

Position Description

Head of English (Years 9 to 12)

Mission

To give students every opportunity to let their light shine and be a beacon in the lives of others and the world they live in.

Vision

To be an active and leading learning community, committed to an holistic education that nurtures personalised learning.

Learning That Matters

Although many schools concentrate primarily on successful academic results, we see these scores as only part of our responsibility for the development of our students. We strive to be an innovative learning community which values successful achievements more broadly. Being responsible stewards for our environment and caring for others - locally and globally - are as important as our academic successes. We encourage our students to learn the importance of healthy mind, body and spirit. We trust our students will be guided by the Christian values and experiences at our College to live life to the full.

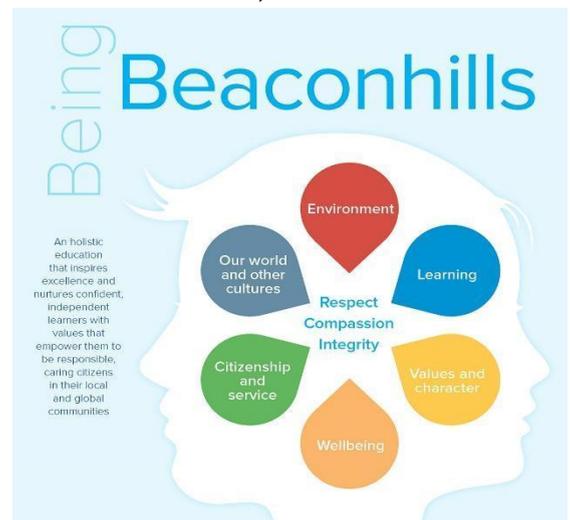
Learning That Matters underpins our Mission to provide an holistic education that inspires excellence and nurtures confident, independent learners with values that empower them to be responsible, caring citizens in their local and global community

The six pillars of Learning That Matters outlines the key elements we believe are vital for holistic education and therefore the *context* our curriculum must have to further deepen the meaning of the learning outcomes we set our students. These six pillars have been identified in the Leading Learning That Matters project completed in association with Project Zero at Harvard and represent the key aspects of our holistic education that we believe matters for our students in the 21st Century.

Primary purpose of the position

The Head of Faculty is responsible for creating a workplace environment where teachers in the Faculty can thrive through an emphasis on reflective practice, self-improvement and collaboration. The Head of Faculty leads a team of teachers in the development and delivery of a high quality, meaningful curriculum through contemporary teaching practice and pedagogy in line with our Values, our Vision for personalised learning and our Mission to make a difference in the lives of our students.

The role also plays a significant role in developing and supporting the implementation of our



innovation plan through effective change management practices that support staff transitioning to new practice.

Key Leadership Responsibilities - Leading Teachers

The key responsibilities of the Head of Faculty is to provide leadership that helps our teachers thrive through:

- a culture of professional learning, improvement and growth for all teachers in the Faculty
- a coaching based approach
- creating effective teams through collaborative practice
- providing clear and kind expectations and accountabilities around high quality contemporary practices including curriculum as well as teaching practices and pedagogy
- outstanding administration and management practices in support of the operations of the Faculty

Key Responsibilities - Leadership Competencies Summary

The Head of Faculty role as the following key leadership competencies that identify key responsibilities for this role which are:

1. Area Expert:
 - Curriculum design, documentation and implementation
 - Teaching Practice
2. Managing, empowering and developing staff
3. Leader of Innovation
4. High Level Operator
5. Managing situations

Key Accountabilities

In this position the Head of Faculty is required to continue to develop in the areas of:

- curriculum design using Understanding By Design
- curriculum design in support of Experience Based Learning
- development of teaching practice that supports Personalised Learning
- effective assessment practices including the use of feedback in real-time reporting that emphasises students reflecting on progress
- use technology to augment teaching and learning practice in the classroom as outlined in the SAMR model
- supporting individual student learning needs in line with the requirements of NCCD and the College's approach to personalised learning
- identifying strategies that develop our student's Learning Mindsets
- use the coaching approach in supporting and empowering staff

In this position the Head of Faculty is required to continue to be trained in the following areas:

