



Position of Responsibility Position Description

Position:	Head of Department
Appointed by:	The Principal
Responsible to:	Director of Learning
Location:	Garnsey Campus
Duration:	3 years
Other:	This position attracts a monetary allowance of 12% of Level 9 on the School's Teaching Staff Salary Scale and a time allowance of 0.2FTE.

This position of responsibility is in addition to the normal day to day teaching tasks (as detailed in Teacher position descriptions) and therefore has a monetary allowance and time release appropriate to the role, along with an expectation of reasonable additional hours that may occur outside of regular work hours. The tenure is 3 years. Whilst the primary responsibilities of the position are articulated, it is expected that the incumbent will engage with the wider School Community and participate fully in events and activities, playing an ambassadorial role as a senior representative of Gippsland Grammar.

The Head of Department reports to and operates within the general direction of the Head of Learning and sits within the School's Teaching and Learning Team.

This Position Description is a guide and is not intended to be an exhaustive or exclusive list of the duties of this Position. It is subject to review and modification by the Principal at any time in response to the changing needs of the School

School Overview

Gippsland Grammar provides an outstanding contemporary, holistic education where our Community has a shared understanding of what we learn, how we learn and who we teach. Our School culture is centred around our core values of Compassion, Leadership, Excellence, Responsibility and Respect and develops people of character who act with integrity and wisdom.

At Gippsland Grammar responsibility for the protection of children is shared because children are safeguarded only when all individuals accept responsibility and work together and play their part in keeping children and young people safe from harm and abuse.

All staff are required to:

- Comply with the School's Student Protection Program (including the Student Protection and Safety Policy, Student Protection Staff Code of Conduct, and Make a Report Procedure), as well as their legal and professional obligations with respect to the prevention and reporting of actual or suspected child abuse and reportable conduct.
- It is each such staff member's individual responsibility to be aware of key risk indicators of child abuse or reportable conduct, to be observant, and to raise any concerns they may have with one of the Principal, the Executive Leadership Team, the School's Student Protection Officers (and/or with external agencies, where required). In this regard, staff are encouraged to voice their concerns, no matter how minor, trivial or insignificant.

- All contractors and volunteers involved in student-connected work are required to adhere to the School's Student Protection and Safety Policy and Student Protection Staff Code of Conduct and are responsible for contributing to the safety and wellbeing of students in the school environment. They too have obligations with respect to the reporting of actual or suspected child abuse or reportable conduct allegations.

Again, it is the School's expectation that contractors and volunteers are attuned to their individual responsibilities and act in accordance with their internal and external reporting obligations, and the School's policies and procedures (including the Student Protection Program).

Position Overview

The Head of Department positions within the School are all responsible for their own area and include:

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|------------------------------|--------------|
| • Learning Support | F – Year 12 |
| • English | Years 7 – 12 |
| • Health/PE | Years 7 – 12 |
| • Humanities | Years 7 – 12 |
| • Languages | Years 7 – 12 |
| • Maths | Years 7 – 12 |
| • Performing Arts | F – Year 12 |
| • Science | Years 7 – 12 |
| • Art, Technology and Design | Years 7 – 12 |
| • Outdoor Education | Years 7 – 12 |

The Head of Department is accountable for the curriculum, quality of learning and teaching and the financial activities within the specific Department area. In this respect, the Head of Department is responsible for championing an ongoing focus on attainment of strategic goals in regard to student achievement, teacher engagement and performance. The scope of the position includes fostering a culture of high performance, conducting appraisals, managing performance which does not meet expectations, mentoring and supporting members within the Department.

The Head of Department is required to exercise judgement in recommending the appropriate and effective process for dealing with any serious issues which require referral to the Director of Learning.

Position Objectives

- To model exemplary teaching practices, pedagogy and professional behaviours
- To support the Department members in their performance and career development
- To provide opportunities for Department members to apply their professional learning in the classroom
- To support the wellbeing of all members of the Department
- To co-ordinate the development, implementation and evaluation of appropriate curriculum programs.
- To be open to new ideas in education and contribute to curriculum debate within the school.
- To ensure that teaching practices and interpersonal relationships within the Department are consistent with the School's Mission Statement, School Values and annual strategic goals and Education Model.
- Leadership in, and the promotion of the educational framework adopted by the School, Guidelines for Professional Behaviour and the promotion of the department through specific activities and events.
- To manage the finances of the Department.

