



Churchie.

ESTABLISHED IN 1912

POSITION DESCRIPTION AND SELECTION CRITERIA

Position Title:	Head of Faculty – Humanities (Years 10 to 12)
School:	Senior School (Years 7 to 12)
Department:	Faculty of Humanities
Reports To:	Deputy Headmaster - Academic
Type of Employment:	Full-time, five year contract
Date:	August 2017

BACKGROUND

Organisational Environment

The Anglican Church Grammar School (Churchie) is an independent School for day boys and boarders with 1800 students from Reception to Year 12.

Since its inception in 1912 Churchie has pursued a philosophy of preparing students to be well-balanced men, contributing positively to the community. This pursuit is characterised by our emphasis on the four tenets of our education programme: scholastic attainment, spiritual awareness, personal growth and community service. The School's academic programme has implemented the latest National Curriculum and is tailored to assist each student reach his potential. Our aim is to offer world-class educational programmes that facilitate lifelong learning, by optimising opportunities for leadership, creative excellence, and participation for every student. This combination of academic emphasis and an expectation of high standards of personal discipline will provide the best platform for success for all our students. As a member of the Great Public Schools (GPS) Association, Churchie participates in a range of academic, sporting and cultural competitions against other long-standing Brisbane schools.

As a community we strongly desire to work in partnership between the student, the parents and the School. We are constantly reviewing our performance and are more effective for the input from this partnership. Creativity and innovation, which bring about change, are a constant, as our young men deserve the best education we can provide.

Information for Prospective Staff

Information can be found at www.churchie.com.au



DUTY STATEMENT

Primary Purpose of Position

The Senior School Head of Faculty Humanities is an inspirational educational leader who is responsible for creating a culture of excellence in teaching and learning in a vibrant Faculty, whilst advancing the tenets of the School. They will be strong in leading a performance agenda, whilst being data-driven and people-focussed, with a strong desire to maximise achievement for all students through innovation and continual improvement. The Senior School Head of Faculty Humanities is supported by subject coordinators in the areas of Modern History, Ancient History and Geography, depending on their individual field of expertise.

The Senior School Head of Humanities reports directly to the Deputy Headmaster (Academic) and works closely with the Deans of Studies in the Senior School, the Dean of International Baccalaureate Diploma Programme and the Head of Humanities (Years 7-9).

Please note the School reserves the right to alter this position description based on operational needs.

Key Accountabilities

Strategic Imperatives

The Senior School Head of Faculty Humanities is accountable for the leadership and management of the Humanities Faculty. As a leading academic institution, the Faculty of Humanities recognises that scholarly pursuits and academic attainment lie at the core of our School and that our young men will need to be well prepared to compete in a global community where agility, innovation and emotional intelligence will be paramount.

Leadership and management

The Senior School Head of Faculty Humanities holds overall responsibility for the strengthening of academic standards, curriculum design and implementation by Faculty staff, pedagogies appropriate to twenty-first century adolescent males, rigorous and fair assessment, internal moderation and academic reporting. The Senior School Head of Faculty Humanities is expected to routinely monitor and counsel when necessary, each young man's academic achievement and ability in the light of his classroom work ethic, academic profile and emotional intelligence data, such that the academic outcomes for the student are optimized.

The Senior School Head of Faculty Humanities is expected to support the Faculty staff in the classroom by monitoring, encouraging and intervening, as required, to ensure that students reflect the stated Behavioural and Learning Values of Churchie. They will provide specific timely direction and leadership for the Faculty team to achieve School imperatives around contemporary, relevant and diverse pedagogical practices, pedagogy agendas, through in-class informal pastoral care, maintenance of standards in dress, demeanour and academic progress, interaction with parents and maintenance of records in Synergetic and on the student file.



In the event that a Head of Department/Subject Coordinator is appointed, then the Senior School Head of Faculty Humanities may designate and oversee curriculum tasks to this person.

The Senior School Head of Faculty Humanities will uphold the Christian ethos of the School relating in a positive manner with students in the Faculty from Years 10 to 12.

SCHOLASTIC ATTAINMENT

1. *Instructional Leadership*

- Be an outstanding classroom teacher, as evidenced by the AITSL Professional Standards for Teachers, and serve as a model for colleagues through professional practice;
- Accept ultimate responsibility for the quality of teaching across the Faculty;
- Produce exemplary teaching resources, to inspire and lead colleagues in their own teaching;
- Offer colleagues an opportunity to observe his/her own classroom practice on a regular basis;
- Work with the Director of Innovation in Learning to design optimum learning spaces and integrate this into the Faculty's practice;
- Conduct regular Faculty meetings to ensure that Faculty members are informed about School curriculum matters and progress Faculty agenda;
- Attend and actively participate in Heads of Faculty Meetings with a focus on improving systems and processes; exploring new opportunities for boys to both excel and be recognised; and, sustain collegial relationships with those on the Heads of Faculty team;
- Develop an annual Faculty budget.

