



POSITION DESCRIPTION

Position:	Director of Faculty
Immediate Supervisor:	Deputy Principal - Learning and Innovation
Subordinates:	Faculty Staff
Award/Agreement:	Independent Schools NSW Teachers (Hybrid Model) Multi-Enterprise Agreement 2017
Classification:	Coordinator 2

OUR VISION

Lindisfarne Anglican Grammar School is a high quality, Independent, Anglican co-educational Grammar School that serves the southern Gold Coast, Tweed Coast and northern New South Wales. We seek to provide the distinctive identity, relationships, learning and leadership that support our staff and families to work together to meet our high expectations for the achievement and holistic development of our students in our local, national and international communities.

OUR VALUES

Within our Anglican tradition, we value:

- **Compassion:** Building genuine relationships through generosity of spirit and care for others.
- **Wisdom:** Gaining the knowledge, understanding, skills and character that comes from learning.
- **Respect:** Appreciating all within our environment and leaving an honourable legacy for those who follow.

OUR CULTURE

We cultivate learning through relationships, expert teaching, educational research and innovation that focus on:

- Leadership
- Standards
- Collaboration

OUR STRATEGIC DOMAINS

- **Achievement**

Our Aspiration: A great school privileges the disciplined pursuit of achievement; encourages challenging individual and collective goals; asserts confidence in the capability of all to be successful and seeks out the best processes by which this might be attained; and measures its effectiveness in attaining the best possible outcomes.

- **Relationships**

Our Aspiration: A great school builds robust and resilient learning relationships within supportive environments that inspire learners to grow in knowledge, skills and character so that they are equipped, empowered and enabled to assume responsibility for making a positive contribution to the world.

- **Communication**

Our Aspiration: A great school listens to its community carefully and consistently, connecting and communicating with it by creating a credible narrative of the school that honours the legacy of its past, frames the complexity of its present and projects a compelling rationale for a preferred future that serves 21st century learning needs.

- **Initiatives**

Our Aspiration: A great school invests significant hope, resources and commitment into research and development by planning, conducting and evaluating intentional projects and initiatives that are aligned to the school's mission, realise the school's vision and demonstrate the school's values in action.

- **Reputation**

Our Aspiration: A great school earns a strong reputation as a great school that exceeds expectations with relation to the quality of its outcomes; the efficiency and efficacy of its processes; its engagement with its community; the consistency of application of its ethos; and the execution of its strategy across the domains of achievement, relationships communications and initiatives.

THE ROLE

The Director of Faculty is accountable for the curriculum and quality of learning and teaching within the specific Faculty area. In this respect, the Director of Faculty 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 Faculty.

This position of responsibility is in addition to the normal day to day teaching tasks and therefore has a monetary allowance and a time release appropriate to the role. 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 Lindisfarne Anglican Grammar School.

The Director of Faculty reports to and operates within the general direction of the Deputy Principal - Learning and Innovation. The Deputy Principal works in conjunction with the Director of the Sub-School in relation to Director of Faculty with a K-Year 12 student age range.

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

FREEDOM TO ACT / AUTONOMY

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

RESPONSIBILITIES AND ACCOUNTABILITIES

Key Areas of Activity: Key Performance Indicators:

1. Teaching Practice

a) ***Provides detailed direction and leadership to develop and implement contemporary and diverse pedagogical practices to suit the educational needs of students***

Key Performance Indicators

- Demonstrates a sound and current knowledge of the subject areas within which he/she practices
- Consistently demonstrates leadership within the areas covered by the Faculty
- Models consistent and effective plans for all classes
- Encourages and provides 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 Faculty
- Monitors student academic results regularly and conducts both formal and informal conversations with relevant staff
- Consistently refers to external and internal data (Data Analysis) in reviewing teaching approaches to cohorts and individuals (NAPLAN/NSW)
- Models and demonstrates a range of effective teaching methods, taking into account each individual student's learning styles
- Consistently encourages staff to achieve their personal best in their teaching practice
- Consistently promotes independent student learning
- Consistently promotes co-operative and collaborative student learning
- Demonstrates essential teaching skills which include exposition, questioning, discussion, giving instructions and explanations and provides guidance to staff to implement
- Consistently strives to ensure participation of all students in the learning process
- Establishes structures and processes within the Faculty to achieve a productive and positive learning environment for all students
- Encourages staff to foster and develop positive relationships between and with students
- Monitor intervention strategies to assist students who are struggling
- Regularly monitors, reviews and responds to the effectiveness of the learning program

b) ***Facilitates 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***

Key Performance Indicators

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

c) ***Ensures that student assessments are valid, authentic and reported appropriately***

Key Performance Indicators

- Provides support to the Deputy Principal as processes are enacted

d) ***Facilitates the productive use of Information Technology***

Key Performance Indicators

- Consistently underlines the importance of and encourages the use of emerging technologies to enhance learning