Key Responsibilities

1. Teaching Practice

1.1 To provide detailed direction and leadership to develop and implement contemporary and diverse pedagogical practices to suit the educational needs of students

- a) Demonstrate a sound and current knowledge of the subject areas within which he/she practices
- b) Consistently demonstrate leadership within the areas covered by the Department.
- c) Model consistent, and effective plans for all classes
- d) Encourage and provide an organised, balanced and challenging program which is relevant to the needs of the students and consistent with the aims and objectives of the School and the Department
- e) Monitor student academic results regularly and conducts both formal and informal conversations with relevant staff
- f) Consistently refer to external and internal data (Data Analysis) in reviewing teaching approaches to cohorts and individuals (NAPLAN/VCE)
- g) Model and demonstrate a range of effective teaching methods, taking into account each individual student's learning styles
- h) Consistently encourage staff to achieve their personal best in their teaching practice
- i) Consistently promote independent student learning
- j) Consistently promote co-operative and collaborative student learning
- k) Demonstrate essential teaching skills which include exposition, questioning, discussion, giving instructions and explanations and provides guidance to staff to implement.
- l) Consistently strive to ensure participation of all students in the learning process
- m) Establish structures and processes within the Department to achieve a productive and positive learning environment for all students
- n) Encourage staff to foster and develop positive relationships between and with students
- o) Monitor intervention strategies to assist students who are struggling
- p) Regularly monitor, review and respond to the effectiveness of the learning program

1.2 To facilitate a positive and dynamic working environment for direct reports by developing a team approach ensuring open communication, transparent and effective decision making and collaborative work practices

- a) Provide meaningful opportunities for staff to be involved in the promotion of a teaching and learning focus
- b) Build a team with common purpose on core teaching and learning issues and encourages diversity of approach in other matters

1.3 To ensure that student assessments are valid, authentic and reported appropriately

- a) Provide support to the Deputy Principal as relevant processes are enacted

1.4 To facilitate the productive use of Information Technology

- a) Consistently underline the importance of and encourages the use of emerging technologies to enhance learning

2. Student Wellbeing

2.1 To develop a full awareness of the work health and safety issues and procedures including all compliance issues

- a) Ensure that staff check classrooms and other facilities used by students for safety and appropriate presentation

- b) Consistently review, reflect and action the development and maintenance of a safe and supportive environment for all members of the School
- 2.2 To develop an understanding of all requirements of risk management
- a) Encourage staff to ensure that the School environment is free from hazards and that any issues relevant to safety are reported upon
 - b) Ensure that Department members are ready to implement relevant safety measures as required
- 2.3 To establish an overview of a student wellbeing framework for students in classes within Department area
- a) Respond to the needs, rights and contributions of all students and strive to ensure that expectations of students' abilities and potential are not limited by beliefs based on stereotypes and prejudices
 - b) Take action to eliminate discrimination and harassment between and among students
 - c) Be an effective role model for students
 - d) Consistently communicate and interact positively and effectively with parents/care givers and colleagues

3. Accountability to Students and Parents

- 3.1 Consistently attend regular school meetings as required by the School which provide the opportunity to discuss students
- 3.2 Ensure that Department staff are aware of specialist staff to assist them in support of students
- 3.3 Monitor teacher feedback to parents
- 3.4 Provide systems to encourage and supervise students who are behind with work requirements
- 3.5 Support staff in their management of students
- 3.6 Consistently monitor the quality of feedback from staff to students and parents
- 3.7 Always prepare Department staff, for parent/teacher evenings and support staff anticipating challenging parent interviews
- 3.8 Proactively assist with appropriate parent/student curriculum evenings
- 3.9 Respond promptly and effectively to parent enquiries and concerns/complaints when they involve concerns about a teacher within Department

