Flinders Christian Community College - Position Description

Head of Teaching and Learning – Middle School

1. POSITION IDENTIFICATON

Title	Head of Teaching and Learning – Middle School	**Level**	1A+
Campus	Tyabb campus	**Agreement/Award**	*Flinders Christian Community College – Enterprise Agreement Teaching Staff 2017-2021*
Reporting To	Campus Principal, Tyabb	**Date effective**	January 2018
Last updated	October 2017	**Position No.**	PC1:2

2. INHERENT REQUIREMENT

Purpose

We bring hope and purpose to our community through Christian education.

Vision
To be a Transformative Christian Learning Community.

Values

We value:
- Love
- Faith
- Integrity
- Humility
- Grace
- Excellence
- Perseverance.

It is an inherent requirement that all persons employed at Flinders Christian Community College must model and demonstrate the reality of the Gospel by the way they undertake their employment responsibilities and by the way they live. Every activity undertaken by the College must be characterised by love, mercy, forgiveness, reconciliation, humility and justice, all elements demonstrated by Christ's life, death and resurrection, which is the core of the Gospel.

All employees must declare their unconditional agreement with FCCC:

- o Purpose, Vision, Values, Philosophy of Christian Education, Goals
- o Biblical Foundations and
- o Biblical Beliefs and Principles
- o Nicene Creed
- o Apostles Creed.

The incumbent must have an in depth knowledge of the ethos of the College and the principles by which it operates and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

All employees are expected to:

- Uphold at all times the practical demonstration of Faith in Christ and the College's underlying Christian beliefs and ethos in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others within and beyond the College
- Act responsibly to protect the safety and security of our students and other staff at all times
- Encourage positive behaviours and attitudes in students and others that demonstrate respect for all
- Perform duties in a responsible and professional manner, with due regard for the College's policies and other legal requirements and obligations
- Exert responsible stewardship of College resources
- Promote and protect the College's reputation in the wider community
- Act appropriately when a conflict arises between the individual's personal interest and their duty to the College

You must support the College values conduct yourself in a way which is consistent with the ethos of Flinders Christian Community College.

Specific expectations of employees with Flinders Christian Community College are detailed in the College Policy Handbook which is attached electronically and also located on the Colleges' Moodle intranet. You must support the Flinders Christian Community College policies and conduct yourself in a way which is consistent with the policies and practices of the College.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a safe work environment for themselves, their co-workers, students and the college. This position description is subject to the Risk Management Strategy/Policy and OHS Policy. The employee must ensure that prescribed tasks are performed subject to established risk assessments and safe work practices. To that end the following are also requirements of this role:

- a. Report all hazards observed including any potentially unsafe work practices;
- b. Report all incidents of injury or near miss;
- c. Actively Participate in all professional development and training regarding Risk management and OHS;
- d. Cooperate with any reasonable request for action to ensure the safety of self and others and the mitigation of risk to the College.

5. CHILD SAFETY

Our College is committed to child safety. We have zero tolerance of child abuse. Our robust People and Culture practices are strictly adhered to ensure that all employees understand their obligations with respect to Child Protection and the College's commitment to keeping our children safe.

6. PURPOSE OF POSITION

The Head of Teaching and Learning (HOTL) Middle School is primarily concerned with raising achievement for staff and students through a pedagogical transformation to improve curriculum implementation, teaching and professional learning as a member of the Middle School leadership team. The HOTL – Middle School will foster a vision for high expectation of teachers and their students and will generate practical plans for school improvement. He/she will have a willingness to experiment and apply the best ideas for education and learning.

The HOTL must have an in-depth knowledge of the ethos of the College and the principles by which it operates and must be willing to support these unreservedly.

7. WORKING RELATIONSHIPS

The Head of Teaching and Learning – Middle School:

- reports directly to the Head of Middle School.

- will be required to consult with the Campus Principal and Head of Middle School and be willing to expedite their directions.

