMENT

To be reliable and tenacious and to effectively execute responsibilities.



COURAGE

To show vulnerability by stepping outside of one's comfort zone to put yourself out there for others to follow.



RESPECT

To accommodate for all and treat others equally, how you would want to be treated.



RESPONSIBILITY

To uphold oneself to a standard that's in keeping with the expectations of the College.

SOC2035 OUR STRATEGIC VISION

Scotch Oakburn College exists to provide an education for our students, an education that will prepare them for their future.

Education today will inform the communities of tomorrow and with this dual responsibility, schools and educators perform one of the most important roles in society.

OUR COMMITMENT

To prepare our students to be positive members of their community, now and in the future, through an excellent holistic education.

WHY 15 YEARS?

Scotch Oakburn College's strategic vision – SOC2035, is a creative and ambitious plan that sets out a vision for the evolution of the College over 15 years. Why 15 years? At the time of implementation this was the time frame for our youngest learners in Early Learning 3-year-old, to graduate from Year 12; from 2021 to 2035.

OUR STRANDS

Through research, aspirational thinking and community feedback, four Strands have been developed. The term Strand references the interwoven nature of the elements that comprise DNA. Similarly, these strategic Strands are linked and work in support of each other, thus creating the College's own DNA.

These four Strands are: Learning, Wellbeing, Community and Capacity. Within each of these Strands are our Goals, along with Objectives to check progress and Strategies to focus our resources as required.





LEARNING

Our vibrant and diverse learning community in a unique and compelling part of the world has evolved from our rich history. We are a learning community and all members are learners. At Scotch Oakburn College we champion a dynamic paradigm of education that nurtures the whole child.

Our vision is one where students are architects of their own lives and learning so that they can thrive in this ever-changing world.

WELLBEING

Education must do more than simply prepare young people for the world of work; we need to equip students with the skills and attributes they require to become active, responsible and engaged citizens.

Scotch Oakburn College accepts this challenge and responsibility and places student wellbeing at the core of all that we do.

CAPACITY

The capacity of the College is core to our ability to efficiently and flexibly resource our learning objectives. This 'Strand' exists to enable the longevity and sustainability of all aspects of Scotch Oakburn College's education.

COMMUNITY

Our Community (students, staff, parents and Collegians) are the heart and soul of the College and our most important asset.

Community isn't something we aspire to, it is who we are, what connects us and what sets us apart.

PROUDLY TASMANIAN

AN EXCEPTIONAL EDUCATION IN AN EXTRAORDINARY PLACE

Welcome to Tasmania—where world-class education meets a safe, inspiring, and truly unique environment. At Scotch Oakburn College, we are proud to call this extraordinary island home, offering students a learning experience enriched by Tasmania's natural beauty, vibrant cities, and spirit of innovation.

Tasmania is unlike anywhere else, and we embrace that difference—it's our strength. Our cities are dynamic yet welcoming, ranked among the safest in the world. We are surrounded by breathtaking wilderness, pristine coastlines, and fresh air that clears the mind and fuels big ideas.



EDDYSTONE POINT (SITE OF YEAR 8 CAMP)

With a culture of creativity, research, and forward thinking, Tasmania is home to some of the world's top scientists, environmental leaders, and innovators. Tasmanians lead with curiosity and collaboration—qualities that define the Scotch Oakburn experience.

Students here are known, supported, and inspired. They develop not just academic excellence, but a mindset that will take them anywhere in the world. Whether they build a future in Tasmania or carry the spirit of Tasmanian thinking across the globe, they leave prepared to lead, create, and thrive.

PRINCIPAL ROSS PATTERSON ON CAMP WITH STUDENTS



BALANCE & BELONGING

At the heart of our commitment to Wellbeing is ensuring, that every day, students feel a sense of life satisfaction, that is, they are Known, Valued and Cared For. We recognise that balancing day-to-day activities, a rigorous curriculum, and social life can be a challenge. That's why we commit to working in ways that continue to raise awareness for healthy and diverse living and learning environments.

Students' Wellbeing is one of the College's biggest priorities. That is, as one of the four pillars of our Strategic Vision, SOC2035, Wellbeing is central to enabling every student to maximise their potential.





LEARNING AT SCOTCH OAKBURN COLLEGE

THE ACADEMIC ADVENTURE

At Scotch Oakburn College, learning is a dynamic, relational experience. Our educators don't simply deliver content—they guide students in developing the skills to think independently, critically, and creatively. We value educators who model intellectual curiosity, foster meaningful connections, and champion a broad, future-focused view of education.

