



Purpose

The Head of Faculty is the leader of teaching and learning for one or more key learning areas (KLAs) in the Senior School. The incumbent will work with other staff to be an effective professional who demonstrates exemplary curriculum knowledge, can plan, teach, assess and lead effectively, take responsibility for professional development and promote the aims, objectives and ethos of Mamre Anglican School (MAS).

Role Description

The Head of Faculty is responsible for leading and developing the 7-12 curriculum and pedagogy within the designated KLA(s). The Head of Faculty is also expected to contribute to the broader life of the School. This is a full-time permanent position and carries a teaching load of approx. 0.85FTE.

Reporting Relationships

The Head of Faculty is ultimately responsible to the Principal in all aspects of the position and directly responsible to the Head of Senior School. The Head of Faculty is responsible for the direct leadership of the teaching staff, and where applicable the non-teaching staff, who form part of their Faculty.

Professional Responsibilities

1. Know students and how they learn

- Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.
- Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
- Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.
- Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.

Specifically:

- Ensure that all teachers within the Faculty are aware of, make provision and differentiate for, students who have learning difficulties, are gifted or who have other particular individual needs.
- Regularly liaise with the Director of Welfare, Stage Coordinators and the Academic Learning Coordinator, regarding students' individual needs.

2. Know the content and how to teach it

- Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.
- Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.
- Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.
- Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.
- Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.

Specifically:

- Maintain currency with changes to NESA syllabus and support documents for the relevant KLA(s), and NESA Official Notices.
- Undertake ongoing personal research within the relevant KLA(s) content area.

3. Plan for and implement effective teaching and learning

- Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
- Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.
- Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.
- Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.
- Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
- Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.
- Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Specifically:

- Ensure that all Faculty Scopes and Sequences, Teaching and Learning Programs, and Assessment Programs maintain currency and ongoing compliance with the requirements of NESA and the School.
- Ensure all Faculty Program Registers are maintained in line with the requirements of NESA and the School.
- Model and lead the implementation of the Canvas online learning platform within the Faculty.
- Assist the Director of Teaching and Learning in the development and progressive implementation of a school-wide Teaching and Learning Framework.

4. Create and maintain supportive and safe learning environments

- Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.
- Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.
- Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.
- Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Specifically:

- Set appropriate academic and behavioural expectations within the Faculty.
- Maintain discipline in accordance with the School's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Have a working knowledge of teachers' professional duties, standards and duty of care.
- Operate at all times within the stated policies and practices of the School including dressing in a professional manner, in line with the Staff Code of Conduct.
- Monitor Workplace Health & Safety within the Faculty and follow the School's WH&S Procedures.
- Ensure that classrooms, offices and other workspaces within the Faculty are tidy and presentable.
- Lead Risk Management Planning for activities within the Faculty.
- Attend school camps and excursions as required.
- Be a Roll Call teacher to an assigned group of students, building rapport with individual students and encouraging the holistic growth of each student.
- Promote the general progress and well-being of individual students and the Senior School as a whole.

5. Assess, provide feedback and report on student learning

- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- Organise assessment moderation activities that support consistent and comparable judgements of student learning.
- Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.
- Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.

Specifically:

- Ensure that appropriate differentiation of assessment tasks takes place in collaboration with the Academic Learning Coordinator for students with specific learning needs.
- Ensure the prompt marking, return (within 2 weeks) and feedback for students' formal and informal assessment tasks.

- Ensure that all assessment marks and other relevant feedback is recorded in accordance with School procedures, including the use of the electronic Markbook in Edumate.
- Ensure that the required samples of students' assessment tasks and feedback are collected and stored in accordance with NESA requirements.
- Lead the Faculty's teachers in the writing of student academic reports as per the School guidelines and within published time frames.
- Model effective practice in student-parent-teacher interviews.

6. Engage in professional learning

- Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
- Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
- Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.
- Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.

