Dean of Studies

POSITION DESCRIPTION

<table>
<thead>
<tr>
<th>Position:</th>
<th>Dean of Studies</th>
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<tbody>
<tr>
<td>Immediate Supervisors:</td>
<td>The School Principal</td>
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<td></td>
<td>Assistant Principal – Head of Secondary</td>
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<tr>
<td>Subordinates:</td>
<td>Directors and Teachers within faculty areas</td>
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<tr>
<td>Award/Agreement:</td>
<td>Independent Schools NSW (Teachers) Multi-Enterprise Agreement 2011-2014</td>
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<tr>
<td>Classification:</td>
<td>CO 3</td>
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<tr>
<td>Release from Teaching:</td>
<td>Refer to the School Principal</td>
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The Position:
The Dean of Studies is considered to be the Academic leader of the School for Year 7 to Year 12. The primary focus of the role is to provide academic stewardship, analysis, staff leadership and policy governance to ensure that all students excel. Additionally, the Dean has the following responsibilities.

- Translating the goals and mission of the School into measurable key academic outcomes.
- Supporting the development of Lindisfarne Anglican Grammar School as a learning organisation for both staff and students. That is, an organisation that not only provides opportunities for learning but reflects deeply on its mission and learns to improve.
- Management and development of all academic requirements from Year 7 to Year 12.
- Management and development of the Academic Timetable for Year 7 to Year 12.
- Provide strategic leadership for all academic staff to ensure the School maintains its academic excellence.
- Management of HSC best practice learning to ensure that all Stage 6 students excel in the HSC.
Responsibility 1

Responsibilities related to the Lindisfarne Anglican Grammar School Mission and our educational approach titled the Lindisfarne Learning Framework

• You must take steps to engage students, staff, and community in helping shape, and come to 'own', the mission and the principles of the Lindisfarne Learning Framework.

• Identify opportunities for the mission and the Lindisfarne Learning Framework competences and accomplishments to be embedded within the curriculum.

• Determine how the Lindisfarne Learning Framework and teaching programs will be assessed within Year 7 – Year 12 with the assistance of the Faculty Directors.

• Work with the Faculty Directors to identify observable indicators in teaching programs and classroom teaching that demonstrate the desired outcomes are receiving proper attention.

• Identify and implement evidence-based, authentic, pedagogy across all faculties.

• Ensure that the strategic intent of the Lindisfarne Learning Framework is communicated and shared across the whole school community through regular communication with staff, parents and students through the newsletter, subject information evenings and academic counselling/career services.

Responsibility 2

Responsibilities related to an Engaging, Contemporary Curriculum

• Manage the academic requirements of the National Curriculum to assist Directors to discern the outcomes worth prioritizing for student understanding and the direction needed for student inquiry into those outcomes.
• Ensure all faculties scrutinise the outcomes of the National Curriculum as a basis for identifying the most effective learning strategies needed to provide evidence of students' understanding and their ability to apply the learning identified by the National Curriculum. Assist Directors to identify cornerstone learning tasks and to select and develop relevant rubrics.

• Ensure the School is consistently compliant with the Board of Studies requirements by acting as the liaison officer in the effective management of registering students and the completion of ‘All My Own Work’.

Responsibility 3

Responsibilities related to Assessment

• Ensure that all Faculty Directors have managed the scoring of student work together amongst faculty staff, explored disagreements about quality of work, and put in place a system for ensuring better cross-teacher consistency in grading.

• Manage the Year 7 to Year 12 Assessment Program through the development and maintenance of Assessment Booklets, Assessment Planners and Exam Block scheduling.

• Ensure that Stage 6 students are fully aware and prepared for the requirements of HSC assessments.

• Ensure that assessments involve higher-order thinking and explanation, not simple recall questions.

• Manage the student academic application process for extensions, illness and misadventure.

• Manage the "critical friend" peer reviews of curriculum units, course maps, teacher-developed lessons, cornerstone assessments, and companion rubrics.

• Ensure curriculum units of work are designed from the start to cater for the diverse needs of learners. This includes ensuring that:
  • Teachers represent information in multiple formats and media.
  • Teachers provide multiple pathways for students action and expression.
Teachers provide multiple ways to engage students interest and motivation.

Responsibility 4

Responsibilities related to Results (Gap Analysis)

• Manage the school student reporting process, in particular the academic aspects, and develop a continued improvement plan.

• Ensure that every teacher understands that their job is to work toward the mission and goals by identifying and working on closing the inevitable gaps between:
  o Mission and reality,
  o Learning principles and teacher practice between the desired learning results and actual performance by students on measures that matter.

• Create and model practices, policies, and structures that proactively problem solve identified gaps, and ensure all staff 'own' the problem of closing the gaps.

• Manage the continual monitoring of student achievement and progress against mission and standards, propose research and interventions, and present your findings to staff on a regular basis.

• Regularly examine results from a variety of sources, including:
  o External tests,
  o School based assessments,
  o Samples of student work, and
  o Feedback from staff, students, parents, alumni, and the community about what is working and what isn't.

• Manage the regular review of results, followed by research, development, and planning for improvement.

• Ensure that policies are put in place whereby teachers seek, via regular surveys, and act on credible feedback from students and parents and report on their findings to other staff in team/department meetings.

• Manage the process for Faculty Directors and their staff to develop and implement an action research project with one or more colleagues, based
on the Lindisfarne Learning Framework, which addressed the following questions:
  o What is working well in the Faculty/Stage?
  o What isn't working?
  o What do you propose to do about it?
  o What resulted from your action research?

Responsibility 5

Leadership of Staff

• Organise and lead the Faculty Directors meetings.

• Assist in the process of hiring of teaching staff in line with an expectation of continuous improvement. Make sure that the selection process identifies successful applicants as those who are able to ensure successful student learning in line with the Lindisfarne Learning Framework.

• Provide opportunities for rich professional conversations, and helpful feedback and guidance shared across the School.

• Identify and develop structures to enhance a culture of learning which supports analysis, research, and improved student performance in every faculty area.

• Support each Faculty Director to develop a personal and faculty wide Professional Learning Plan together with a Faculty Strategic Plan.

• Communicate to all staff that continuous learning is an expected part of their jobs, and identify, orchestrate and support varied opportunities for ongoing, job-embedded, and results-oriented professional development.

• In conjunction with the Director of Professional Learning, proactively assist Faculty Directors to keep abreast of current information about teaching and learning.

• In conjunction with the Director of Professional Learning, ensure that all Faculty Directors engage in and provide to their staff professional development opportunities.
• Assist as required in the appraisal of teacher performance, through both formal and informal means, and provide helpful feedback to enhance staff effectiveness.

• Ensure that you regularly visit classrooms and learning in action so you are aware of the teaching and learning occurring across all year levels from Year 7 to Year 12.