

HEAD OF FACULTY – SECONDARY

POSITION DESCRIPTION



Reporting to:	Head of Teaching and Learning - Secondary
Teaching:	Ongoing
Employment Fraction:	Full-time
Teaching fraction:	0.8 FTE
Leadership time release:	0.2 FTE
Leadership Tenure:	Four years
Leadership Salary:	Level 4
Prepared:	June 2026

Position Context

Hume Anglican Grammar is an independent, multi-campus, co-educational and Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. The School aims to provide its students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible. It is Hume's fundamental belief that young people who are genuinely happy will engage, aspire and thrive within our learning community. By establishing high standards in all that it does, every student is encouraged and supported to discover and fulfil their unique potential.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus. Hume is a progressive school, not just in the development of buildings and grounds, but also in innovative thinking and advancements in its approach to teaching and learning. This is led by a group of dedicated and expert teachers who practise their craft with skill, and by building the strongest of relationships with students. It is not by chance that Hume has young people who readily display warmth, humour and respect for one another and their teachers.

After 3 years located elsewhere, in 2011 the School commenced in Mickleham the Prep to Year 12 Freier campus on 10 hectares. In 2019, it opened another Prep to Year 12 campus in Donnybrook on an 8-hectare site. Starting with junior Primary year-levels, this campus will ultimately have an enrolment of 1,596. At Donnybrook, the Primary school has reached capacity with 588 students (as with Freier Primary) and with Secondary commencing in 2023 next year will have 784 Year 7 to 11 students. Each year as additional classes and year levels are added, it will progress to offer Year 12 in 2028. In 2023, the School opened its third campus in Kalkallo, as a Primary and a feeder to the Freier and Donnybrook Secondary schools, it has followed a similar growth pattern to Donnybrook reaching capacity this year with 588 students.

In 2027, the School will enrol 3,408 students and expected to employ near 400 staff. The student enrolment at each campus will be at Freier 1,448, Donnybrook 1,372 and Kalkallo 588. Ultimately, by 2029, will have some 3,640 students (Freier 1,456, Donnybrook 1,596 and Kalkallo 588) with a corresponding cohort of teaching and general staff over 400 across its three campuses. It is expected to be one of the largest non-government schools in the State.

Recently, the School announced its acquisition of a 10-hectare parcel of land in Wollert for its fourth campus planned to open in 2033. This will comprise two Primary schools and a Secondary school and when it reaches its capacity, will enrol over 2,500 students. In all, Hume Anglican Grammar will ultimately educate over 6,000 students, with plans for further expansion.

Variation to the Role

Due to circumstances surrounding a particular appointment, there may be variations to the role as described at the top of this page. If so, it will be detailed below.

There are no variations to the role.

Purpose of the Position

Hume Anglican Grammar acknowledges the critical role of school leaders in developing an innovative and vibrant learning culture across the school community. Through this leadership the school is able to pursue a holistic approach to the delivery of an academic program which intimately connects best teaching practice to enhance the learning outcomes for all students.

A Head of Faculty drives the scope and sequence of the academic program and provides expert advice to the teachers within their learning area to deliver a relevant, stimulating and effective teaching program. Equipped with extensive knowledge of their specific discipline, and knowledge of contemporary teaching and learning practices, the Head of Faculty will encourage a safe, stimulating and challenging environment, whilst promoting the School's philosophy, policies and procedures.

The Head of Faculty is recognised and respected by colleagues, parents and community members as a model teacher. They have demonstrated consistent and innovative teaching practice and the ability to successfully initiate and lead activities that focus on improving educational opportunities for all students. They continue to seek ways to improve their own practice and to share their experience with colleagues. They are skilled in mentoring teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative and innovative thinking among colleagues.

