Position Description | Head of Faculty

(Please note that this Job Description is in addition to the standard Job Description for a Classroom Teacher and should be read in conjunction with that document)

**Purpose of the Head of Faculty**

To provide professional leadership and management that promotes high quality teaching and effective use of resources within the faculty and improved learning for all by a highly accomplished and passionate disciplined expert.

**A Head of Faculty is expected to:**

1. When planning curriculum, take into consideration the relevant Study Designs in the Victorian Certificate of Education (VCE), the requirements of the Australian Curriculum and their application to the learning and innovative curriculum practice in an international context.
2. Promote the value and importance of the faculty amongst the school community.
3. Continuously pursue a better understanding of the learning area, including developments in the academic discipline itself.
4. Liaise with other faculties in the context of the School’s curriculum as a whole to develop it.
5. Manage and lead the faculty in ways that respect the professional experience and expertise of its members and their professional practice and learning.
6. Create faculty strategies in line with the whole school vision and development.
7. Support the ethos, philosophy and rules of the school.

**Educational / Pedagogical Roles:**

1. Employ and introduce teaching strategies that are recognised best practice in enhancing the learning of students.
2. Co-ordinate the preparation of and publication on the curriculum map and allied sites documents that support teaching and learning.
3. Ensure that staff are aware of national and state curriculum developments and the work of expert practitioners local, nationally, and internationally.
4. Ensure that there is consistency and compliance with school policies affecting curriculum, assessment, and reporting.
5. Encourage the use of a range of learning technologies in the delivery of the curriculum.
6. Manage the development of learning materials on the faculty’s intranet site.
7. Support and encourage professional learning among faculty staff and the dissemination and discussion of relevant educational literature.
8. Support the coordinate education program.
9. Be aware of innovative teaching practices
10. Model best practice and to be generous in the leadership and support of the members of the Faculty.

**Administrative Roles:**

1. Liaise and cooperate with members of the Executive members responsible for the allocation and timetabling of teaching duties within the faculty.
2. Ensure that subject outlines for the Curriculum Map and other sites affecting curriculum are prepared by the date specified on the academic timeline.
3. Ensure that Curriculum documents are regularly reviewed and published on the School’s intranet site.
4. Be responsible for the planning and administration of the faculty budget.
5. Organise internal professional learning of a faculty kind.
6. Organise, conduct maintain, distribute, and publish on request records of regular faculty meetings.
7. Oversee the awarding of Distinctions, Merits and Subject Prizes and liaise with the staff responsible for these.
8. Disseminate information relevant to the faculty learning areas.
9. Liaise with Librarians to establish references and update resources for students and staff.
10. Co-ordinate Open Day activities and displays.
11. Encourage staff to present their learning areas attractively with informative displays of resources and student work.
12. Liaise with staff at Ruyton where appropriate.
13. Support and promote the School’s policies and practices for Occupational Health and Safety, Equal Opportunity and other policies as appropriate.

**Performance criteria**

The Head of Faculty will demonstrate his or her effectiveness by the following indicators of performance.

1. Promoting the value and importance of the faculty amongst the school community.
2. Pursuing a better understanding of the learning in a way that reflects true leadership and academic excellence.
3. Liaising with other faculties.
4. Managing their faculty effectively.
5. Supporting the ethos, philosophy and rules of the school.
6. Developing faculty strategies in line with the whole school vision in every respect.

The appendix (below) lists exemplar performance criteria.
Skills required for the position

1. Leadership
2. Decision-making
3. Problem-solving
4. Communication
5. Time management
6. Delegation

Attributes required for the position

1. Willingness to uphold and support the ethos, expectations and rules of the School.
2. A thorough appreciation of the value of the learning area within the curriculum, and in the development of young people.
3. Be able to demonstrate initiative, flexibility and discretion in managing the faculty.
4. The ability to nurture and support members of their faculty.
5. Generosity - a willingness to share ideas and knowledge with others by personal example.
6. A passion for learning, an outstanding disciplinary command, and a continuing development of personal skills in the leadership and management of other professionals.