4. Curriculum

- 4.1 Develop and implement a balanced curriculum to meet the needs of all students, which is learning-centred and acknowledged as an excellent model of its kind, in line with School, State and National policies
- 4.2 Ensures that the required curriculum documentation is complete and accurate, the syllabi and curriculum experiences are coordinated so that students progress seamlessly from one "level" of performance to the next
- 4.3 Completes and submits to the Director of Learning by the end of November a written review of a) Year 7&8 and b) Years 9&10 for the year just completed identifying any changes and/or updates required Scope, Sequence, Victorian Curriculum detailed Units of Work, teaching and learning practices (F-10)
- 4.4 Completes and submits a written review of the VCE results to the Director of Learning by the end of February in the following year identifying planned changes to teaching and learning strategies to improve student outcomes from Years 7-12.
- 4.5 Incorporates into the Department's document and classroom practice, aspects of; the General Capabilities of the Australian Curriculum, and Victorian Curriculum that are most appropriate to give students a depth of understanding
- 4.6 Implements and supports all school policies and practices relevant to curriculum as they apply to the Department and specifically following:
 - a) The utilisation of technologies within the Department's curriculum

b) Implementation of Continuous Online Reporting (VOS) in compliance with the School's Assessment and Reporting Policy;

- 4.7 Respond positively to parents' concerns when they are relevant to the Department's curriculum matters
- 4.8 Monitors the progress of the Australian Curriculum and Victorian Curriculum with relevance to the Department and keeps the Teaching and Learning Team informed of likely changes or adjustments required

5. Professional Development and Staff Learning

- 5.1 Support and encourage professional learning by all staff members within the Department
- 5.2 Induct and support new members of the Department.
- 5.3 Establish conditions that encourage and support innovation within the Department
- 5.4 Demonstrate a personal commitment to professional growth of all Department members
- 5.5 Maintain a sound and up to date knowledge of curriculum areas in which he/she practises
- 5.6 Strive to improve skills and performance of all staff

6. Staff Management

- 6.1 Actively participate in the Performance Appraisal process for all Department staff
- 6.2 Assists as requested in the selection of suitable staff for the Department
- 6.3 Be active within and familiar with the staff (group) who will make up the Department
- 6.4 Promptly identify issues that there may be for the total group or for individuals
- 6.5 Regularly review the Position Descriptions according to which staff in the Department are working
- 6.6 Outline for staff the support that he/she can/will provide as Head of Department
- 6.7 Monitor staff to assess when support is required and in what form
- 6.8 Monitor attendance, punctuality and preparation of staff
- 6.9 Monitor classroom interactions with the Department
- 6.10 Develop regular conversations with staff about their approach to their work
- 6.11 Clearly outline to staff the criteria upon which formal appraisal will be based
- 6.12 Provide timely and empathetic care for staff within the Department as appropriate
- 6.13 Liaise with the Deputy Principal in allocating staff to classes and in the planning of timetable structures that support curriculum programs.

7. General Administration

- 7.1 Review and make necessary adjustments to the Continuous online reporting templates for the following year by mid-October so that all is in readiness for the start of the new school year and data can be entered in good time
- 7.2 Represent the Department on the Teaching and Learning Team and participates in debate and discussion on matters presented, as well as contributes to the broad curriculum overview of the School
- 7.3 In March of each year present to the Director of Learning a report on the previous year's progress, challenges and achievements, including analysis and evaluation of the previous year's VCE results in the Department.
- 7.4 Conduct regular Department Meetings (as per published schedule) which support staff in their development of effective teaching and learning strategies
- 7.5 Encourage Department staff to:
 - a) maintain accurate student absentee records
 - b) maintain conduct and homework records as required
 - c) undertake documentation of non-submission of work etc.;
 - d) provide meaningful reports on student progress for parents and care givers
 - e) maintain accurate and comprehensive records of student achievement and performance
- 7.6 Co-ordinate an assessment schedule for each subject within the Department, at each year level.
- 7.7 Assist with examination arrangements, both internal and external, as required and overseeing all common testing conducted by the Department.
- 7.8 Contribute in a timely way, items for various School publications
- 7.9 Maintain minutes of Department meetings and forward these to the Director of Learning

