



HEAD OF DEPARTMENT TEACHER POSITION DESCRIPTION

Reports To:

Academic Dean

Overview:

The Head of Department assists with and directs the work of staff and students to promote learning and improve student outcomes through:

- direct teaching contact with students;
- the provision of coherent and planned lessons and learning activities;
- the strengthening of academic standards, curriculum design and implementation by department staff;
- participation in other teaching-related activities;
- and the performance of additional duties allocated by the Headmaster in accordance with ASSG requirements.

Main Objectives:

1. Professional Teaching and Learning
 - a. Curriculum
 - b. Pedagogy
 - c. Assessment
2. Pastoral Care of Students
 - a. Pastoral Care
 - b. Behaviour Management
3. Developing and Maintaining Positive Relationships
4. Effective and Efficient Administration
5. Teacher development

Duties and Responsibilities:

1) Professional Teaching and Learning

a) Curriculum

- Plan a comprehensive learning programme;
- Know relevant curriculum documents and guidelines and apply them;
- Prepare and share teaching resources with other teachers.
- Follow School and Department policy in relation to academic matters including assessment, work programs development and their implementation.
- Attend Heads of Department meetings
- Conduct departmental meetings to ensure that teachers are informed about school curriculum matters

b) Pedagogy

- Identify individual learning needs and styles, and plan experiences that enable all students to achieve success;
- Know and understand a range of learning methodologies and technologies and their application in the classroom.
- Address students' varying intellectual, emotional and physical abilities in teaching practice;
- Keep abreast of changes in general and subject-specific pedagogy

- Accept ultimate responsibility for the quality of teaching across the Department
- Offer colleagues an opportunity to observe his/her own classroom practice on a regular basis

c) Assessment

- Maintain accurate and comprehensive records of student progress and achievement;
- Use varied assessment and reporting methods to regularly monitor learning progress;
- Use assessment tasks that are purposeful and relevant to the teaching and learning programme and the learning needs of students;
- Provide students with both positive and critical feedback on performance that reinforces student achievement and focuses on further learning;
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the School.
- Demonstrate a comprehensive knowledge of expectations of student performance and learning outcomes as indicated by State and national assessment measures and by interpreting and communicating them to colleagues
- Ensure that information about students' previous experiences and achievements in their subject is used to plan curriculum and improve student learning across a year level or within a learning area
- Supervise the production of all assessment items produced in the Department;
- Compile Assessment Schedule and Block Exam Roster information for the Academic Dean;
- Ensure Assessment Protocols are adhered to in the administration of the assessment program;
- Prepare relevant QCAA Submissions for Year 11 & 12
- Check that reporting data for the Department is complete and accurate at the end of each term
- Monitor student academic progress
- Take a lead role in educating staff in the analysis and evaluation of available data sets.

2) Pastoral Care of Students

a) Pastoral Care

- Take responsibility for the pastoral needs of students in Tutor group;
- Liaise between parents, subject teachers, Boarding Residents and Co-ordinators of Junior Secondary or Senior Secondary to support the learning needs of students;
- Refer matters of concern in relation to students to the relevant Head of House, Head of Junior Secondary or Head of Senior Secondary and parents;
- Attend and participate in the extra-curricular life of the School through the sporting and cultural calendar
- Implement any Pastoral Care Policies and Programs through the Tutor system, in particular:
 - building rapport with individual students
 - encouraging the growth of self-esteem in each student
 - identifying academic and personal issues which are impacting of the growth and development of each student

b) Behaviour Management

- Establish and maintain an orderly, co-operative and task-oriented learning environment;
- Set and adhere to timelines for completion of work;
- Make all reasonable efforts to manage the behaviour of students effectively with the directions of ASSG policies and procedures;
- Negotiate and implement effective consequences and strategies to assist students who negatively impact on teaching and learning;
- Respond appropriately to student misbehaviour, with calmness, respect and avoiding recourse to aggressive behaviour, and identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions;
- Follow up matters related to behaviour and classroom learning where necessary, contacting parents and other staff if required.

3) Developing and Maintaining Positive Relationships

- Work effectively and collegially as a member of a School team in a range of School activities;
- Exercise effective communication skills with students, colleagues, parents or guardians, and others;
- Establish positive and effective relationships with students, and encourage in them a positive and appropriate sense of self-worth;
- Participate in partnerships with colleagues to reflect critically and constructively upon and improve teaching and learning practice;
- Both maintain confidentiality regarding sensitive or private information about students, families, colleagues and the School, and also communicate information appropriately when necessary in the interests and well-being of the ASSG community.