2. *Curriculum Development*

- Use Churchie's Effective Thinking Framework as the basis for rigorous and leading units of work in all classes in the Faculty;
- Develop and lead curriculum as per the Australian Curriculum guidelines, the new QCE English Syllabus and the International Baccalaureate Diploma Programme;
- Meet frequently with, and oversee all work of Subject Coordinators in the Faculty;
- Ensure all content on myChurchie is current, quality-assured and is accessible at the right times to the correct audiences;
- Coordinate Excursion Requests in conjunction with the relevant Dean of Studies and/or Deputy Head of Senior School;
- Present at a recognised professional association conference or contribute as a writer to a professional journal at least once per year;
- Lead the development and engagement of learning resources on myChurchie in the Faculty;
- Under the leadership of the Dean of Studies (Years 10-12) and the Deputy Headmaster (Academic) deliver QCS preparation such that Senior School students in the subject/s are familiar with the Common Curriculum Elements by name through overt identification in both learning activities and assessment.



Track CCEs in assessment tasks to expose areas for improvement at subject level.

- Track the cognitive verbs in the QCAA syllabi and the command terms in the International Baccalaureate Diploma Programme syllabi.

3. *Teacher Development*

- Develop annual Faculty Goals for the Deputy Headmaster (Academic) that are aligned to the School's strategic imperatives;
- Meet with all staff in the Faculty to set personal and professional goals for the coming year as part of the Australian Teacher Performance Development Framework (ATPDF), including an analysis of Professional Development needs;
- Supervise the induction of all beginning teachers and new teachers within the Faculty, which may need to take place outside of Term time;
- Provide lesson observation feedback to each teacher within the Faculty at least once per term, in line with the Professional Standards for Teachers and Churchie Learning Framework;
- Act as an appraiser in the Churchie Teacher Appraisal process as delegated by the Deputy Headmaster (Academic);
- Liaise with the Deputy Headmaster (Academic) and the Deans of Studies during the timetabling process;
- Participate on interview panels as appropriate and as directed by the Deputy Headmaster (Academic) and Human Resources;
- Engage in professional conversations to identify professional development needs of the Faculty and advocate on their behalf;
- Consider submissions by Faculty colleagues for professional development and in-service opportunities ensuring that those supported align with School and Faculty strategic directions and/or operational imperatives, ensuring that classes are not adversely impacted by the absence.

4. *Assessment and Reporting Quality Assurance*

- Supervise the production of all assessment items produced in the Faculty;
- Ensure comment banks and Synergetic markbooks are accurate and complete;
- Compile Assessment Schedule and Block Exam Roster information for all subjects in the Faculty, in conjunction with the relevant Deans of Studies;
- Chair assessment design, benchmarking and final moderation meetings for all assessment items;
- Process "Applications for Extension/Reschedule of Exam" in conjunction with the Deans of Studies;
- Oversee the "Request for re-mark" process in conjunction with the relevant Deans of Studies;
- Act as Chief Supervisor in all Block Exams for relevant subjects at the end of each term;
- Ensure Assessment Protocols are adhered to in the administration of the assessment programme;



- Prepare relevant QCAA Submissions for Year 11 and Year 12, in accordance with instructions from the Dean of Studies (10-12);
- Prepare relevant IBDP submissions, in accordance with instructions from the Dean of the International Baccalaureate Diploma Programme;
- Take a lead role in the preparation of student cohorts for high-stakes external testing , reporting to the relevant Deans of Studies and Deputy Headmaster (Academic);
- Check that reporting data for the Faculty is complete and accurate at the end of each term;
- Monitor student Academic Reports each term and conduct formal/informal conversations with stakeholders on a case-by-case basis;
- Sign-off on the completion and accuracy of Academic Reports in the subjects in the Faculty.

5. Data Informed Practice

- Take a lead role in educating staff in the analysis and evaluation of available data sets (e.g. NAPLAN, QCS, Allwell, ACER, EI and GPA) in the School;
- Analyse 'Performance' vs 'Ability' graphs to further support student achievement;
- Evaluate trends in 'A+' to 'E-' data in each subject and intervene where necessary;
- Using 'performance' and 'ability' data, work with the Deans of Studies where directed, to form classes at the beginning of each year;
- Use diagnostic, formative and summative achievement data to make adjustments where necessary to academic programmes;
- Set goals for Faculty performance and track achievement against these goals over time;
- Review student progress from one semester to the next in the light of School policy and advising the Deans of Studies accordingly and in a timely manner;
- To identify and respond to boys who have need for learning support in collaboration with the Learning Support teacher.

