

Position Description

POSITION TITLE:	Head of Department / Years 7-12 Curriculum Leader
REPORTS TO:	Director of Teaching & Learning Innovation (DoTLI)
OVERVIEW:	The Head of Department / Curriculum Leader will take direction from the Heads of 7-12 Curriculum, IB Diploma Coordinator and work in close partnership with the Heads of Sub-School (HOSS) and other Head of Department / Curriculum Leaders to support teachers in optimising student learning. The Head of Department / Curriculum Leader has responsibility for all aspects of learning, teaching, people management, assessment, and curriculum for subjects within their respective learning area from Years 7-12 such that there is continuous improvement through reflective, future oriented and data informed practice. The College is committed to the process of Restorative Practices in interactions with students, parents and staff, and Head of Department / Curriculum Leaders have a central role to play in its implementation and development.
MAIN OBJECTIVES:	Leadership and Relationships – Act as an exemplary leader of teaching and learning; set the highest professional standards and be proactive in building authentic and productive relationships with members of the college community. Curriculum - Develop age appropriate learning programs informed by learning analytics. Teaching & Learning Practice – Maintain a strong focus on the improvement of student learning through provision of a positive and stimulating teaching and learning environment. Assessment Practices – Ensure that assessment practices cater for the diversity of student ability and provide informative and timely feedback to students, teachers and parents regarding student performance. Administration & Resource Management – Implement processes, structures, resources and documentation to ensure staff are informed and equipped to provide quality learning and teaching. - Other responsibilities as directed by the Director of Teaching and Learning Innovation.
DUTIES AND RESPONSIBILITIES:	Leadership and Relationships - Act as an exemplary leader of teaching and learning; setting the highest professional standards and being an excellent role model for others - Demonstrate commitment to building effective working relationships and to developing staff morale, harmony and teamwork - Use principles of Restorative Practices to resolve conflicts with or between staff and parents - Encourage initiative, innovation and ownership by teachers - Work with teachers to make explicit the vision and goals for the learning area and to develop an annual department plan aligned with College strategic direction - Strategically manage planned change within the department in response to whole school or department initiatives - Facilitate regular and meaningful dialogue with respect to teaching innovation and subject oriented professional learning; encouraging teachers to keep abreast of relevant research and development in the teaching of the learning area - Lead conversations about the use of data to improve teaching & learning - Foster and contribute to collaborative working relationships with other Head of Department / Curriculum Leaders

- Manage and follow up the work of Curriculum Assistants and Leading Teachers through a cooperative process to improve the quality of curriculum, assessment and pedagogical practice. Understanding that the ultimate responsibility for planning, tasks and duties remains with the Head of Department/Years 7-12 Curriculum Leader.
- Manage the work of department Assistants
- Act as a conduit for effective communication between teachers in the department and other bodies within and beyond the College
- Participate in evaluation of teachers for employment, developmental and promotional purposes when requested
- Assist the HOSS with the induction of new teachers and student teachers
- Convene regular department meetings to set standards and monitor progress against department goals and to provide a forum for course development and evaluation, debate, discussion and consultation and to receive recommendations
- Contribute to the overall management of the College by regular and effective participation in relevant meetings, programs and policy development.

2. Curriculum

- Work collaboratively with teachers and Heads of 7-12 Curriculum to design and deliver curriculum and assessment tasks that are developmentally appropriate for the year level and the ability of the students ensuring smooth coordination and a continuous flow of learning experiences.
- Interpret syllabuses and other external curriculum documents within the goals of the College ensuring that course descriptions reflect the College's philosophy and policies
- Ensure the Learning Area curriculum meets requirements set down by authorising bodies e.g. QCAA, IB, LEQ, VET
- Be mindful of the future directions of the QCAA and other authorising bodies and be proactive in planning for imminent changes
- Conduct regular reviews of teaching and learning programs ensuring that account is taken of current research on learning technologies, teaching practice, learning styles and strategies. This should use multiple sources of evidence including: student internal and external assessment data, curriculum documents, teaching practices and feedback from students, colleagues and parents/carers
- Use data analytics of historical and current cohort performance as a basis for work program design
- Communicate regularly with teachers to ensure that they follow a coherent and consistent approach in their teaching and assessment of student work
- Support teachers in the effective integration of ICT and, given the College BYOT program, lead by example in using electronic resources for learning
- Encourage collaborative development of learning and teaching resources including units of work
- Work closely and collaboratively with Exceptional Learners teachers to develop learning programs that are appropriately differentiated.