4) Effective and Efficient Administration

- Complete administrative tasks accurately, according to necessary administrative deadlines, and maintain accurate records;
- Meet and teach students at designated locations and times, and model high standards of punctuality, dress, language and other standards and expectations in the School;
- Encourage in students an understanding of and support for the Christian practices and values of the School, teaching them as necessary;
- Attend professional development activities to improve teaching and pastoral care skills.
- Develop and maintain effective professional partnerships with other staff;
- Develop and monitor a Departmental budget;
- Undertake supervision duties, including yard duty, prep duty (homework supervision) diligently;
- Attend staff meetings, parent-teacher interviews and other co-curricular activities, including active involvement in the extra-curricular programme or negotiated equivalent;
- Demonstrate familiarity with and provide advice on relevant employer policies and procedures;
- Supervise additional classes as required.

5) Teacher Development

- Develop annual Departmental goals that are aligned to the School's strategic direction;
- Meet with all staff in the Department to set personal and professional goals for the coming year as a part of teacher performance development including an analysis of professional development needs;
- Supervise the induction of all beginning teachers and new teachers within the Department;
- Provide lesson observation feedback to each teacher within the Department at least once per term, in line with the Professional Standards for Teachers;
- Liaise with the Academic Dean during the timetabling process;
- Participate on interview panels as appropriate;
- Engage in professional conversations to identify the professional development needs of staff

Personal Skills and Attributes:

It is assumed that a Head of Department will:

- demonstrate a strong commitment to the ethos of Anglican education;
- be vitally concerned about the needs of students;
- need to be able to communicate sensitively and confidentially with parents and students;
- set a good example of Christian living in the School and in his/her private life and ideally be an active worshipping member of a Christian congregation;
- have a high degree of teaching competence and be highly organised;
- demonstrate a high degree of flexibility in his/her approach to dealing with students and in the teaching methodologies employed;
- be able to work collaboratively with other staff members and build positive relationships with others;
- strive for honesty and integrity;
- have a high degree of computer literacy or be willing to undertake training in computer literacy
- demonstrate a high level of organisational skills;
- have a professional outlook on teaching and the needs of students;
- have an ability to adapt to a new and changing environment;
- be prepared to undertake additional professional development.

Selection Criteria:

The following criteria will be used by the selection panel. Applicants should address the main points in their written applications.

Shortlisted applicants will be interviewed for the position, and may be asked about any of the dot points during the interview.

SC 1 – Teaching qualifications

Be a registered teacher in Queensland or be able to gain Queensland Teacher Registration.

SC2 – Demonstrated high level of communication and interpersonal skills when relating to students, parents and other teachers.

- sensitivity to students' problems and the capacity to develop strategies to assist student needs
- contribute to the building of confidence and self-esteem with students
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SC3 – Ability to select and use appropriately, a wide range of teaching and assessment strategies to suit the needs of a diverse range of students.

- teaching strategies used
- preparation and planning
- assessment and reporting practices – ability to provide constructive advice to parents appropriate to their daughters\sons
- classroom management
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SC4 - Demonstrated commitment and capacity to actively contribute to a broad range of school activities as a member of the School team.

- providing evidence of involvement in extracurricular activities
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SC5 - Demonstrated capacity to reflect critically upon their professional practice.

- willingness to participate in professional development activities
- participate co-operatively and to assist other members of the faculty in promoting the learning area within the School community
- assist student teachers in the development of their teaching skills
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SC6 – Demonstrate the capacity for leadership, self-management, participation decision-making, team building and the ability to accept, promote and manage change.

SC 7 – Demonstrate the capacity for best practice in curriculum development and implementation, evaluation and assessment and management of teaching and learning activities.

- understanding of current issues in education
- ability to contribute to the identification of student learning needs
contribution to the development and implementation of curriculum programs

SC 8 – Ability to apply information and communication technologies to the teaching and learning process as well as collecting, organising and processing relevant data.

SC9 Demonstrated skills which reflect a commitment to and understanding of the Christian ethos of the school:

1. Willingness to contribute to the maintenance of the Christian-based caring atmosphere of the school.
2. Attend School Christian worship and devotions.