We are deliberate in our balance of academic rigour and character development, working each day to cultivate a learning culture where students and teachers engage authentically, challenge one another respectfully, and grow together.

Educators here are empowered to be innovators, collaborators and mentors—and to bring their full professional selves to a school that supports and expects excellence.

LEARNING LOOKS DIFFERENT HERE

Scotch Oakburn offers an educational experience defined by deep relationships, professional trust, and high expectations. Teachers are known and accessible across all aspects of College life—both within the classroom and beyond it. Our community thrives on mutual respect, curiosity, and a shared belief in the potential of every learner.

You'll join a team of professionals who work together to stretch student thinking, encourage inquiry, and nurture character. This is a place where student engagement runs deep and where the craft of teaching is continually honed in response to a changing world.

We are seeking educators who are excited to lead learning, embrace innovation, and contribute meaningfully to the life of the College.

A COHERENT, STAGED LEARNING JOURNEY

Primary School (Early Learning to Year 5)

Our approach to early education is built around inquiry, connection and foundation-building. Teachers work in small, single-year cohorts supported by Literacy and Numeracy specialists, alongside dedicated Learning Support staff. This team-based model ensures that every student is known, challenged and supported.

Middle School (Years 6 to 8)

In our purpose-built Middle School, educators guide students through the transition from childhood to adolescence with care and structure. With access to both Middle and Senior School resources, our teachers foster independence, belonging and academic engagement in a developmentally responsive environment.

Senior School (Years 9 to 12)

Our Senior School is both ambitious and deeply personalised. A broad and evolving curriculum, extension opportunities, and strong student-teacher partnerships enable learners to pursue their interests while preparing for diverse futures. Educators here work closely with students, offering not just academic instruction but mentorship, guidance and support as they navigate their final years of schooling and life beyond.



EXPLORE, GROW, THRIVE

CO-CURRICULAR AT SCOTCH OAKBURN COLLEGE – WHERE EXPLORATION FUELS GROWTH.

At Scotch Oakburn College we believe the richest learning often happens beyond the classroom, and we value educators who are equally invested in shaping these experiences. Our co-curricular program is expansive, diverse and deeply embedded in the life of the College. It offers students the opportunity to explore talents, pursue passions, and engage with new challenges—whether in sport, the arts, leadership, service, or outdoor education. Through these experiences, students grow their confidence, strengthen their sense of belonging, and develop skills that serve them well in every aspect of life.

For staff, the co-curricular program offers a meaningful platform to connect with students, extend their influence beyond academic settings, and contribute to the holistic development of young people. It's also a space where educators model resilience, teamwork, curiosity, and community engagement.

We are looking for candidates who recognise the power of co-curricular involvement—not just as supervision, but as mentorship, inspiration and a chance to build culture. Whether you bring expertise in the creative arts, high-performance sport, outdoor education or service learning, you'll find here a team committed to helping students thrive in all dimensions of school life.

PENQUITE CAMPUS YEAR 6 TO YEAR 12

A broad range of subject offerings, extension and enrichment opportunities, and co-curricular activities from Year 6 to 12 means that all students can fully explore their passions and interests at the Scotch Oakburn College Senior School. Our staff are highly skilled in providing innovative and engaging learning experiences, and they are committed to working closely with every student to help them realise their full potential at school and beyond, particularly as students embark on their final journey within the College and seek to obtain their Tasmanian Certificate of Education.

Learning occurs in many places, and it is for this reason we are committed to ongoing programs of work experience and careers education, adventure and Outdoor Education, service learning and leadership. These opportunities place great value on the development of collaborative partnerships whilst fostering individual capacity and a commitment to excellence.

We have a proud tradition of fine academic results, with almost half of Scotch Oakburn Year 12 students consistently attaining results that put them in the top 10% nationally. More importantly, we pride ourselves on assisting each student to reach their full potential across a variety of areas of College life, an achievement reflected by our high median ATAR scores.

The College recognises that successful educational outcomes do not always translate to academic scores. In recent years our College has been at the forefront of the development of innovative new learner metrics that seek to recognise successful student outcomes through alternative measures.

Working with students from their commencement in the Senior School, our dedicated Futures Centre provides an individualised approach to ensure a strong support mechanism is provided to every student as they navigate their options across their final years of education, and look to their future, post-education goals. From practical support regarding work experience options, employer expectations, to subject selections and tertiary pathway options, the Futures Centre plays a pivotal role in our Senior School.