3. Teaching & Learning Practice

- Maintain a strong focus on the improvement of student learning through provision of a positive and stimulating teaching and learning environment within the department
- Encourage approaches to learning that take account of different learning styles, the range of ability levels and interests of students
- Foster the development and use of eLearning tools to support teaching and learning in the department
- Foster initiative and a willingness to experiment with alternative teaching strategies which enhance student learning
- Supervise the quality of teaching practice through activities such as collegial planning, moderation, classroom observation, and facilitation of reflective teaching practice
- Provide feedback to teachers on their teaching performance and assist them with classroom strategies, organisation and control when required

	▪ Actively participate in and support other teachers to undertake action research to improve practice ▪ Identify and workshop areas of teaching, curriculum design deemed successful or deficient with a view to optimise outcomes ▪ Provide professional input for the purposes of tracking teaching progress and teacher performance reviews ▪ Provide professional advice and guidance to staff, in consultation with the Professional Development Coordinator, on professional development activities ▪ Use evidence based practice to improve student learning outcomes and to monitor specific cohorts (G&T, LS, EAL/D, gender groups) across the department. 4. Assessment Practices ▪ Ensure that assessment practices cater for the diversity of student ability and provide informative and timely feedback to students, teachers and parents regarding student performance ▪ Analyse and draw conclusions from student performance data and work samples from a variety of internal and external sources ▪ Use data analytics of historical and current cohort performance as a basis for assessment design ▪ Develop strategies to monitor academic standards across the student body and to ensure continuous improvement in individual and group student learning outcomes ▪ Provide advice to parents, teachers and students regarding academic issues including special consideration always in liaison with the Heads of 7-12 Curriculum ▪ Organise and supervise the assessment programs of student work within the department, including special consideration procedures, internal moderation, QCAA exit procedures ▪ Develop strong approaches to diagnostic assessment of student work and identification of assessment trends ○ Maintain a comprehensive knowledge of expectations of student performance and learning outcomes as indicated by State and National assessment measures ○ Encourage teachers to use student performance data when developing teaching and learning activities, programs and assessment tasks ○ Model exemplary practice and initiate programs to ensure teachers apply a range of timely, effective and appropriate feedback strategies for student learning ○ Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, and support colleagues to evaluate the effectiveness of their approaches to assessment. ▪ Encourage the development of a wide variety of summative assessment instruments to enable students to demonstrate their knowledge and understanding ○ Develop strategies for monitoring academic standards, ensuring continuous improvement in student learning outcomes ○ Moderate student assessment to ensure consistency of teacher judgement in collaboration with subject teachers ○ Prepare moderation and verification folios, determining Levels of Achievement and placement of students always in collaboration with subject teachers ○ Determine SAIs for each subject always in collaboration with subject teachers ▪ Work with the Heads of 7-12 Curriculum to ensure student assessment programs across all subjects are valid, age appropriate, balanced and spread across the semester enabling students to best demonstrate what they know and can do ▪ Oversee and manage processes to ensure quality reporting to parents for subjects in the department ▪ Communicate with parents regarding academic issues related to student performance. 5. Administration and Resource Management ▪ Manage the physical and financial resources of the department within the guidelines provided by the College ▪ Coordinate the collection and maintenance of records of student academic achievements both within the department and for central records according to College directives and timelines
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	▪ Ensure that teachers store all student work in individual student folios and make these available when required ▪ Assist in guiding students regarding subject selection and changes ▪ Recommend allocations of teachers to classes as part of timetable development process in order to utilise staff expertise. In doing this, discuss allocations with staff to help them understand the bigger staffing picture in the department. These discussions will also help staff understand what vision the Head of Department/Years 7-12 Curriculum Leader has for each person and how each staff member's strengths contribute to departmental growth ▪ Provide an annual written report to DoTLI, at the beginning of Term 4, on such matters as department goals, student