Specifically:

- Encourage Faculty staff to actively engage in professional learning activities appropriate for themselves, the Faculty and the School.
- Ensure that professional learning courses nominated by Faculty staff are cost effective and in line with budget requirements.
- Actively consider undertaking post-graduate study appropriate to your position and KLA(s).

7. Engage professionally with colleagues, parents/carers and the community

- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
- Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
- Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being and build on opportunities that engage parents/carers in the progress of their children's learning.
- Participate in professional and community networks and forums to broaden knowledge and improve practice.

Specifically:

- Welcome other staff to visit your classes.
- Regularly visit the classes of teachers in your Faculty for the purpose of providing encouragement, support and constructive feedback.
- Lead regular Faculty Meetings and provide minutes of these meetings to the Head of Senior School.
- Actively participate in regular Heads of Faculty Meetings.
- Collaborate with the Heads of other Faculties to facilitate inter-disciplinary activities, including units of work and fieldwork excursions.

- Collaborate with appropriate Senior School staff for curriculum mapping and other activities.
- Mentor graduate teachers and other staff requiring particular support.
- Write Supervisor Reports for Faculty staff undergoing accreditation.
- Support Faculty staff in their communication with parents/carers.
- Ensure appropriate cover lessons are provided for teachers replacing absent Faculty members.
- Liaise with the Director of Operations regarding operational matters such as timetabling, rooming, variations to routine and academic reporting.
- Assist in the preparation of Faculty budgets in collaboration with the Head of Senior School.

8. Actively support the ethos and values of MAS

- Support colleagues and members of the school community in their understanding of the Christian ethos and values of the school.
- Incorporate the Christian ethos and values of the school in all facets of professional practice.
- Mentor members of the school community to support and sustain the Christian ethos and values of the school.
- Actively promote the Christian ethos of MAS to members of the school, educational peers and wider community.

Specifically:

- Maintain active involvement in your own Christian congregation outside of the school.
- Attend and participate in daily Staff Devotions unless on rostered duty.
- Lead Staff Devotions multiple times each year on a rostered basis.
- Attend and participate in weekly Chapel services.
- Collaborate with the School Chaplains and the Director of Teaching and Learning to ensure that all Teaching and Learning Programs incorporate a holistic Christian worldview.
- Support the Friday afternoon Clubs Program by providing a suitable co-curricular activity.
- Assist in school assemblies and other co-curricular activities as required.

9. Role specific requirements

The School has been developing an innovative and exciting TAS and STEM programme and is looking for a passionate, enthusiastic and experienced TAS Head of Faculty to continue leading our team of committed and professional staff.

To be successful in this role you will have:

- Design Teacher qualifications with experience in teaching TAS across Years 7-12
- Willingness to teach broadly within the 7-12 TAS framework
- Expertise in teaching; Design and Technology, IST, Industrial Technology (Graphics and Multimedia) and STEM (highly desirable)
- Expertise with a range of digital technologies including CAD
- Experience in using and manipulation new TAS technologies
- Highly developed communication and collaboration skills
- Understanding of a maker mindset with a range of materials and technologies
- Flexibility to work with a range of student abilities
- Understanding of and commitment to the School's Christian framework, values and ethos
- HSC marking experience (highly desirable)

Other professional responsibilities

- Perform any other duties as required by the Principal or her nominees from time to time.

Applications

All applications should include the following:

1. Completion of the Employment Application Form which is available on the School website www.mamre.nsw.edu.au
2. Cover letter
3. Resumé outlining teaching, administrative and other experience relevant to this leadership position
4. Cultural, recreational and sporting interests
5. A statement of educational philosophy
6. Signed Statement of Faith
7. The names, addresses and telephone numbers of three confidential referees. One of these should be the applicant's present employer and one should be a minister of religion.

Email to: office@mamre.nsw.edu.au

Subject: CONFIDENTIAL - The Principal – TAS Head of Faculty Position