- College protocols and procedures (e.g. Operoo for excursions and risk management, Synergetic, duty of care)
- College Policies
- Compliance requirements

In this position the Head of Faculty is required to support the professional learning and trainers of others

- Use of UbD in designing curriculum
- Teaching with a student Learning Mindset (Teacher tools, routines and strategies)
- Instructional model

- Teaching strategies in the classroom including strategies that support a personalised learning approach
- Use of technology in the classroom

Key Leadership Competencies

Managing, empowering and developing staff: Creating conditions for staff to thrive

Lead staff to become better teachers

- role modelling effective reflective practice and professional growth
- role modelling high levels of professional practice
- Coach and provide guidance to Faculty staff on approaches to problem solving
- Support staff within industrial requirements of the role
- Support staff in any return to work arrangements
- Allocate teaching loads
- support teacher growth and development including leadership of the CEAD program within the Faculty which includes
 - Conduct classroom observations
 - Conduct and engage Faculty staff in professional learning
 - Coordinate Faculty professional programs for teachers including professional learning days, staff days and Faculty professional learning workshops
 - Support teachers in determining professional learning plans and setting growth goals
 - Provide informal feedback to teachers around accountability, areas for improvements and areas of strengths
 - Celebrate and acknowledge achievements of our Teachers and students within the Faculty
 - Support staff in engaging in reflective practice including the use of student unit surveys
 - Developing professional growth goals

Area Expert: Curriculum development, documentation and implementation

Design, develop, document and implement contemporary curriculum

Curriculum design and development

- Develop a curriculum that is aligned across the College and in line with our Curriculum Framework.
- Update and monitor scope and sequencing aspects of the curriculum for the Faculty that is aligned across the College
- Liaising with relevant members of the leadership team including your counterpart in the development of new curriculum initiatives such integration with our experiential program and Community Action Learning (CALs).
- Develop curriculum around the Faculty Big Idea and Essential Questions
- Support the review of external or internal data (including student feedback surveys and student academic achievement) to support further curriculum planning
- Ensure effective planning of assessment tasks and use of real-time, on-line reporting

Curriculum documentation

- Ensure all curriculum of the Faculty is documented to the required standard and available on the curriculum site for each calendar school year which includes:
 - Assessment planners
 - Scope and sequence
 - Unit Descriptions
- Update Curriculum Handbooks and subject guides as required

Curriculum implementation

- Support teachers in the implementation of curriculum into programs
- Support teachers in the process of implementing changes to curriculum that may require changes in practice
- Coordinate excursions planned within the Faculty in support of the curriculum
- Participate in the Beaconhills Co-curricular program including providing support to the coordination of any co-curricular programs relevant to the Faculty

Area Expert: Teaching Practice

Role model and lead excellence in teaching practice

As practitioner:

- Teach Faculty classes
- Use contemporary teaching pedagogy and practice including strategies that support personalised learning
- Use effective eLearning practices
- Develop effective lesson plans
- Provide meaningful feedback to students
- Integrate aspects of student wellbeing into teaching practice and classroom management
- Maintain a safe and inclusive learning environment supportive to all learners in the classroom
- Facilitate age appropriate behavioural strategies in the classroom
- Make adjustments as required to support students with learning needs including developing IEPs if required
- Communicate with parents around student learning when necessary
- Attend Student Progress Meetings
- Update Communication records in Synergetic as required
- Maintain up to date attendance records
- Provide feedback on students of concern to members of the leadership team

As leader:

- Support Faculty staff as practitioners

Managing Situations: Resolves issues

Managing issues as they arise

- Use of problems solving approach to find and implement successful strategies that resolve issues successfully
- Brings teams to together to create coordinated and shared responses that drives solutions
- Communicates effectively within the Faculty and to relevant members of other teams that supports solutions being implemented effectively and in a timely fashion.
- Respond to parent concerns regarding aspects relating to the Faculty

Leader of Innovation: Ideas into action

Lead continual innovation and change management that ensures the College continues to deliver contemporary programs and practices that meets the needs of our learning community.

