



FLINDERS

CHRISTIAN COMMUNITY COLLEGE

Hope & Purpose through Christian Education

Head of Faculty

1. POSITION IDENTIFICATION

Title	Head of Faculty	Level	POR Level to be confirmed
Position No.	PC61.2	Agreement/Award	Flinders Christian Community College – Enterprise Agreement Teaching Staff
Reporting To	Deputy Head of Teaching & Learning Secondary Head of Secondary	Last updated	January 2027

2. INHERENT REQUIREMENTS

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.

All staff at Flinders Christian Community College 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.

Employees must agree with the College's:

- Vision, Mission, Values, Philosophy of Christian Education;
- Statement of Identity;
- Statement of Faith;
- Nicene Creed and Apostles Creed.

Employee shall have an in-depth knowledge of the ethos of the College (below) and the principles by which it operates, and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

Employees are expected to:

- Uphold the practical demonstration of Faith in Christ, and the College's underlying Christian beliefs, in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others inside and outside 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

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- 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.

Employees must support the College values and policies, and conduct themselves in a way which is consistent with this ethos. Specific expectations of employees are detailed in the College's Policy Handbook which is located on the Colleges' intranet.

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 OH&S Policy. Employees must ensure that 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 re: risk management and OH&S;
- d) Co-operate with any reasonable request for action to ensure the safety of themselves 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 HR 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 Faculty combines faculty co-ordination with teaching. As well as having an active teaching role, the Head of Faculty has administrative responsibilities which complement and supplement the work of the Head of Secondary and Deputy Head of Teaching and Learning Secondary.

The Head of Faculty is expected to develop an environment in which the teaching team can create optimum learning conditions for their students, and contribute to the interests of the school and be prepared to accept responsibility for providing a good channel of communication between his/her team and the school administration.

7. WORKING RELATIONSHIPS

Reports to: Head of Teaching and Learning Secondary

Consults with: Head of Campus, Head of Secondary and Deputy Head of Teaching and Learning Secondary – and carries out their directions.

Is a member of the Campus Curriculum Committee.

8. AREAS OF RESPONSIBILITY	
ACCOUNTABILITIES AND RESPONSIBILITIES	OUTCOMES
Vision and Strategy Support the realisation of the College vision and goals as articulated by the Head of Campus and Executive Principal.	Planning, initiatives and outcomes are aligned with campus and organisational vision and strategy
Curriculum - Evaluate existing curriculum for its alignment with the school's philosophy. - Lead the team in developing the aims for teaching the subjects in the faculty and make them available to the school community. - Evaluate course content for relevance and meeting needs of students, the school and the community and VRQA requirements. - Liaise with other coordinators to develop integration between faculties – across campuses, across schools. - Develop and maintain an assessment and schedule testing for the faculty - Advise and oversee setting of examination papers - Oversee the development of curriculum documentation and the maintenance of curriculum resources - Lead the department in ensuring that 21st Century pedagogy and best practice is adopted by staff.	
Management and Leadership - Conduct regular faculty meetings - Be responsible for the budget preparation and application and frequent use of synergetic to monitor expenditure - Liaise with the school administration on all matters concerning both the school and the faculty - Be responsible for the acquisition, maintenance, control and storage of equipment and resource materials - Maintain statements of policies and records pertinent to the functioning of the faculty - Oversee the professional development of staff, maintaining records of activities and reporting back to the faculty of professional development undertaken for the professional benefit of the whole faculty.	- provide appropriate counsel and support for faculty staff and refer important matters to the Deputy Head of Teaching and Learning Secondary, Head of Secondary or Head of Campus. - call faculty meetings with agendas sent out in advance and minutes written that are available for the relevant stakeholders - access lesson plans, course outlines, testing instruments and examinations, assessment records.