- 7.10 In September each year, in consultation with the Director of Learning, prepare an annual plan for the future development of the Department, identifying key initiatives to be implemented over say the next three years. After the initial plan this continues or adapts in subsequent years
- 7.11 Attends regular meetings with the Director of Learning as scheduled
- 7.12 During Term 3, advise of booklist requirements for the following year

8. Promotion and Publicity

- 8.1 Increase greater engagement and interest in Department subjects amongst students
- 8.2 Maintain and develop the pursuit of enhancement and promotional programs such as excursions, incursions, competitions etc which provide a public face to the study
- 8.3 Write promotional materials for the Department as appropriate
- 8.4 Speak at both internal and external school events in promotion of the Department

9. School Events

- 9.1 Attend the School's Information Events and Open Days
- 9.2 Always attend allocated Schools Assemblies, Presentation Events etc.
- 9.3 Attend/coach allocated extra-curricular activities
- 9.4 Attend Camps as required

10. Resources

- 10.1 Secures adequate resources for the Department and in conjunction with the Finance team, monitor their efficient utilisation
- 10.2 By August each year, constructs, negotiate and apply for the Department budget
- 10.3 Authorise all expenditure of Department funds in accordance with approved authorisation limits and purchasing procedures.

Child Safety

Staff are responsible for supporting the safety and wellbeing of the School's students as follows:

- Behave as a positive role model to students, including through words, conduct and actions.
- Actively promote the safety, welfare and wellbeing of students.
- Provide a learning experience which is consistent with the School's and relevant professional or occupational codes of conduct, which supports students to achieve their personal best, and takes into account individual learning and behavioural needs.
- Act consistently (both in person and in the online environment) with the School's student safety and wellbeing strategies.
- Be vigilant and proactive with regard to student safety and child protection concerns, and take all reasonable steps to protect students from such harm (examples of which include, but are not limited to bullying, discrimination, grooming, harassment, neglect, sexual misconduct, sexual offences, physical violence, reportable conduct and victimisation).
- Encourage and support students who raise safety concerns (including about actual and suspected child abuse or reportable conduct).
- Provide age-appropriate supervision for students.
- Comply with any directions, guidelines, policies, procedures and rules promoted by the School with respect to student safety.

- Knowledge understanding and adherence to all School and staff obligations regarding student safety, including Ministerial Order 1359 – Child Safe Obligations other child safe requirements mandated by legislation (as amended from time to time).
- Commitment to providing a child safe environment and child safe conduct in all aspects of employment at the School.
- Comply with all aspects of the School's Child Protection Program, including the School's Child Safe Policy Statement and Child Safety Staff Code of Conduct.
- Willingness, understanding and ability to report student safety concerns in line with the School's policies (such as the Make a Report Procedure) and applicable mandatory reporting requirements.
- Complete annual training in Child Safety as required.

Professional Responsibilities

- Actively seek pedagogical knowledge through own professional reading, research and collegial partnerships.
- Genuine interest in working with young people and learning about their education and development.
- Work collaboratively as a member of the relevant team team to ensure best possible outcomes for students/staff/school.
- Actively engage in professional development activities and contribute to improved teaching methods, pastoral skills and knowledge.
- Actively engage in Team and Staff meetings.
- Adhere to and abide by the expectations set out in the Gippsland Grammar Guidelines for Professional Behaviour.
- All responsibilities attached to teaching class/es.
- Willingness to participate in and also encourage students to fully participate in the life of our School.
- Compliance with the School's OHS requirements and other requirements (including in respect to anti-discrimination), as mandated by legislation.

Pastoral

This position includes duties associated with a teaching role, including demonstrated empathy and skills in providing pastoral support to students within the pastoral care framework.

Liaise with Heads of Year/Heads of Department and teachers on the progress of each student to ensure a holistic approach to well-being and development.

Co-curricular

Be routinely involved in the co-curricular program, which may include activities that extend beyond the 'normal' school day.