With a view to the future firmly underpinning our Senior School, students are encouraged to grow leadership capabilities and utilise their student voice through a plethora of opportunities. In addition to the traditional 'Student Executive' roles, the College also seeks innovative ways to encourage and nurture these skills.





BOARDING YEAR 6 TO YEAR 12

A HOME, A COMMUNITY, A PLACE TO GROW

Scotch Oakburn College has a proud and long-standing boarding tradition. For students, our Boarding House is much more than a place to stay—it is a vibrant and supportive home where lifelong friendships are formed, character is developed, and students are encouraged to thrive.

For educators, the Boarding House is an extension of the classroom—a space where relationships deepen, guidance is constant, and learning becomes life-wide. Staff in our boarding program play a critical role in shaping the day-to-day culture and wellbeing of our young people, and in building a community grounded in trust, care, and mutual respect.

With flexible options including full-time, part-time and casual boarding, our co-educational Boarding House supports up to 80 students from across Tasmania, interstate, and overseas. Located on our historic Elphin Campus and surrounded by beautiful gardens, it offers an environment that is both nurturing and inspiring.

Our team—led by the Head of Boarding and supported by dedicated Tutors—works closely with families, ensuring open, responsive communication and a strong sense of partnership. Staff are present, available, and deeply engaged in the rhythms of boarding life.

Boarding at Scotch Oakburn is a rich professional opportunity for educators who are committed to holistic care, personal development, and building strong, inclusive communities. We are seeking staff who see boarding not just as accommodation, but as a space for growth, leadership, and belonging—for students and staff alike.



Scotch Oakburn College has three campuses in Northern Tasmania. Our Elphin Campus and Penquite Campus in Launceston, and our Valley Campus, located in the Fingal Valley, about an hour's drive from Launceston.

ELPHIN CAMPUS

EARLY LEARNING CENTRE, JUNIOR SCHOOL, BOARDING HOUSE

The spacious and picturesque Scotch Oakburn Elphin Campus, which includes the stunning 12,000 square metre Claremont Garden, is home to our Early Learning Centre, Junior School and Boarding House.

In addition to learning spaces for students from Early Learning to Year 5, the Elphin Campus offers a wide range of spaces in which to learn, including *conneXions*, Claremont Garden complete with fruit and vegetable gardens, the Health and Physical Education Centre (HPEC@Elphin) and swimming pool, Elphin Art Studio, the Mary Fox Performing Arts Centre, specialist music hub and IT labs.

PENQUITE CAMPUS

MIDDLE SCHOOL, SENIOR SCHOOL, SCOTCH OAKBURN PARK

The Penquite Campus features our Middle School, Senior School, Health and Physical Education Centre, Helix (Centre for Science and Mathematics), Performing Arts Centre and the Scotch Oakburn Park Sporting Complex.

The purpose-designed, state-of-the-art Middle School is home for Years 6, 7 and 8. Linked by an underpass, the Senior School sits on the historic Scotch College grounds, and houses innovative spaces including Helix (which also houses Years 9 and 10), the Robert Dean Senior Student Centre for Years 11 and 12, and the John Morris Centre, which is the comprehensive student services hub.

Scotch Oakburn Park has outstanding sports facilities and playing fields, and provides access to the unique College Wetlands on the North Esk River, used for artistic, scientific and environmental studies.

VALLEY CAMPUS

EDUCATION OUTDOORS & ENVIRONMENTAL CENTRE

The Valley Campus is the College's Education Outdoors and Environmental Centre in the Fingal Valley, just over an hour's drive from Launceston.

The Education Outdoors program is an integral part of the Scotch Oakburn curriculum and the Valley Campus provides unique opportunities and experiences for all students from Early Learning through to Year 12.

The campus features a fully equipped accommodation facility, along with high ropes courses, a lake for rafting and other water activities, kitchen gardens, and direct access to the South Esk River and adjoining reserves and historic ruins.



THE POSITION

Working closely with the Heads of Penquite Campus, the Director of Teaching & Learning – Penquite is responsible for ensuring the quality and ongoing improvement of teaching practices and curriculum implementation across Years 6 to 12.

This role provides strategic leadership to the Head of Inclusive Education – Penquite, Head of eLearning, Head of Enrichment and Enhancement, Heads of Department, and all teaching staff, fostering a coordinated, coherent, engaging and connected whole-college approach to high-quality teaching and learning.

