

Job Title: Head of Faculty (Learning Leader)

Position Description:

To strengthen student academic outcomes and love of learning in the designated Learning Area.

Reporting Structure

- Reports directly to the *Assistant Principal - Curriculum* for all curriculum, organisational and staff matters.
- Takes direction to support student learning from the *Head of Secondary* and *Assistant Principal - Wellbeing* for matters concerning student wellbeing.
- Takes direction to support teacher Professional Learning, Professional Growth Coaching and NESAC Accreditation from the *Director of Teacher Quality*.

Responsibilities:

- Oversees teaching staff within the Learning Area.
- Oversees additional support staff where relevant.

Ultimately, all roles within the NBCS community are responsible to the *Principal*.

Key Role Objectives:

- Staff leadership, in order to provide an environment where all staff can engage with the strategic priorities of the school to deliver excellence in teaching and learning.
- Support the mission, vision and values of the school to provide authentic and challenging learning opportunities for all students within the relevant Learning Area.

Key Roles and Responsibilities

1. Leadership

1. As a member of the NBCS Executive, Learning Leaders are to provide a positive integration of both 'Excellence in Education' and 'Christianity in Action' within their sphere of leadership. The Christian ethos is to be authentically infused and integrated into programs and practices within the Learning Area.
2. Demonstrates a collaborative approach to leadership, with clear communication of priorities and expectations to all members of the team. This involves regularly working with the broader team of Learning Leaders and additional members of the Senior Leadership Team.
3. Mentors teaching staff and provides professional support, guidance and direction for the Learning Area. This includes through Professional Learning, as well as the informal daily interactions with team members.
4. Supports the integration of all school policies and procedures relating to teaching and learning. Specifically, the following areas are noted as significant to the Learning Leader's role:
 - 1) NBCS Positive Learning Framework, regarding expectations of student behaviour and wellbeing
 - 2) NBCS Assessment Handbooks
 - 3) Workplace Health and Safety
5. Supports the maintenance of high standards regarding pedagogy within the NBCS community.

Teaching and Learning

1. Plans and implements clear, relevant learning sequences of learning in all courses to promote engaging learning.
2. Supports teachers in the establishment of quality teaching and learning activities.
3. Uses a range of strategies and resources to maintain the school's expectations regarding excellence and academic progress for all students, in all year levels within the learning area.
4. Demonstrates a positive, collaborative approach to the development of teaching and learning activities within the learning area.
5. Working with the Professional Growth Team, ensures that new staff are appropriately inducted into the Learning Area and informed of all relevant policies and procedures.
6. Supports NESA Accreditation for teachers within the Learning Area ('Proficiency' and 'Maintenance' of Accreditation)
7. Actively engages in individual professional growth and supports the professional growth of staff within the learning area. This includes lesson observations, action/research projects, team teaching, peer observations and 360-degree review processes.

Curriculum Oversight

1. Ensures the appropriate development of all documentation required to teach, and be compliant in, NESA approved courses within the learning area. Specifically, this includes:
 - a. Scope and sequences
 - b. Teaching programs and their evaluation
 - c. Assessment schedules and tasks
2. Actively pursues excellence and best practice in the development of curriculum documents for the learning area.
3. Supports a differentiated approach to the development of curriculum within the learning area, with specific attention to students with identified needs. This includes both special needs (in consultation with the Learning Support Team Leader) and extension / enrichment activities.
4. Coordinates and approves the development and delivery of all assessment tasks within the learning area
5. Ensures the timely marking, feedback and reporting of student work across all classes within the learning area.
6. Ensures that the Learning Management System and Compass course pages relevant to course material are correctly established with current assessment tasks, grade book items and class activities.

Communication and Reporting

1. Proactively communicates with students, colleagues and parents/guardians to ensure timely delivery of information and feedback.
2. Coordinates semester-based reports for the Learning Area. Specifically, this includes:
 - 1) Ensure the timely completion of all learning area reports for each reporting cycle
 - 2) Check learning area reports to ensure that results and comments accurately reflect student achievement and provide relevant and appropriate feedback
 - 3) Ensure student reports accurately reflect outcomes and expectations of syllabus documents

Resource Coordination and Administration

1. Exercise wisdom in the management and oversight of Learning Area resources, including rooms, capital items, consumables and other associated items. This includes the oversight of Workplace Health and Safety within all Learning Area rooms and storage facilities.
2. Manage and coordinate Learning Area budgets in alignment with expectations and timelines as communicated by the Operations Manager. This includes internal record keeping of all expenses and timely accounting with the Finance team.
3. Assists teachers to time, plan and prepare for excursions.

Other Responsibilities

1. Active participation in Student Opportunities Week, at times with a program leadership / oversight role in a specific program (on request from the Director of Cocurricular)
2. As a Student Team Leader, support all relevant Year Group activities as directed by the Community Leader and Head of Secondary.
3. Support and participation in other school activities on request from the Senior Leadership Team.
4. In addition to this role description, all Learning Leaders are also subject to the Teacher role description.

All leadership staff, in their role as leaders, are required to use the five professional practices of the AITSL Australian Professional Standards for Principals and the Leadership Profiles as a template for their practice and professional growth. The five practices are:

- **Leading Teaching and Learning**
- **Developing Self and Others**
- **Leading Improvement, Innovation and Change**
- **Leading the Management of the School**
- **Engaging and Working With the Community**

Skills and Abilities Required:

- demonstrated depth of knowledge and interest in subject
- effective and creative teaching, with experience in Stage 6
- demonstrated strategies to cater for a variety of learners and needs
- desire to work as an integral part of the faculty and wider school team
- flexibility to respond to a dynamic learning environment
- evidence of a relational approach to colleagues, students and parents
- effective organisation and the capacity to fulfil administrative and assessment requirements of a teaching role
- excellent communication skills
- an active Christian faith with current church involvement