Statement of Commitment to Child Safety

Creating and maintaining a student safe culture requires input from the entire School community. Our aim, is to provide a safe environment that aligns with the core values of academic care at Gippsland Grammar; compassion, leadership, excellence, respect and responsibility.

To achieve this, we promote a model of education where students are understood not just as learners, but as an integral part of the School and broader community. As such, we value wellbeing and resilience, celebrate diversity, and embrace a growth mindset, through classroom experiences, and in our approach to academic care, practices policies and procedures.

The commitments, values and principles which guide the School are further outlined in the School's Child Protection and Safety Policy (a copy of which is available on the School's website).

Gippsland Grammar is a student safe environment. Every student has a right to be safe, and at the School, we take a zero-tolerance approach to any behaviours that jeopardise student safety and wellbeing (including child abuse and reportable conduct). As such, preferred applicants will be subject to child protection screening, background and reference checks, verification of identity checks and must adhere to the School's student safe practices, as outlined in the Student Protection Program policies on the School's website.

All prospective employees will be informed about the School's child safety and wellbeing practices, including the Student Protection Staff Code of Conduct.

Key Selection Criteria

- a) Appropriate tertiary qualifications
- b) Significant experience teaching in the area of the Department
- c) Superior leadership skills
- d) Superior organisational and collaborative abilities
- e) Excellent written and communication skills
- f) Exemplary teaching skills
- g) Superior problem solving skills
- h) Ability to work well under pressure
- i) Ability to work independently, but also as part of a dynamic, creative and collaborative team.
- j) Proven track record that displays reliability
- k) Commitment to Anglican Education
- l) Commitment to Child Safety
- m) Ability and willingness to uphold and role model the School's values

This Position Description is a guide only, and is not intended to be an exhaustive or exclusive list of duties for this position.

Appendix 1 – Head of Department Specifics

It is expected that all incumbents hold appropriate tertiary qualifications in their subject area and have completed an approved Teaching course. Incumbents should have registration with the Victorian Institute of Teaching.

Visual Arts and Technology

It is expected the incumbent is able to teach relevant subjects to Year 12 level.

A set percentage of 12% of Level 9 on the School's salary scale is offered as a responsibility allowance together with a time allowance of 0.2FTE.

English

It is expected the incumbent is able to teach relevant subjects to Year 12 level.

A set percentage of 12% of Level 9 on the School's salary scale is offered as a responsibility allowance together with a time allowance of 0.2FTE.

Language

It is expected the incumbent is able to teach relevant subjects to Year 12 level.

A set percentage of 12% of Level 9 on the School's salary scale is offered as a responsibility allowance together with a time allowance of 0.14FTE.

Humanities/Commerce

It is expected the incumbent is able to teach relevant subjects to Year 12 level.

A set percentage of 12% of Level 9 on the School's salary scale is offered as a responsibility allowance together with a time allowance of 0.2FTE.

ISC

A set percentage of 12% of Level 9 on the School's salary scale is offered as a responsibility allowance.

Details of this role is within the Head of ISC position description.

Maths

It is expected the incumbent is able to teach relevant subjects to Year 12 level. At all year levels, Mathematics enrichment opportunities are possible including a number of external events.

A set percentage of 12% of Level 9 on the School's salary scale is offered as a responsibility allowance together with a time allowance of 0.2FTE.

Science

It is expected the incumbent is able to teach relevant subjects to Year 12 level.

A set percentage of 12% of Level 9 on the School's salary scale is offered as a responsibility allowance together with a time allowance of 0.2FTE.

Outdoor Education

It is expected the incumbent is able to teach relevant subjects to Year 12 level.

A set percentage of 6% of Level 9 on the School's salary scale is offered as a responsibility allowance.

PE and Health

It is expected the incumbent is able to teach relevant subjects to Year 12 level.

A set percentage of 12% of Level 9 on the School's salary scale is offered as a responsibility allowance together with a time allowance of 0.14FTE.

Director of Performing Arts

This is a dual role and the incumbent is expected to teach relevant subjects to Year 12 level.

A set percentage of 14% of Level 9 on the School's salary scale is offered as a responsibility allowance together with a time allowance of 0.4FTE.

Details of this role is within the Director of Music position description.