



## Position Information Description

# Head of Faculty (POR2)

### Reports To (Direct Line Manager):

- ▶ Director - Teaching & Learning
- ▶ Deputy Principal - Dean of Students
- ▶ Deputy Principal - Dean of Faculty

### Other Reporting Relationships:

- ▶ Head of House
- ▶ Mentor

## Rostrevor College

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Rostrevor is a Catholic College in the Edmund Rice Tradition, educating both day and residential students from Reception to Year 12. The College is owned and governed by the Trustees of Edmund Rice Education Australia (EREA) and conducted by the Principal.

## Vision

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In a community where boys thrive, Rostrevor inspires its students to achieve their personal best in all endeavours and to become men for others who make a positive difference in the world.

## Mission

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Inspired by the good news of Jesus Christ, Rostrevor College provides an excellent Catholic education for boys in the Edmund Rice tradition. Operating at the frontiers of contemporary educational practice, our approach is grounded in four Touchstones:

- Liberating Education
- Gospel Spirituality
- Inclusive Community
- Justice and Solidarity

Additional information regarding Rostrevor College can be found on the College website <http://www.rostrevor.sa.edu.au>

## Position Purpose

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The Head of Faculty will be, first and foremost, an exceptional classroom practitioner. Appointment to the position of Head of Faculty recognises that the person is able to undertake duties in relation to the administration, conduct and leadership of a team associated with the disciplines within the faculty. The Head of Faculty will have, as a basis of employment, the role of an Academic Teacher plus the additional duties that are specific to the role of Head of Faculty.

The Head of Faculty is responsible for particular academic areas and must exhibit a high degree of expertise in the subject area and provide inspiration to the teachers of the faculty.

The Head of Faculty must demonstrate and show judgement and initiative in a range of duties. They must be approachable, receptive to new ideas and receive cooperation from colleagues. They must have the confidence, respect, and cooperation of students.

The Head of Faculty is a teacher whose experience and personal scholarship serve as the basis for considered judgements. Teaching methods, and awareness and knowledge of the aims of the curricula, must promote positive student responses. As a teacher, the Head of Faculty must demonstrate the ability to establish sound standards of work and attitudes to study.

The Head of Faculty forms part of the Middle Management of the College and hence, must have an appreciation of the College's total educational program beyond their immediate subject field. Involvement in College activities and an understanding of the role in the school management process is an important component, as is the participation in professional development activities within the College. In short, the Head of Faculty participates in and contributes to 'whole school' policy creation and implementation.

The Head of Faculty, although accountable to the Principal for the professional development and coordination of curriculum within the faculty and the leadership of staff, must work in close collaboration with the Deputy Principal - Dean of Students, Deputy Principal - Dean of Faculty and the Director - Teaching & Learning who have the total overview of curriculum coordination within the College as their specific responsibility.

## Key Relationships

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### INTERNAL

- Report to the Director - Teaching & Learning
- Deputy Principal - Dean of Students
- Deputy Principal - Dean of Faculty
- Director - Wellbeing (Senior Years)
- Director - Wellbeing (Middle Years)
- Director - Wellbeing (Aboriginal & Torres Strait Islander)
- Coordinator - Admin and Student Programs
- Heads of House
- Liaise with the College Executive
- Liaise with all College staff
- Mentor

## EXTERNAL

- Parent(s)/caregiver(s) to facilitate learning by students
- SACE Board (as required)
- EREA Agencies (as required)

## Authority

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Expenditure authority in accordance with the defined College delegated framework. All expenditure requests to be directed to the Deputy Principal - Dean of Students, Deputy Principal - Dean of Faculty and Director - Teaching & Learning for appropriate approval.

All delegation limits, as resolved by the College Principal, to be adhered to on a transaction-by-transaction basis for sign off and annual budget allocations.

All other decisions and authorisations will need to be referred to the Deputy Principal - Dean of Students and/or Deputy Principal - Dean of Faculty.

## Key Responsibilities

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The Head of Faculty is responsible for their own professional development and that of their staff. To this end, the Head of Faculty:

- Keeps abreast of current developments in their area of specialisation.
- Encourages staff to be members of the appropriate professional subject associations.
- Conducts regular meetings with subject teachers. During these meetings, there is the discussion of current issues and the encouragement of teachers to show initiative and to help, share and learn from one another.
- Communicates relevant data about programmed regional and in-service meetings and plans for teachers to attend such meetings when appropriate.
- Structures interaction in the faculty to ensure that staff support and professionally develop each other.
- Demonstrates an exemplary attitude to the implementation of College policy, the maintenance of College tone and attention to essential records and to essential routine matters.

