



Head of Faculty Position Description

Position Details

Position	Head of Faculty
Award	Educational Services (Teachers) Award 2020
Agreement	Trinity Grammar School, Kew – Enterprise Agreement 2023
Position reports to	Director of Teaching & Learning
Direct reports	Staff members in Faculty

Position Summary

The primary purpose of the position is to ensure high standards for learning and teaching in the Faculty are maintained and developed. The Head of Faculty will be committed to the implementation of evidence-based teaching and learning programs which meet the needs of every learner. The Head of Faculty leads with vision, fostering cohesion as they work with their team to engage in and develop teaching strategies which have a high impact on student learning and growth. They will drive curriculum development within the learning domain whilst working collaboratively with other Heads of Faculty to actively explore cross-curricular links and engaging content.

The Head of Faculty is also expected to manage and lead the Faculty in professional practice, respecting the professional experience and agency of teachers while helping them to develop further in their professional learning. They oversee the work of the Deputy Head of Faculty, for those that have them, and delegate responsibilities to the Deputy in accordance with Faculty needs. The Head of Faculty also manages the Faculty's budget in accordance and collaboration with the Finance Team.

As School leaders, Heads of Faculty engage in outstanding leadership practices and work collaboratively to coach staff and help to further develop a shared understanding of such practices, including proactively seeking and reflecting on feedback as they look to grow their leadership skills and their impact on student learning through their team.

Teaching Staff Commitment

All teachers are expected to support our students in our three academic pillars of curricular, co-curricular and pastoral care. All teachers are expected to teach vertically across a range of year levels, years ELC, Prep – 6 in the Junior School and years 7 – 12 in the Senior School. Teachers are expected to support and extend the school's ethos and culture, foster in their students the enjoyment of learning and challenge, provide opportunities for students to have a whole of school experience, while striving for a broad world outlook. Staff must continue their professional development and participate in any mandatory training provided by the School.



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Responsibilities and Duties

To enact a shared understanding of outstanding leadership practices

- Leaders engage in behaviours that demonstrate a shared understanding of outstanding leadership practice
- Leaders across all domains in the School collaborate and support each other's work
- Leaders proactively seek feedback from relevant stakeholders and intentionally reflect on their strengths and opportunities for growth
- Leaders share their learning about their impact

Exercising leadership that enables the achievement of strategic priorities.

- Annual plans are implemented and address student learning outcome goals
- Leads Department meetings and engages in regular communication with team members and all stakeholders as per the Personalised Professional Learning schedule

To oversee and direct the work of the Deputy Head of Faculty (English, Maths, Science only)

- The Deputy Head is provided with leadership opportunities aligned with the strategic priorities of the department
- Responsibilities and duties are delegated to the Deputy Head in accordance with departmental needs

Working collaboratively with all key stakeholders to drive improvement in student learning outcomes.

- Teaching strategies are developed, implemented and reviewed according to their impact on student learning and the School's approach to Personalised Learning
- Curriculum content and assessment practices authentically engage students in learning
- Curriculum compliance requirements as set both internally and externally are met to a high standard of compliance reflecting best practice

Creating and fostering a climate of professional dialogue around teaching effectiveness, feedback and targets for improvement.

The Head of Faculty:

- conducts a formal professional growth conversations
- within the Faculty
- has informal conversations on a cyclical basis with the members of their team
- knows the strengths and learning needs of each member of their team
- The teachers in their team actively seek feedback and work collaboratively to improve their impact on student learning
- Teacher practice is focused on excellence, collaboration and continuing improvement



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The implementation of diverse and contemporary teaching strategies and a differentiated curriculum within their Department.

- Measures of student engagement and learning reflect continuous improvement
- The use of a variety teaching strategies to support learning, both physical and virtual, is evident in teaching practice and student learning
- Teachers understand and target student learning needs based on a variety of data sources

Oversee and delegate the design, implementation and review of teaching and learning programs in their Department.

- Programs and the assessment of student learning is contemporary and supported by research evidence.
- Programs are tracked to ensure learning programs comply with policy and design
- Subject team leaders are deployed to ensure the smooth running of curriculum delivery at each level
- Curriculum documentation is stored centrally in accordance with School requirements

Oversee assessment tasks and learning activities for the Department

- Collective and individual feedback to students is regular and of a consistently high standard
- Assessment and the related feedback support, drive and improve student learning
- Learning activities, due dates, results, feedback and resources are stored centrally and published in accordance with School requirements

Preparing and managing an annual budget, in consultation with the Director of Teaching and Learning and the Finance Office

- The budget supports the delivery of programs in accordance with School policies and priorities
- Administrative responsibilities are fulfilled as required

Connectedness and Collaboration

- Head of Faculty
- Curriculum Executive
- Director of Teaching and Learning
- Deputy Director of Teaching and Learning
- Deputy Head of Faculty (English, Maths, Science only) Deputy Principal – Head of Senior School



Knowledge and Skills

- Holding or working towards a post graduate qualification such as Master of Education,
- Educational Leadership or equivalent would be advantageous
- Excellent skills in the contemporary use of learning technologies
- Demonstrable knowledge and implementation of innovative learning initiatives
- Demonstrable understanding of the requirements of a contemporary curriculum
- Experience working as part of a diverse team and working autonomously with supervision
- Excellent interpersonal skills that are evident through effective communication across the
- School and building and maintaining constructive working relationships
- Adaptable and flexible work ethic with a good understanding of the evolving nature of schools
- A strong capacity for patience and empathy in fostering a culture of care, innovation, and high performance

Personal Qualities

- Ability to build strong connections with students
- Capacity for knowing students and associated needs
- Ability to foster student leadership and growth
- Collaborative leadership approach
- A strong capacity for patience and empathy in fostering a culture of care, innovation, and high performance
- Ability to champion and embody the School's values through conduct, performance, and collegiality
- A positive mindset, high emotional intelligence, and the ability to think analytically and problem-solve
- A reliable and dependable person who has good professional integrity

Our Values

- Truth – seeking understanding.
- Courage – being our best selves.
- Community – connecting and learning together.
- Service – putting others first.

Policies and Procedures

All employees of Trinity Grammar School are expected and required to understand and adhere to all school policies and procedures. It is a condition of employment that all employees attend and participate in all training provided to them regarding policies and procedures in accordance with legislative requirements. A breach of school policy may result in disciplinary action.



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Child Safety

Trinity Grammar is a school where the dignity of each person is recognised, respected, and fostered. The School has zero tolerance for child abuse and will treat very seriously all allegations and concerns. In line with its commitment to child safety, the School has put in place policies and procedures to uphold the Victorian Child Safe Standards. These standards aim to promote child safety, prevent child abuse, and set up processes to properly respond to allegations of child abuse.

All Staff at Trinity Grammar School are required to:

- Have current VIT registration or a current employee Working with Children Check;
- complete all mandatory reporting training and education about child safety;
- adhere to the School's Child Protection Policies, Staff Code of Conduct and associated policies and procedures;
- report suspected cases of child abuse in accordance with the School's policies.

Occupational Health and Safety

All employees must:

- take reasonable care for their own psychological and physical health and safety;
- take reasonable care not to adversely affect the health and safety of other persons;
- comply with reasonable health and safety instructions, as far as they are reasonably able, and
- cooperate with reasonable health and safety policies or procedures.

Approval

Developed by	Office of People & Culture
Approved by	Principal or delegate
Approval date	August 2024
Next review date	August 2026