- is an advisory member of the College Executive Team and will listen to the needs and concerns of Staff, Students and Parents, exercising wisdom and discernment in dealings with them.

- will be a member of the Campus Curriculum Committee.

8. BRIEF SUMMARY OF ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITIES AND RESPONSIBILITIES	KEY PERFORMANCE INDICATORS
8.1 OUTCOME: Vision and Strategy Support the realisation of the College vision and goals as articulated by the Campus Principal and Executive Principal.	- Planning, initiatives and outcomes are aligned with campus and organisational vision and strategy
8.2 OUTCOME: Curriculum Develop within the educational context of the sub-school a strong understanding of Christian world view and its implications for curriculum development	- Christian world view consistently evidenced in curriculum

Contribute to the whole school's curriculum vision, development, planning and review in conjunction with other curriculum leaders	▪ Effective collaboration and collegial development of curriculum aligned with College vision and mission
Liaise with counterparts in Junior and Senior Schools in order to provide a well-articulated Prep – Year 12 curriculum	
Collaborate with counterparts at other campuses with respect to whole College curriculum matters	
Implement 'Extension Studies' for gifted students in collaboration with the Head of Middle School.	
Oversee the implementation and documentation of curriculum within the Middle School in accordance with VCAA and the Victorian Curriculum	▪ Curriculum is implemented and documented in accordance with VCAA, Australian Curriculum and policy requirements
Support the Campus Principal and Head of Middle School with the management of teaching and learning policies	
Provide direction and support to Heads of Faculty in reviewing and enhancing curriculum application within the Middle School	▪ Effective timely review and continuous improvement of curriculum application in liaison with other stakeholders
Liaise with the Head of Middle School, the e-Learning Manager and other staff in regard to all development, provision, assessment and review of Learning Technologies in the curriculum	
Provide regular feedback to the Campus Principal and Head of Middle School on the effectiveness of curriculum programs and pedagogy	
Convene staff discussions and, where necessary, take initiative or draft a response to curriculum issues	
Ongoing review of Middle Schooling in collaboration with the Head of Middle School	
Where required, attend regional, state, and national conferences that relate to, and impact on, the development of curriculum at Flinders Christian Community College	▪ Professional Development and networks are attended and inform FCCC curriculum development. Information is disseminated and communicate to staff effectively.
Disseminate incoming curriculum materials relevant to the Middle School by summarising or adding background information where necessary	
	▪ Educational philosophy is current and in accordance with best practice

Ensure educational philosophy is informed by current research and best practice.	
8.3 OUTCOME: Reporting and Assessment Support the Head of Middle School in coordinating discussion, implementation and review of student assessment and reporting within Middle School Oversee assessment and reporting arrangements in conjunction with the Head of Middle School Provide regular feedback to the Campus Principal and Head of Middle School on the effectiveness of reporting	▪ Head of Middle School is provided with the necessary support for assessment and reporting review ▪ Campus Principal receives regular feedback and as requested with regard to the effectiveness of reporting
Ensure that all policies and practices related to assessment and reporting are in line with government requirements and in line with College Vision and Mission Co-ordinate NAPLAN for Year 7 and Year 9 students Oversee other student testing including but not limited to AGAT, ANSW and PAT for Middle School students	▪ Assessment and reporting is managed in accordance with College Mission, Vision, Values and Strategic Plan, regulatory compliance and College policy ▪ NAPLAN and other student testing is co-ordinated in accordance with associated requirements
Manage the online reporting system – Moodle (LMS) Administer and undertake data analysis of Moodle integrity reports Coordinate Moodle traffic light data facilitating assessment of data with Year Level Coordinator and Year Level Teaching Teams Manage and coordinate Moodle courses for Middle School.	▪ Online reporting system is actively managed and monitored, gaps identified and improvements demonstrated ▪ Reporting data provided and uploaded by due dates ▪ Middle School courses current and up to date at all times
8.4 OUTCOME: Leadership Oversee with the Head of Middle School, the mentoring process for all new staff within the Middle School, including Provisionally registered teachers Facilitate meetings with relevant departments	▪ Provisionally Registered Teachers are mentored and meet all VIT and College requirements