### **Curriculum Responsibilities:**

As the leader of a team of teachers, the Head of Faculty is responsible for curriculum development. To this end, the Head of Faculty:

- Organises, in conjunction with teachers of the faculty, the curriculum for each year level.
- Implements the syllabus in the faculty and advises and encourages teachers at the various stages of its implementation.
- Evaluates the current courses and makes recommendations to the Director - Teaching & Learning for curriculum revision and upgrading.
- Maintains records of forward planning.

- Organises and stimulates students to participate in appropriate contests and ensure that proper recognition is given for their efforts.
- Ensures the good use and upkeep for facilities, workshops and rooms used for the subject and/or which the faculty is responsible.
- Plans and negotiates to improve equipment and other teaching resources available to the teachers and students.
- Works collaboratively with the Head of the Ideas Centre to enhance the collection of resources for use by the faculty and students.
- Keeps abreast of current information concerning the subject from the SACE Board of SA.
- Annually reviews those parts of the curriculum handbooks and stationery requirements for subjects pertinent to the faculty.

### **The Learning Process:**

As the senior teacher in a subject area, the Head of Faculty is responsible for teachers' programs of work, the teaching of the program and the evaluation of student work. In order to meet these responsibilities, the Head of Faculty:

- Ensures, at the beginning of the academic year, that each teacher has a coherent program of work, assessment and programming guidelines and a satisfactory system of recording student progress.
- Works with teachers and leadership to develop pedagogy and processes of learning which are contemporary, relevant, and effective.
- Evaluates text and resources in use and reviews new resources and textbooks and that changes in resources are initiated in consultation with teachers.
- Teaches across a range of year levels over time to have an awareness of the wider needs of the subject.

### **Staff Leadership:**

As the leader of a team of teachers, the Head of Faculty is responsible for the development of harmonious working relationships within the area of responsibility. In order to achieve this, the Head of Faculty:

- Makes recommendations to the Director - Teaching & Learning regarding the allocation of teaching duties to staff, giving due consideration to teaching loads in terms of years and subjects, preparation and marking requirements, individual teacher interest and aptitude.
- Allocates duties to staff, including test setting and marking.
- Inducts new teachers at the College into expected classroom procedures and educational planning.
- Guides and counsels' staff in professional matters.
- Meets regularly and formally with the staff of the faculty.
- Arranges visits to classrooms of academic faculty members and takes a particular and supportive interest in new staff and beginning teachers.

### **Administration and Management:**

The Head of Faculty shall be responsible for the smooth running of the subject area. The Head of Faculty shall therefore ensure that information supplied is accurate and routine matters are handled properly.

This responsibility includes:

- Providing ample warning to the teachers involved when SACE Board Moderator visits are scheduled or Learning & Assessment Plans are due for approval.
- Consults on pre-requisites for admission to courses and for sequential courses.
- Prepares an academic faculty budget in consultation with the teachers and submits it by the due date.
- Approves all expenditure in their faculty and the maintenance of records of all purchases and funds available.
- Maintains an accurate inventory of faculty equipment.
- Prepares an annual report outlining all aspects of work in the faculty for the school year.
- Ensures that teachers within the faculty upload to the student portal Unit Plans, Assessment Plans and Context Sheets for all summative assessment tasks.
- Ensures that consideration has been given to students with Special Needs and that appropriate documentation exists to support modification and/or adjustments.
- Coordinates moderation meetings to ensure that teachers within the faculty have a common understanding of the assessment standards.
- Distributes assessment data and provides opportunity for teachers within the faculty to analyse the data to evaluate assessment practices and teaching strategies.
- Meets with the Director - Teaching & Learning individually and/or with other Heads of Faculty to discuss the progress and plans for the faculty and the development of the three-year objectives plan.