Students • Work in consultation with classroom teachers and others, such as the Head of Education Support, where appropriate, to provide the best possible learning environment for students of varying abilities and needs. • Identify and cater for children with special needs, in consultation with the Head of Education Support • Monitor progress of students within the faculty	
Staff • Assist new teachers with interpretation of courses and the preparation of courses of study, course outlines and other resources. • Assist and supervise staff in applying the faculty's testing and assessment policy • Keep staff up-to-date in their fields and encourage them to expand knowledge of their subject • Maintain appropriate standards and uniformity across classes studying the same subject consistent with the Victorian Essential Learning Standards • Oversee student teachers within their faculty • Encourage the use of support staff where applicable • Distribute the workload equitably amongst the team • Be aware of qualifications, abilities and interests of staff that could be utilised for the benefit of the college.	• smooth day to day functioning of the faculty. • quality of educational input and outcome in the faculty.
People and Culture • Lead Faculty Team in accordance with the vision, mission, values and strategy of the College • Provide and encourage professional development opportunities for Faculty Staff • Management of work flow for Faculty Staff.	▪ New Staff are supported ▪ Staff are developed professionally and personally (hard and soft skills) ▪ The wellbeing of Faculty Staff is supported and actively managed.
Finance • Budgets are managed within budget limits with a key focus on maximising educational outcomes. • Information is timely, accurate and available when required • Assets (for example equipment) is acquired and maintained in accordance with College policy	▪ Responsible management of allocated budgets ▪ Timely and accurate provision of information to the Director of Business or delegated contact as requested and per the College timeline ▪ Equipment is acquired, maintained and stored effectively ▪ Effective resource materials are readily available

• Resource materials are acquired giving due consideration to strategy and educational outcomes • Pre-approval of all additional hours and time in lieu claims for General Staff within the faculty	
Professional Learning and Development • Keep up to date with writings in the fields of responsibility including adolescent education, best practice in the relevant field of studies; • Establish and maintain appropriate professional networks; • Keep Deputy Head of Teaching and Learning Secondary, Head of Secondary and Head of Campus informed of relevant issues from reading/networking so that informed discussion can guide future development; • Communicate to staff relevant issues from reading/networking and facilitate appropriate professional reflection • Deputy Head of Teaching and Learning Secondary, Head of Secondary and Head of Campus informed of any issues relating to staff performance and/or conduct.	▪ Professional practice reflects current thinking and research in adolescent education. ▪ Professional networks are actively sought and maintained. ▪ Deputy Head of Teaching and Learning Secondary, Head of Secondary and Head of Campus advised of relevant research pertaining to Secondary School pedagogy in a timely manner ▪ Communication to Sub School Staff regarding current research to be timely and effective.
Behavioural Expectations • All staff are expected to maintain the following behaviours: • Treat everyone equitably; act fairly with staff and demonstrate respect for diversity • Be an effective team player who is cooperative and easily gains the trust and support of staff, peers and clients through collaboration.	▪ Interaction with internal and external stakeholders via all forms of communication is consistent with College values, and embeds values in the organisation by the interaction

9. WORK RELATED REQUIREMENTS / SELECTION CRITERIA

Essential knowledge:

The role 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.

Attributes

Living the vision and values:

Keeping the vision and values of Flinders Christian Community College at the forefront of decision-making and action.

Initiating Action

Taking prompt action to accomplish objectives; taking action to achieve goals beyond what is required; being proactive.

Communication and Trust

Clearly conveying information and ideas through a variety of media in a manner that engages the audience and helps them understand the message. Interacting with others in a way that gives them confidence in one's intentions and those of the organisation.

10. POSITION DIMENSIONS

NUMBER OF STAFF DIRECTLY REPORTING TO POSITION	
EXTENT OF DELEGATED AUTHORITY	Refer Working Relationships section
ALLOWANCES/SPECIAL CONDITIONS	Tenure – 3 years
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	VIT registration
OTHER IMPORTANT DIMENSIONS	Refer '10 Learning Principles'.