2. Pastoral Care

- a) *Develops a full awareness of the work health and safety issues and procedures including all compliance issues***

Key Performance Indicators

- Ensures that staff check classrooms and other facilities used by students for safety and appropriate presentation
- Consistently reviews, reflects and actions the development and maintenance of a safe and supportive environment for all members of the School

- b) *Develops an understanding of all emergency policies and procedures***

- c) *Develops an understanding of all requirements of risk management***

Key Performance Indicators

- Encourages staff to ensure that the School environment is free from hazards and that any issues relevant to safety are reported upon
- Ensures that Faculty members are ready to implement relevant safety measures as required

- d) *Establishes an overview of a pastoral framework for students in classes within Faculty area***

Key Performance Indicators

- Responds to the needs, rights and contributions of all students and strives to ensure that expectations of students' abilities and potential are not limited by beliefs based on stereotypes and prejudices
- Takes action to eliminate discrimination and harassment between and among students
- Is an effective role model for students
- Consistently communicates and interacts positively and effectively with parents/caregivers and colleagues

3. Accountability to Students

Key Performance Indicators

- Consistently attends regular school meetings as required by the School which provide the opportunity to discuss students
- Ensures that Faculty staff are aware of specialist staff to assist them in support of students
- Monitors teacher feedback to parents
- Provides systems to encourage and supervise students who are behind with work requirements
- Supports staff in their management of students
- Consistently monitors the quality of feedback from staff to students and parents

4. Accountability to Parents

Key Performance Indicators

- Always prepares Faculty staff for parent/teacher evenings
- Always supports staff anticipating challenging parent interviews
- Proactively assists with appropriate parent/student curriculum evenings
- Responds promptly and effectively to parent enquiries and concerns/complaints when they involve concerns about a teacher within Faculty

5. Curriculum

- a) ***Develops and implements a balanced curriculum to meet the needs of all students, which is learning-centred and acknowledged as an excellent model of its kinds, in line with Lindisfarne Anglican Grammar School, State and National policies***

Key Performance Indicators

- Consistently reinforces current curriculum and promotes awareness of current trends in Education with staff
 - Explores innovative curriculum additions and/or changes and promotes these
 - Assists promptly with the preparation and presentation of School curriculum documentation as required
 - Continues to update knowledge on particular subject areas
- b) ***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***
- c) ***Completes and submits to the Deputy Principal a written review for the year just completed identifying any changes and/or updates required in the Scope and Sequence, Units of Work, teaching and learning practices in Years K-12***
- d) ***Completes and submits a written review of the NSW results to the Deputy Principal identifying planned changes to teaching and learning strategies to improve student outcomes from Years K-12***
- e) ***Incorporates into the Faculty's document and classroom practice, aspects of the New South Wales Curriculum that are most appropriate to give students a depth of understanding***
- f) ***Implements and supports all school policies and practices relevant to curriculum as they apply to the Faculty and specifically following:***

Key Performance Indicators

- The utilisation of technologies within the Faculty's curriculum
 - Implementation of reporting in compliance with the School's Assessment and Reporting Policy
 - Implementation of Higher Order Thinking Skills to assist student learning
 - Implementation of a Personalised Learning approach
- g) ***Responds positively to parents' concerns when they are relevant to the Faculty's curriculum matters***
- h) ***Monitors the progress of the Australian Curriculum and New South Wales Curriculum with relevance to the Faculty and keeps the Teaching and Learning Coordinator informed of likely changes or adjustments required***

6. Professional Development

- a) ***Supports and encourages professional learning by all staff members within the Faculty***

Key Performance Indicators

- Demonstrates a personal commitment to professional growth of all Faculty members
 - Maintains a sound and up to date knowledge of curriculum areas in which he/she practises
 - Strives to improve skills and performance of all staff
 - Actively participates in the Performance Appraisal process for all Faculty staff
- b) ***Establishes conditions that encourage and support innovation within the Faculty***

7. Staff Management

a) ***Assists the Principal and others as requested in the selection of suitable staff for the Faculty***

b) ***Complement of staff***

Key Performance Indicators

- Is active within and is familiar with the staff who will make up the Faculty
- Promptly identifies issues that there may be for the total group or for individuals
- Regularly reviews the Position Descriptions according to which staff in the Faculty are working

c) ***Staff Support***

Key Performance Indicators

- Outlines for staff the support that he/she can/will provide as Director of Faculty
- Monitors staff to assess when support is required and in what form

d) ***Staff Performance***

- Informal Appraisal
- Formal Appraisal

Key Performance Indicators

- Monitors attendance, punctuality and preparation of staff
- Monitors classroom interactions with the Faculty
- Develops regular conversations with staff about their approach to their work
- Outlines clearly the criteria upon which formal appraisal will be based
- Plays an effective role in formal appraisal

e) ***Pastoral Care***

Provides timely and empathetic care for staff within the Faculty as appropriate

8. Supporting the School Vision and Ethos

- Consistently adheres to School policy and procedures
- Consistently adheres to and promotes the School's values and goals/aims
- Consistently demonstrates support for the ethos of the School

