

HEAD OF FACULTY - SECONDARY

POSITION DESCRIPTION



Reporting to:	Head of Teaching and Learning - Secondary
Teaching:	Ongoing
Employment Fraction:	Fulltime
Leadership time release:	0.2FTE
Leadership Tenure:	Four years
Leadership Salary:	Category 4
Prepared:	August 2022

Position Context

Hume Anglican Grammar is a multi-campus co-educational Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus.

Since 2011, the School has occupied the Mt Ridley P-12 campus of 10 hectares, this site will ultimately have some 1,400 students. In 2019, it opened a 8-hectare second campus in Donnybrook. Commencing with junior primary, each year additional classes and year levels are added so the campus will ultimately have an enrolment of 1,300 from Prep to Year 12. This year, the school has 2,005 students and employs some 210 staff - 146 teaching and 64 non-teaching.

In 2023, the School will open its third campus in Kalkallo, as a Primary (P-6) school and as feeder to the Mt Ridley and Donnybrook Secondary schools, it will follow a similar growth pattern to Donnybrook with eventually some 600 students. In 2022, the first classes for the new campus have commenced and are being accommodated at the Donnybrook campus, to then move to the new site in 2023. Currently, the student enrolment at each campus is: Mt Ridley 1,355, Donnybrook 525 & Kalkallo 125.

The school is on a growth trajectory and in 2023 is expected to increase to 2,300 students and ultimately have some 3,300 students (Mt Ridley 1,400, Donnybrook 1,300 and Kalkallo 600) with a corresponding cohort of teaching and general staff on its three campuses with plans for further expansion.

Purpose of the Position

Hume Anglican Grammar acknowledges the critical role of school leaders in developing an innovative and vibrant learning culture across the school community. Through this leadership the school is able to pursue a holistic approach to the delivery of an academic program intimately connects best teaching practice to enhance the learning outcomes for all students.

A Head of Faculty drives the scope and sequence of the academic program and provides expert advice to the teachers within their learning area to deliver a relevant, stimulating and effective teaching program. Equipped with extensive knowledge of their specific discipline, and knowledge of contemporary teaching and learning practices, the Head of Faculty will encourage a safe, stimulating and challenging environment, whilst promoting the School's philosophy, policies and procedures.

The Head of Faculty is recognised and respected by colleagues, parents and community members as a model teacher. They have demonstrated consistent and innovative teaching practice and the ability to successfully initiate and lead activities that focus on improving educational opportunities for all students. They continue to seek ways to improve their own practice and to share their experience with colleagues. They are skilled in mentoring teachers, using activities that develop knowledge, practice and professional

engagement in others. They promote creative and innovative thinking among colleagues.

The Head of Faculty will encourage a learning ethos and maintain the growth of a high-performance culture of continuous improvement and individual merit. They will promote teaching and learning as the core business of the School, facilitating and fostering a positive and productive learning climate for staff and students. Hume Anglican Grammar has six Heads of Faculty in the Secondary school and two Subject Coordinators, each looking after a key learning area as defined by the Australian curriculum:

- The Arts
- English
- Health and Physical Education
- Humanities
- Languages (Subject Coordinator)
- Mathematics
- Science
- Technology (Subject Coordinator)

The Head of Faculty reports to the Head of Teaching and Learning – Secondary. They also work closely with the Director of Teaching and Learning in implementing the school strategic vision for teaching and learning. They are a permanent member of the Curriculum Committee - Secondary

Due to the significant role the Head of Faculty plays in the overall leadership of the School, it is expected there will be some additional out-of-hours and non-school day commitment.

Responsibilities and Duties

Subject to the discretion of the Principal, the Head of Faculty is responsible for managing the academic program within their area of responsibility. These responsibilities include:

- Developing, implementing, evaluating and revising the selection and sequencing of the curriculum
- Undertaking processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn
- Evaluating assessment and reporting strategies and using assessment data to diagnose learning needs, comply with curricula and ensure system and/or school assessment requirements are achieved
- Managing the creation of curriculum documentation including subject descriptions and curriculum mapping
- Promoting the value and importance of the learning area amongst the school community including managing information sessions (e.g. Open Day, Subject Selection, etc.)
- Establishing and maintaining effective communications strategies with parents
- Directing staff through inclusive two-way communication strategies
- Managing booklists and resources for the faculty
- Managing the development of learning materials for an online presence
- Assisting in the selection, appointment and management of faculty staff
- Conducting and chairing regular faculty meetings and maintaining records of meetings
- Being an active member of and contributor to the Secondary Curriculum Committee
- Overseeing the professional development of staff, including by participating in appraisal and mentoring, with the support of leadership
- Overseeing the learning area's teaching space to ensure it promotes a positive and encouraging image
- Assisting Secondary school leadership in the construction of the timetable, in particular through input about the allocation of staff
- Formulating and managing a faculty budget
- Overseeing the allocation of subject prizes and learning area awards
- Undertaking the duties of a teacher as defined by the Position Description for a Teacher
- Carrying out other duties as directed by the Principal

Qualifications, Skills and Experience

Essential

- Leadership experience
- Far-reaching understanding of education in their discipline; including pedagogy, content knowledge, compliance with Australian Curriculum and VCAA authorities, curriculum development and student learning
- Sound understanding of curriculum design and teaching & learning practices
- Expert syllabus knowledge within their area of responsibility
- Current registration, or immediate eligibility for registration with the Victorian Institute of Teaching

Desirable

- Post graduate qualifications in educational management and leadership
- Involvement in relevant professional communities

Personal Qualities

- Excellent communication and interpersonal skills to build relationships with key stakeholders
- Ability to motivate staff and influence the development of student learning
- Outstanding organisational skills, planning, analytical and strategic thinking capabilities.
- Commitment to professional learning and continuous improvement
- Personal sense of initiative, enthusiasm and high energy
- Sound financial management and budgeting skills
- A resourceful team leader who is able to operate in a mentoring, collaborative and inclusive manner
- Demonstrated interest in ongoing personal professional development

Key Selection Criteria

1. Far-reaching understanding of the curriculum within the learning area.
2. Ability to develop, implement, deliver and evaluate teaching and learning programs within the learning area.
3. Proven experience leading others in the implementation of teaching practices and capacity to provide expert advice to the teachers within their learning area.

This Position Description may be altered from time to time at the discretion of the Principal to meet the operational needs of the School.