Qualifications and experience

1. Relevant academic qualifications, preferably postgraduate.
2. Ideally, a minimum of five years teaching experience, but related/relevant experience should be taken into consideration when appointing an applicant.

Support School Policies and Practices

- Support and promote the School’s Operational Plan (2012-2016, and subsequent iterations) in all areas pertaining to this role and its place in the wider culture and the ethos of the School.
- Support and promote the School’s policies and practices for Occupational Health and Safety, Equity, Harassment, Privacy, ICT use, and others affecting teaching staff.
- Support and adhere to the School’s Child Protection Policy, Staff Code of Conduct and child abuse reporting policies and procedures.
Appendix - Exemplar performance criteria

The Head of Faculty will demonstrate his/her effectiveness by the following indicators.

**Promoting the value and importance of the faculty amongst the School community**

- Open Day activities and displays appropriately promote the learning area and reflect sound learning practices.
- Articles highlighting exemplar teaching practices and student learning are submitted for publication in the Trinity News and Trinity Grammarian.
- Information on the learning area and courses is conveyed to parents and students at information nights through presentations and/or informal discussions. When appropriate, at the invitation of the Director of Studies.

**Pursuing a better understanding of the learning area**

- A professional learning program for the faculty is prepared in conjunction with the Assistant Headmaster, Research & Innovation.
- A professional learning budget is prepared annually and adhered to.
- Staff are regularly informed of professional learning activities.
- Staff are encouraged to attend professional learning activities.
- Criteria for the need and frequency of in-house workshops, in-services or training sessions are established.
- Staff attend briefings, reviews or sessions outlining curriculum developments run by responsible authorities.
- Knowledge of innovative developments in teaching and learning.
- Best teaching practices are identified.
- Criteria are established which faculty staff can use to measure their adoption of best teaching as part of the School’s professional reflection and review practices in accordance with AITSL.

**Liaising with other faculties**

- Regular attendance at Heads of Faculty meetings.
- Active and enthusiastic contribution and participation in curriculum reviews.

**Managing the Faculty**

- Budgets are prepared on time.
- Faculty expenditure remains within budget
- Student assessment and academic prize information submitted to Student Records and staff members responsible for this, by published deadlines.
- Staff are allocated to classes in conjunction with the Director of Studies.
• A staffing plan that considers needs more than twelve months in advance has been established and discussed with the appropriate staff in a timely way, as above.
• Staff are supported in issues relating to curriculum content and/or teaching pedagogy.
• Teaching and learning practices within the faculty demonstrate adherence to published curriculum statements.
• Courses are taught consistently across similar units and reflect the published curriculum.
• Entries for the Academic Information affecting Subject Selection process/Web Preferences, are submitted by the published deadlines.
• Handbooks comprehensively and accurately outline courses offered by the faculty.
• Curriculum documents are reviewed annually.
• Current curriculum statements are published to the curriculum map and elsewhere on the intranet as appropriate.
• Learning materials are developed and published on the faculty’s intranet site.
• Faculty meetings are well planned with agenda circulated prior to the meeting.
• At least two faculty meetings are held per term.
• Minutes and/or action plan are distributed to all stakeholders after the meeting.
• An atmosphere of open dialogue is created within the Faculty and a spirit of collegiality, co-operation and mutual respect fostered.
• Agenda and Minutes of meetings are stored by the Faculty and are available for perusal.

Creating faculty strategies in line with the whole school vision
• Teams of teachers meet regularly to plan curriculum for different year levels or units.
• Criteria are established that allow staff to measure their understanding and implementation of national and state curriculum developments.
• Agreed curriculum developments are implemented into courses.
• Homework set by faculty members reflects the academic expectations set by the School.
• Members of the faculty set homework regularly and use the available means to follow the development and learning growth of individual students.

Supporting the philosophy of the School
• Evidence of commitment to the Coordinate Education Program.