The Director of Teaching & Learning – Penquite will ensure the College meets its quality assurance and reporting obligations as defined by national and state curriculum authorities, including the Office of Tasmanian Assessment, Standards and Certification (TASC) and the Non-Government Schools Registration Board. They will work collaboratively with relevant staff involved in quality assurance, reporting, examination timetabling, and course selection processes.

Furthermore, the Director of Teaching & Learning – Penquite will play a key role in advancing the College's mission to deliver a holistic educational experience for all students.

KEY RESPONSIBILITIES

Holistic Education

- Develop, manage, deliver, and evaluate holistic education programs.
- Implement strategic projects linked to the Learning and Wellbeing strands of SOC2035.
- Facilitate collaboration between departments and campuses.
- Work closely with leaders such as College Directors, Heads of Department, Heads of Inclusive Education, Learning Leaders and the Head of Experiential Learning to implement Holistic Educational experiences for students.
- Partner with the Director Teaching and Learning – Elphin to lead the development and full implementation of the College's Learner Attributes across the entire College.
- Recruit, train, develop, and assist staff on projects and provide feedback.
- Represent the College at conferences and symposia.
- Liaise with the Marketing, communications and community team on the creation of education program documents, web pages, and other materials.
- Be an effective spokesperson on holistic education issues.

Curriculum Leadership, Planning and Reporting

- Lead the Middle and Senior Schools in pedagogy and personalised learning aligned with the College's philosophy, while ensuring compliance with the Australian Curriculum.
- Collaborate with Heads of Department and teachers, to support curriculum mapping, planning and leadership across the Middle and Senior Schools.

- Ensure compliance with the Minimum Schooling Guarantee; provide oversight of literacy support programs and learning needs, to ensure appropriate evidence-based intervention strategies are implemented and monitored for effectiveness.
- Analyse NAPLAN and standardised test data for strategic planning and the identification of continuous improvement initiatives.
- Ensure clear and effective reporting channels are in place to communicate student progress against the Australian Curriculum learning outcomes, to parents and care givers.
- Monitor educational trends and inform staff of quality teaching practices and emerging pedagogies.
- Ensure staff development through professional induction, mentoring, and teaching appraisals aligned with AITSL standards.
- Collaborate with Heads of School and Deputy Heads of School to ensure the continued development of high-quality co-educational programs, including year-level specific signature programs across Middle and Senior School (SOC2City, EY8, 9Alive, STEAM, HeadStart)

Student Support and Wellbeing

- Manage the subject selection process for all Penquite students.
- Oversee internal examinations and scheduled mid-year and end-of-year Tests, in collaboration with Deputy Heads of School, TASC Liaison Officer and Timetabler.
- Oversee learning support, enrichment and extension and collaborate with leadership to establish the strategic direction of inclusive and differentiated learning approaches of the College, continuously improve programs that

support individual student needs.

- Foster a culture of excellence and continuous improvement in student learning through monitoring and adjusting co-educational programs.
- Enable the achievement of the educational and personal goals of students by developing and maintaining a positive and effective partnership between students, and families.
- Model and support a Restorative Practice approach to behavior management and wellbeing that reflects and supports an inclusive school culture.
- Provide a second point of escalation for student matters relating to curriculum and learning outcomes (after the support of a Head of Department, Head of Inclusive Education and/or Head of Extension and Enrichment).
- individual performance planning and management, including feedback and coaching to support staff goals and position objectives,
- support staff to identify and obtain suitable professional learning development opportunities based on role requirements,
- support staff engagement, relationships and team attributes across the College, to foster a constructive and positive school culture.
- Oversee preparation of relevant department budgets, including ongoing management and oversight of departmental spending in accordance with approved budget parameters.
- Ensure programs and staff work is undertaken in accordance with College policies, support the implementation of new policies as required.
- Undertake any additional duties as assigned by the Heads of Penquite Campus and Principal, to support the objectives of the Middle and Senior Schools and College.

Community Engagement and Collaboration

Work closely with Heads of Schools and Deputy Heads of Schools to:

- Build strong relationships with students, parents, staff, and the broader community. Foster connectivity through active participation and professional representation of the College during events and functions.
- Ensure key opportunities are provided for families to connect and engage with student learning, including Parent Teacher Student Conferences, Transition and Orientation events, and Information Sessions.
- Ensure clear, timely, and effective communication across all levels of the school community, including staff, students, parents, and external stakeholders, to foster transparency, collaboration, and alignment with the College's objectives and values.