6. Communication and feedback

- Maintain a written record of Faculty meetings to circulate to the Deputy Headmaster (Academic);
- Ensure that all communication (verbal, email, letters) is appropriately helpful and professional; engage in school-based and local professional forums and ensure that the Deputy Headmaster (Academic) is briefed on matters of import in a timely manner;
- Respond to parent communications in a timely and professional manner by appointment, email or telephone, seeking to understand the specific situation of each young man to inform better management of the student as an individual;
- Be readily available to boys in the Faculty on school days, both before school, recesses and after school for a reasonable time period or by appointment;



- Be visible and active in Senior School classes during unscheduled teaching periods to monitor and support staff in the Faculty, informally monitoring delivery of curriculum and implementation of school initiatives;
- Be visible and active in Senior School classes during unscheduled teaching periods to informally connect with boys in the subject, monitor and manage as necessary the adherence of the boys to the stated Behavioural and Learning Values of Churchie.



PERSONAL GROWTH

- Support Faculty colleagues and students in the Faculty by providing low-level counselling to boys in each Faculty Subject on matters of academic improvement;
- Encourage a high work ethic, collegiality, endeavour and good humour in Faculty staffroom;
- Contribute to meetings with parents and other stakeholders of boys in Faculty subjects, tabling accurate information to assist the stakeholders to make informed decisions;
- Contribute to the School's Co-curricular Programme.

SPIRITUAL AWARENESS

- Support the School Chaplaincy team by teaching Religious Education, if such a deployment aligns with the timetable constraints;
- Attend School Chapel and House Chapel services as a model for colleagues and students.

COMMUNITY SERVICE

- Participate in and support Community Service initiatives at the School.

From time to time additional duties may be required by the Headmaster or the Deputy Headmaster (Academic).

WORK, HEALTH AND SAFETY

- Take reasonable care to ensure personal safety and health at work and that of other persons in the work place;
- Observe all safe working practices as directed by the supervisor and the use of personal protective equipment as and when provided;
- Report ALL accidents, incidents and hazardous situations arising in the course of work.

OTHER INFORMATION

- Churchie is an equal opportunity employer and is committed to providing a safe and healthy work environment free from discrimination, harassment or bullying;
- Applicants are expected to be committed to the principles of Christian education and will comply with the School's values and code of conduct;
- Smoking is prohibited in all areas of the School campus which includes but is not limited to buildings and vehicles;
- Staff must familiarise themselves with Churchie policy documents that are available on the School's intranet and take the responsibility to maintain currency with these;
- Applicants must possess (or be eligible to obtain) a current Blue Card and/or registered with Queensland College of Teachers.

CHILD PROTECTION:

All employees of Churchie are required to familiarise themselves with the Student Protection in Anglican Schools Policy and Procedures. It is required they have a responsibility for the promotion and safeguarding the welfare of students with whom



they come into contact and ensure compliance with the Schools' Child Protection Policy Statement at all times. If during the course of carrying out their duties, an employee becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns with the Student Protection officer immediately. All staff at Churchie are required to hold or apply for, and maintain a current Working with Children Check – Bluecard QLD.

ACKNOWLEDGEMENT

I have received, reviewed and fully understand the position description. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name _____ Date _____

Employee Signature _____

SELECTION CRITERIA

1. Demonstrate an expert knowledge of Humanities syllabi, supported by academic excellence and proven excellence as a classroom practitioner.
2. Demonstrate a robust knowledge and understanding of adolescent boys, including how choices in curriculum design affect motivation and performance.
3. Demonstrate a strong knowledge of classroom pedagogies for engaging and nurturing boys within a rigorous curriculum that integrates technology as a tool to enhance learning.
4. Display a knowledge of the new QCE, current QCAA processes and the QCS Test. A knowledge or a willingness to engage with the International Baccalaureate Diploma Programme will be considered advantageous, as may experience in an external testing environment.
5. Demonstrate a capacity to develop highly effective and performing teams, seeking to develop a climate of trust and authenticity with colleagues, students and parents.
6. Ability to support the spiritual, community and co-curricular life of the School.
7. Eligible to work in Australia, Qualified Teacher and registered with the Queensland College of Teachers OR possess (or be eligible to obtain) a current Blue Card.



APPLICATION PROCESS

Applicants should submit:

1. A cover letter (1 to 1.5 pages) addressing the selection criteria by providing/describing examples of actual work that has been done, or actual participation in the relevant activity.
2. A full resume.
3. The names, address and telephone numbers of three (3) recent professional referees who should be in a position to comment about performance in relation to the above criteria.
(Please note: in the case of those applicants short listed for interview, the School may contact your current employer following the interview).
4. Relevant Academic Transcripts/Records.
(Please note: this is not your Graduating Certificate).
5. A copy of your Queensland College of Teachers registration.

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