## Role Outcomes and Key Performance Indicators

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OUTCOME	KEY PERFORMANCE INDICATOR
<ul style="list-style-type: none"> <li>➤ Students taking subjects within the faculty are presented with logical, well-ordered, stimulating, and challenging programs with an optimum range of resources from which to learn.</li> <li>➤ Teachers of subjects within the faculty have access to latest directions and up-to-date information.</li> <li>➤ Assessment procedures and reporting formats in subjects within the faculty are compatible with system requirements, the school vision and with the stated goals and methodology of the subject area.</li> <li>➤ Teachers of subjects within the faculty handle routine administrative matters effectively and efficiently.</li> <li>➤ Induction, consultation, and support procedures are such that they meet the needs of individual teachers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are aware of all curriculum expectations, including assessment.</li> <li>➤ Teachers are aware of curriculum development, innovative educational practices, and appropriate pedagogies specific to their Key Learning Area.</li> <li>➤ All administration tasks are completed effectively and on time.</li> <li>➤ All College timelines and deadlines are adhered to.</li> <li>➤ Teachers are aware of all faculty requirements in so far as assessment weightings, assessment components, etc.</li> <li>➤ Teachers understand all accountability requirements and feel supported in their role as a teacher within your faculty.</li> </ul>

- Teachers of subjects within the faculty are given support, resources, curriculum assistance, leadership functions and responsibilities compensate with their role and psychological maturity, in order that students have the best possible learning environment.
- Effective communication channels are provided such that teachers are represented in the decision-making process and are provided with a forum in which to air their ideas, concepts, and concerns.
- The resources of the faculty are well cared for and used effectively and efficiently.
- Appropriate College records and documentation are kept and maintained.
- Appropriate information and data are available for parents and students via the College portal.
- Teachers, students, and parents are aware of where all curriculum, assessment and reporting documentation and information can be accessed from.
- Regular meetings are conducted, and minutes are published in a timely fashion.
- Students and teachers are confident with the use of resources associated with the faculty and care for them.
- Faculty records and documentation is accessible by the appropriate groups, e.g., students, teachers, and parents.
- Opportunities are provided for teachers to evaluate their teaching, reflect on assessment practices and pedagogies.
- Curriculum is aligned with and can be mapped according to the Australian Curriculum or SACE Subject Outlines or other sector-agreed frameworks.
- Students engage in learning and do not disrupt the learning of others.

## Person Specification

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### ESSENTIAL

- Tertiary qualifications appropriate to the position.
- Personal goals and objectives consistent with the values and ethos of the College.
- Preparedness to be committed to the total educational program of the College within the limits of personal expertise.
- Demonstrated commitment to personal professional development throughout career to date.
- Familiarity with IT and technology related to the teaching and delivery of the curriculum.
- Highly developed time management and communication skills consistent with the performance of the role.

### DESIRABLE

- Relevant experience appropriate to the position.
- Post-Graduate studies in chosen field.
- Experience in leading a team of teachers.
- Experience of teaching boys and an awareness of the specific learning needs of boys in relation to literacy and numeracy.
- Capacity and willingness to teach Religious Education and/or be involved in the formal Religious and Spiritual programs of the College.

## Child Protection Awareness

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Rostrevor College assures the right of every member to a safe environment and the responsibility of every person to promote safe practices. Rostrevor College is committed to Child Protection and protective practices. This includes responsibility of the College's employees for Child Protection. Rostrevor College's Child Protection Policy is available on the College portal.

Child-Safe Environments: Responding to Abuse & Neglect training is now a compulsory certificate for all staff working in a school environment and all staff need to attend 3-yearly updates.

## Work Health & Safety Requirements

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As a Worker, while at work, you must:

- Take reasonable care for your own health and safety.
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons.
- Co-operate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer.

**Reference:** Division 4, Section 27 and 28 WHS Act 2012.

## Pay Specifications

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The incumbent will receive the appropriate salary with entitlements to sick leave, holiday pay and holiday loading as set out in the Letter of Offer. The College will make contributions from its funds to the Non-Government Schools Superannuation Fund or an alternate nominated approved superannuation fund in accordance with the Superannuation Legislation and Award obligations.

## Specific Requirements

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Acquire and maintain:

- Police Clearance to work in Catholic Education SA.
- Approved Child-Safe Environments Responding to Abuse & Neglect: Education and Care training.
- First Aid training.
- Registration as a teacher with the SA Teachers Registration Board.
- Accreditation to teach in a Catholic School in SA.

## Acknowledgement

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I have read and understand the requirements of this position. I acknowledge that this *Position Information Description* has been designed to indicate the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks, and outcomes.

Employee: \_\_\_\_\_

Principal: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_