achievement outcomes, student and staff achievements, learning and teaching approaches, performance of teaching staff and their professional development needs, curriculum development and assessment procedures, proposals for future development etc ▪ Ensure prompt dissemination of information to students, Heads of 7-12 Curriculum and Academic Operations (for inclusion in Assessment Calendars on the Parent/Student Portals) at the commencement of each semester concerning ○ Course outlines ○ Assessment schedules ○ Assessment criteria ▪ Provide information for College publications to highlight excellent teaching and learning in the department ▪ Promote departmental programs to the wider community using College publications and communications programs ▪ Establish procedures to ensure that staff follow College policies and procedures ▪ Develop organisational and supervisory procedures to effectively manage the work of teachers and support staff within the department ▪ Prepare an annual budget based on forecast needs to enable academic programs to be implemented ▪ Ensure that physical resources conform to Workplace Health and Safety regulations ▪ Allocate duties to and supervise the work of any non-teaching staff ▪ Assist teachers in collecting information to facilitate the organisation of excursions, competitions and other educational activities ▪ Oversee the formulation of booklists and the ordering of resources in conjunction with teachers at each level. 6. Other Responsibilities ▪ Counsel, and where necessary, redirect teaching staff with concerns/problems relating to work. Where re-direction is required the normal process would be to the DoTLI while in serious or sensitive matters the issue should be referred to the Head of College ▪ Counsel, and where necessary, redirect students with concerns/problems to the YLC or HOSS ▪ Teach at least one class in each of Junior High and Senior School and others as directed ▪ Participate in professional association activities ▪ Consider QCAA panel membership and becoming an accredited assessor of a subject ▪ Participate in ongoing professional development to evolve as a leader and exemplary teacher ▪ Perform any other duties as delegated by DoTLI.
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KNOWLEDGE, SKILLS AND ABILITIES:	Knowledge • A thorough understanding of the QCAA and IB syllabus documents and developments of the Australian Curriculum for the Learning Area subjects • Demonstrated knowledge and understanding of pedagogical models appropriate for different aged students from Yrs. 7-12 • Demonstrated understanding of the use of student performance data to inform teaching practice • Demonstrated ability to develop teaching programs within a College wide teaching and learning framework. • Teaching qualifications appropriate for registration in Queensland Skills • Successful experience in collaboratively developing programs to improve learning outcomes for a diverse range of students • Capacity to mentor teachers and manage curriculum change • Capable of communicating sensitively with parents and students • High degree of computer literacy or willingness to undertake professional development in this area • An exemplary teacher Abilities • Possesses a commitment to the ethos of Lutheran Education • Shows a care and concern for the individual student, parent, teacher, colleague and strives for honesty and integrity • Demonstrates a high level of personal initiative and responsibility • Ability to work collaboratively and develop a positive rapport with teaching and non-teaching staff and senior managers
SELECTION CRITERIA:	<i>These selection criteria will form the basis to assess applicants for short-listing and to determine the successful Head of Department / Years 7-12 Curriculum Leader:</i> SC1- Must have current Queensland Teacher Registration SC2- The ability to provide a positive and stimulating teaching and learning environment with a focus on evidence based practice to improve student learning outcomes SC3- The ability to lead and design quality, age appropriate and inclusive teaching and learning programs informed by learning analytics, curriculum knowledge and student welfare SC4 - Educational leadership skills to build the capacity and improve the performance of individuals and teams in a changing educational environment SC5 - Well developed communication and interpersonal skills with the capacity to build relationships, lead people, initiate programs and engage students, staff and parents SC6 – Ability to implement processes, structures, resources and documentation to ensure staff are informed, held accountable and equipped to provide quality learning and teaching SC7 – Capacity to model exemplary standards of personal integrity and a willingness to go above and beyond in order to ensure the department is viewed as a leader in the wider community.
COMMITTEE MEMBERSHIP:	Head of Department / Curriculum Leadership Teams
CLASSIFICATION:	Curriculum Leader 1 allowance – as per Schedule 2 of the EBA
LOCATION:	St Peters Lutheran College – Indooroopilly 66 Harts Road INDOOROOPIILLY QLD 4068

LAST REVIEWED: 27 October 2025

Applicants are expected to support the Christian ethos of this Lutheran College and to demonstrate courtesy, co-operation and teamwork with fellow members of staff.