9. General Administration

a) ***Represents the Faculty and participates in debate and discussion on matters presented to directors, as well as contributes to the broad curriculum overview of the School***

b) ***In March of each year presents to the Deputy Principal a report on the previous year's progress, challenges and achievements, including analysis and evaluation of the previous year's NSW results in the Faculty.***

c) ***Conducts regular Faculty Meetings (as per published schedule) which support staff in their development of effective teaching and learning strategies***

Key Performance Indicators

- Encourages Faculty staff to maintain accurate student absentee records
- Encourages Faculty staff to maintain conduct and homework records as required
- Encourages documentation of non- submission of work etc.
- Encourages staff to provide meaningful reports on student progress for parents and care givers
- Assists with examination arrangements, both internal and external, as required

- Encourages staff to maintain accurate and comprehensive records of student achievement and performance
- Contributes in a timely way, items for various Schools' publications
- Maintains Minutes of Faculty Meetings and forwards these to the Deputy Principal

d) *Maintains a record of these meetings*

e) *In September each year, in consultation with the Deputy Principal, prepares an annual plan for the future development of the Faculty, identifying key initiatives to be implemented over say the next three years. After the initial plan this continues or adapts in subsequent years*

f) *Attends regular meetings with the Deputy Principal as scheduled*

10. Promotion and Publicity

a) *Increases greater engagement and interest in Faculty subjects amongst students*

b) *Maintains and develops the pursuit of enhancement and promotional programmes such as excursions, incursions, competitions, etc which give a public face to the study*

Key Performance Indicators

- Attends "special events" as required by the School
- Assists and is actively involved with Open Mornings / Tour Opportunities as required
- Writes promotional materials for the Faculty as appropriate
- Speaks at both internal and external school events in promotion of the Faculty

11. Special Events

- Always attends the School's Information Tours or Open Days if requested
- Always attends allocated Schools Assemblies, Presentation nights etc.
- Attends all relevant Parents' Nights
- Attends/coaches allocated extra-curricular activity
- Attends Camps as required

12. Resources

a) *Secures adequate resources for the Faculty and monitors their efficient utilisation*

- Efficient and timely applications for resources at the appropriate time

b) *Constructs, negotiates and applies for the Faculty budget and ensures efficient utilisation*

- Efficient and timely application for budget allocation
- Effective prioritisation of budget items

13. Other Duties

Any other duties described by the Deputy Principal from time to time

- KPI's as provided by the Deputy Principal as a consequence of any additional duties assigned

Special Requirements

- Out of hours work will be expected

Qualifications and Experience

- Appropriate tertiary qualifications
- Significant experience teaching in the area of the Faculty

Key Competencies

- Superior leadership skills
- Superior organisational and collaborative abilities
- Excellent written and communication skills
- Exemplary teaching skills
- Superior problem solving skills

Personal Attributes

- Empathetic
- Reliable
- Thorough
- Patient
- Decisive

KEY CONSIDERATIONS

A member of the Lindisfarne Anglican Grammar Team is:

- Emotionally intelligent
- A strategic and visionary thinker
- A successful communicator
- A goal orientated achiever
- A sensible risk taker
- A capable decision maker
- A resourceful facilitator
- A visible role model
- A life-long learner
- An astute and agile leader

WORKPLACE HEALTH AND SAFETY

All staff are responsible for their own health and safety and for the health and safety of any other person around them. They have a responsibility to comply with all statutory health and safety rules applying to their position and must therefore:

- Read and understand all School Health and Safety regulations applying to their position.
- Comply with standard working practices to ensure all work is performed in a safe manner within the extent of their control over the work situation.
- If within their authority to do so, take personal action to eliminate, avoid or minimise hazards of which they are aware.
- Comply with all workplace health and safety instructions.
- Make proper use of relevant safety devices and personal protective equipment.
- Seek information and advice where necessary before carrying out new or unfamiliar work.
- Maintain dress standards appropriate for the work being done and wear uniforms if supplied.
- Be familiar with emergency and evacuation procedures and the location, and use, of emergency equipment.
- Bring to the attention of their immediate Supervisor any sub-standard situation or procedure they observe.

PERFORMANCE INDICATOR

Areas of responsibility must be met as an indication of performance and failure to meet these may lead to a performance review.

Note: This Position Description must be read in conjunction with the full Strategic Intent document of the School.

The duties and responsibilities of the Director of Faculty may vary from time to time at the discretion of the Principal.

I have read and fully understand the contents of the Position Description.

Director of Faculty

Principal

Signed: _____

Signed: _____

Date: _____

Date: _____