General Leadership and Management

- Provide staff planning and management, includes but is not limited to:
 - facilitation of recruitment and onboarding processes,
 - general communication and direction (College and program),



LEVEL OF ACCOUNTABILITY

Performance of the role must be undertaken with the highest of integrity, in accordance with the College Delegations of Authority. This is a highly autonomous role, with limited direction provided on a day-to-day basis. Guidance and advice are available from the Principal as required.

All tasks must be completed within required timeframes, to a high standard. Actively engaging in reflective practices and receiving feedback is required to promote continuous improvement and to lead individual professional development objectives. This role is accountable for the supervision and performance of direct reports, and to an extent, that of all Senior School staff.

ORGANISATIONAL RELATIONSHIPS

Reports to:

Head of Penquite Campus – Middle and Head of Penquite Campus – Senior

Direct Reports:

Head of Inclusive Education
Head of Extension and Enrichment (Penquite)
Heads of Department

Dual Direct Report:

(with Director of Teaching & Learning– Elphin)
Head of eLearning

Key Internal Relationships:

Deputy Heads of School (Middle / Senior)
Director of Wellbeing – Penquite
Director of Staff Growth & Academic Operations (Timetabling)
Timetabling Team
Daily Organiser (Penquite)
Classroom and Specialist Teachers

External Relationships:

Parents and caregivers
External organisations and agencies

Leadership Teams:

Penquite Leadership Team
College Teaching and Learning Committee (Co-Chair)
Penquite Heads of Department Committee (Chair)





SAFEGUARDING CHILDREN & YOUNG PEOPLE

As an employee of Scotch Oakburn College, you are required to adhere to our Staff Code of Conduct, accessible on The Dash, which outlines behaviour standards aligned with safeguarding children and young people.

Your responsibilities include providing a safe and welcoming environment for children and young people, acting as a positive role model, ensuring positive and safe interactions, and providing adequate care and supervision. Through the performance of their roles, all staff are required to promote the safety and well-being of children and young people in our care, and report suspicions or disclosures of abuse or policy breaches to management.

Additionally, during your employment with the College you are required to maintain valid Working with Vulnerable People documentation and undergo periodic national criminal history record checks. You are also obligated to report to College management any criminal charges or convictions received during employment that may pose a risk to children and young people.

WORK, HEALTH & SAFETY

Scotch Oakburn college is committed to achieving the highest attainable standards of Work Health and Safety (WHS) for its staff, students, and visitors. As a member of staff, you will be required to:

- Take reasonable care of your own health and safety
- Take reasonable care that your acts or omissions do not adversely affect the health and safety of other persons
- Comply, so far as you are reasonably able to, with any reasonable instruction provided by the College to allow the College to comply with the Work Health and Safety Act
- Co-operate with any reasonable policy or procedure of the College relating to health or safety
- Report any injury, hazard, near miss or incidents and losses as soon as they are detected using the College's incident and accident reporting system.

HOW TO APPLY

Applications for the role should include:

1. CANDIDATE STATEMENT

- A brief Statement of Application (no more than four pages) outlining what you feel you would bring to this role, what you would expect to accomplish and reflecting on your past experience.

2. CURRICULUM VITAE

A maximum of five pages covering:

- Full name, home address, confidential email address and mobile contact details.
- Nationality and citizenship or confirmation of right to work in Australia.
- Positions held, dates, scope of responsibilities and key achievement.
- Details of education and qualifications.
- Any other relevant information, such as involvement in professional and community activities.

3. REFEREES & DATE OF COMMENCEMENT

- Full contact details of three referees whom the consultant may contact. Referees will be contacted only after prior consultation with you.
- An indication of when you would be available to start the role.

All applications can be submitted via our [APPLY ONLINE](#) form, on the website by the closing date of Wednesday 20 August 2025.

The closing date is Wednesday 20 August, 2025.

The successful applicant will be expected to meet the ongoing requirements of a Working with Children check and adhere to the School's Child Protection Policy.

They may also be asked to undertake leadership and psychometric assessments in the final stage of the process, and undergo a national crime check.

Scotch Oakburn College reserves the right to appoint by invitation.





SCOTCH OAKBURN COLLEGE

CREATING THE FUTURE

Scotch Oakburn College

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