Effectively communication with staff including but not limited to: • Campus Principal • Deputy Campus Principal • Head of Middle School • Director of Wellbeing • Educational Support Coordinator • Head of Teaching and Learning – Senior School • Head of Teaching and Learning – Junior School.	• Strong and robust collegial relationships
8.5 OUTCOME: People and Culture Assist in the initial preparation of teaching allocations Under the direction of the Deputy Campus Principal and Head of Middle School, develop and refine a streamlined staff performance management system Assist in staff interviews where required.	• Allocation data is accurate and timely • Performance Management system is administered in accordance with College policy and due dates • Participation in recruitment contributes to selection of talent that fits with College culture, values and pedagogy.
8.6 OUTCOME: Staff Professional Development Disseminate information on professional learning opportunities Manage the documentation of staff attendance at all professional learning activities Draw staff attention to current research findings and promote staff research Coordinate secondary Professional Learning Program (PLP) with the Head of Teaching and Learning – Senior School.	• Staff are provided with valuable and timely professional development information • Staff Professional Development records are accurate and up to date • Staff research is actively communicated and encouraged • PLP is planned, administered and delivered in accordance with College objectives and identified requirements.
8.7 OUTCOME: Stakeholder management Communicate with parents, students and staff about issues related to teaching and learning Attend evening functions and meetings connected with the College where required	• Communication with parents, students and staff is effective and consistent with College values, culture and educational best practice • Evening functions and meetings are consistently attended where required

Attend relevant network and meetings out of College hours.	▪ Networks and out of College hours meetings are consistently attended where required.
8.8 OUTCOME: Administration Have a working knowledge of College systems including by not limited to: Moodle (LMS), Synergetic, Timetabler and Alfresco Oversee Middle School excursions and incursions Manage Middle School budgets Manage Middle School 'Coaching Days' Complete other tasks are required in consultation with the Campus Principal and Head of Middle School.	▪ Proficient in e-learning and administrative applications ▪ Middle School excursions and incursions managed on time and in budget ▪ Middle School budgets are within limits unless exceptional circumstances ▪ Middle School 'Coaching Days' are planned and managed effectively ▪ Other tasks, as required, are completed consistently.

9 WORK RELATED REQUIREMENTS / SELECTION CRITERIA

The role of the Head of Teaching and Learning – Middle School requires the skills and attributes of an outstanding educational leader. The successful applicant will have a passion for teaching and learning.

Essential skills:
1. Mature Christian demonstrating Godly wisdom and Christ-like qualities
2. A well-developed understanding of and commitment to the principles of Christian education
3. Demonstrated successful teaching experience
4. Experience in and awareness of current teaching and learning issues, research and practice
5. Interest and experience in the integration of technology into teaching and learning in the classroom and also in relation to data analysis
6. Demonstrated ability to organise, lead and deliver professional learning programs
7. Demonstrated ability to initiate, organise and lead projects through a collaborative approach with other team members
8. Highly developed skills in leading and managing change in an educational setting, including the leadership of others in the process of change
9. A highlight developed capacity to motivate staff, develop their talents and build an effective team
10. Well-developed interpersonal skills
11. Administrative ability
12. Effective problem solving skills
13. Flexibility, workload prioritisation, manage multiple tasks effectively and proactivity.

10 POSITION DIMENSIONS

NUMBER OF STAFF DIRECTLY REPORTING TO POSITION	N/A
EXTENT OF DELEGATED AUTHORITY	Refer Working Relationships section
LOCATIONS	Tyabb campus
ALLOWANCES/SPECIAL CONDITIONS	Position of Responsibility Allowance 1A+
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	N//A
OTHER IMPORTANT DIMENSIONS	Refer '10 Learning Principles'