- Conduct research to develop evidence that informs innovation
- Identify new curriculum opportunities for the College
- Maintain and implement key aspects of the Faculty Action Plan

- Engage with relevant members of our leadership team to contribute to innovation plan development
- Attend relevant professional learning workshops
- Lead change management processes and implementation of new innovations within the Faculty

High Level Operator

Provide effective management of the operational functions of the faculty as a result of high levels of personal organisation, communication skills and decision making.

- Coordinate effective Faculty meetings including setting agendas, planning outcomes and communication actions to attendees
- Make effective decisions that promote the smooth running of the Faculty
- Communicate regularly with members of the Faculty as required
- Coordinate any relevant parent communication relating the Faculty and its programs
- Coordinate the Senior School Expo displays or other promotional events
- Coordinate relevant competitions
- Prepare and manage the Faculty Budget
- Prepare staff allocations and timetabling recommendations
- Source and provide Teachers with required teaching resources
- Determine booklist, App and other learning resource requirements for students
- Prepare formal tracking reports as required for the Faculty
- Assist with special events, which may include Family Evenings, Presentation Night, Open Days, Information Evenings and Well-Being Programs
- Provide marketing materials such as content for web pages and school publications to assist in the promotion of the Faculty and the College

General Duties

- Attend Information Nights as required
- Attend Yard Duty
- Attend supervision as required
- Take extras
- Participate in Assemblies, House and Tutor Group
- Participate in the College Camps Program
- Carry out duties as directed

Relationships and Networks

Lead by: ● Head of Teaching and Learning 9 -12

Collaborates with: ● Counterpart Head of Faculty
● Heads of Faculty
● Heads of Section
● Heads of eLearning
● Support staff
● Individual Programs staff

Leads: ● Faculty staff

Key Working Groups ● Faculty
● Section Meetings
● Heads of Faculty Twilight planning sessions
● P-12 Campus Heads of Faculty

External Groups ● Parents
● Networks
● VIT

Position conditions In addition to face-to-face teaching duties and related duties, other duties include, but are not limited to, tutor group, extras, assemblies, yard duties, staff meetings, open/information days/nights, professional development activities, meetings with parents, parent/teacher interviews, the pastoral care program, co-curricular responsibilities and the outdoor education and camps programs.

Reference Documentation

- Education BluePrint
 - Beaconhills Teaching Standards and Instructional Model
 - Curriculum Framework (VCE, Victorian Curriculum, Understanding By Design)
 - Student Learning Mindset
- Teacher Manual
- Staff Code of Conduct
- College Policies and Practices
- Report Style Guide
- Curriculum documentation (Curriculum site)
- Faculty Action Plan
- Accountability Framework
- Personalised Learning Design Principles
- CEAD (Continuous Engagement and Development) Program

Physical Capabilities

- Sitting (Occasional 1-33%)
- Standing (Frequent 34-66%)
- Walking (Frequent 34-66%)
- Talking (Frequent 34-66%)
- Listening (Occasional 1-33%)
- Steps / stairs (Frequent 34-66%)
- Carrying (Occasional 1-33%)

Workplace Health and Safety Responsibilities

- Ensure that any hazards, incidents (including near misses) and injuries are reported immediately to relevant management.
- Cooperate in relation to activities taken by the College to comply with WHS legislation.
- Participate in consultation, meetings, training and other health and safety activities where required.
- Ensure only authorised, adequately trained staff undertake assigned tasks.
- Take reasonable care for personal health and safety and the health and safety of others in the workplace.

Child Safe and Equal Opportunity Statement

Beaconhills College has zero tolerance for child abuse. Beaconhills is a child safe employer and is committed to the welfare of children and their protection.

Beaconhills has systems to protect children from abuse, and will take all allegations and concerns very seriously and respond to them consistently, in line with our policies and procedures.

All potential employees and volunteers will be required to comply with the College's Child Safe Policy and Code of Conduct, which are available on its website. Beaconhills performs thorough assessments of potential and existing employees in accordance with the legislated Child Safe Standards. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person and is suitable for work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, Criminal Records Checks, Working with Children Checks and checks of social media accounts.

Beaconhills College is committed to Equal Employment Opportunity principles and is committed to the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

Aboriginal and Torres Strait Islander peoples are encouraged to apply for all positions at Beaconhills College.