The Head of Faculty will encourage a learning ethos and maintain the growth of a high-performance culture of continuous improvement and individual merit. They will promote teaching and learning as the core business of the School, facilitating and fostering a positive and productive learning climate for staff and students. Hume Anglican Grammar has five Heads of Faculty in the Secondary school, each looking after a key learning area as defined by the Australian curriculum:

- English
- Health and Physical Education
- Humanities
- Mathematics
- Science

The Head of Faculty reports to the Head of Teaching and Learning – Secondary (Freier). They also work under the direction of the Director of Teaching and Learning in implementing the school strategic vision for teaching and learning. They are a permanent member of the Curriculum Committee – Secondary along with the four Subject Coordinators: Performing Arts, Visual Arts, Technology and Languages.

The role of Head of Faculty is a four-year tenure. It will therefore work closely with the VCE Coordinator and Head of Teaching and Learning. Due to the significant role the Head of Faculty plays in the overall leadership of the School, it is expected there will be some additional out-of-hours and non-school day commitment.

Responsibilities and Duties

Subject to the discretion of the Principal, the Head of Faculty is responsible for managing the academic program within their area of responsibility. These responsibilities include:

- Developing, implementing, evaluating and revising the selection and sequencing of the curriculum
- Undertaking processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn
- Evaluating assessment and reporting strategies and using assessment data to diagnose learning needs, comply with curricula and ensure system and/or school assessment requirements are achieved.
- Managing the creation of curriculum documentation including subject descriptions and curriculum mapping
- Promoting the value and importance of the learning area amongst the school community including managing information sessions (e.g. Open Day, Subject Selection, etc.)
- Establishing and maintaining effective communications strategies with parents
- Managing booklists and resources for the faculty
- Managing the development of learning materials for an online presence
- Assisting in the selection, appointment and management of faculty staff
- Conducting and chairing regular faculty meetings and maintaining records of meetings
- Being an active member of and contributor to the Curriculum Committee - Secondary
- Overseeing the professional development of staff, including by participating in coaching and mentoring, with the support of leadership.

- Overseeing the learning area's teaching space to ensure it promotes a positive and encouraging image
- Overseeing Shine initiatives within the subject area to ensure stretch and challenge for students with high ability in the subject
- Developing staff through facilitation of the school's Annual Reflection and Development process
- Proactively building a close collaborative relationship with equivalent curriculum leader at the other Secondary Section, maximising the advantages of a multi-campus school and mitigating its risks, to ensure an equitable and high-quality curriculum
- Assisting Secondary school leadership in the construction of the timetable, in particular through input about the allocation of staff
- Formulating and managing a faculty budget
- Overseeing the allocation of subject prizes and learning area awards
- Undertaking the duties of a teacher as defined by the Position Description for a Teacher
- Carrying out other duties as directed by the Principal

Qualifications, Skills and Experience

Essential

- An ability to lead effective teams.
- Far-reaching understanding of education in their discipline; including pedagogy, content knowledge, compliance with Australian Curriculum and VCAA authorities, curriculum development and student learning
- Sound understanding of curriculum design and teaching & learning practices
- Expert syllabus knowledge within their area of responsibility
- Current registration, or immediate eligibility for registration with the Victorian Institute of Teaching

Desirable

- Post graduate qualifications, either in the subject area or in educational management and leadership
- Involvement in relevant professional communities

Personal Qualities

- Excellent communication and interpersonal skills to build relationships with key stakeholders on their campus and the other Secondary Section
- Ability to motivate staff
- A strong understanding of and ability to influence student learning
- Outstanding organisational skills, planning and analytical thinking capabilities.
- Commitment to professional learning and continuous improvement
- Personal sense of initiative, enthusiasm and high energy
- Sound financial management and budgeting skills
- A resourceful team leader able to operate in a mentoring, collaborative and inclusive manner
- Demonstrated interest in ongoing personal professional development

Key Selection Criteria

1. Far-reaching understanding of the curriculum within the learning area.
2. Ability to develop, implement, deliver and evaluate teaching and learning programs within the learning area.
3. Proven experience leading others in the implementation of teaching practices and capacity to provide expert advice to the teachers within their learning area.

This Position Description may be altered from time to time at the discretion of the Principal to meet the operational needs of the School.