

# HEAD OF TEACHING AND LEARNING

## POSITION DESCRIPTION



<b>Reporting to:</b>	<b>Assistant Principal</b>
<b>Teaching:</b>	<b>Ongoing</b>
<b>Employment Fraction:</b>	<b>Full-time</b>
<b>Leadership time release:</b>	<b>0.5 FTE and Homeroom (or equivalent)</b>
<b>Leadership Tenure:</b>	<b>Four years</b>
<b>Leadership Salary:</b>	<b>Category 6</b>
<b>Last Modified:</b>	<b>August 2021</b>

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## Position Context

Hume Anglican Grammar is a multi-campus co-educational Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible.

Hume Anglican Grammar has an open enrolment policy and educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus.

Since 2011, the School has occupied the Mt Ridley P-12 campus of 10 hectares; this site will ultimately have some 1,400 students. In 2019, it opened a second campus in Donnybrook. Commencing with junior primary, each year additional classes and year levels are added so the campus will eventually have an enrolment of 1,300 from Prep to Year 12. This year, the School has a total enrolment of 1,670 students (Mt Ridley 1,270 & Donnybrook 400) and employs 168 staff – 120 teaching and 48 non-teaching.

The School is on a growth trajectory and projected enrolments for 2022 exceed 1,900 (Mt Ridley 1,345 & Donnybrook 590). In 2023, the School will open its third campus in Kalkallo, as a Primary (P-6) school and as feeder to the Mt Ridley and Donnybrook Secondary schools; it will follow a similar growth pattern to Donnybrook with eventually some 600 students. In 2022, the first classes for the new campus will commence and be accommodated at the Donnybrook campus, to then move to the new site in 2023. Hume Anglican Grammar will ultimately have some 3,300 students with a corresponding cohort of teaching and general staff on its three campuses with plans for further expansion.

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## Purpose of the Position

The Head of Teaching and Learning is responsible for implementing the School's Vision for Learning, and its realisation of creating a learning culture within their section. They drive the scope and sequence of the academic program for their section, provide expert advice to teachers within their area, and play a key role in delivering a relevant, progressive, and effective teaching program.

With knowledge of contemporary curriculum, teaching and learning practices, the Head of Teaching and Learning is responsible for creating a stimulating and challenging learning environment, raising student achievement, improving quality teaching and learning, and promoting the School's philosophy, policies and procedures.

The Head of Teaching and Learning is recognised and highly respected by colleagues, parents, and community members as an exemplary teacher and leader. They have demonstrated consistent and innovative teaching practice and the ability to initiate and lead activities that focus on improving educational opportunities and outcomes for all students. They foster a culture of teaching and learning in their section to develop independent and flexible thinkers. They are skilled in mentoring teachers,

using activities that develop knowledge, practice and professional engagement in others. They promote and nurture creative, innovative thinking among colleagues.

Using current knowledge of curriculum development and contemporary pedagogy, the Head of Teaching and Learning adopts an evidenced-based approach to decision-making, derived from, and informed by, benchmarked objective data.

The Head of Teaching and Learning supports and assists the Director of Teaching and Learning and their section Coordinator of Learning Enhancement in the implementation and delivery of additional support for students to foster their development.

The Head of Teaching and Learning supports and promotes the School's child safety culture. Under the direction of the Deputy Principal, they support strategies to embed a culture of child safety, monitor performance of individuals in their charge, and periodically reviews the effectiveness of the strategies employed.

Hume Anglican Grammar has three Heads of Teaching and Learning – Primary (Donnybrook), Primary (Mt Ridley) and Secondary (Mt Ridley). Each operates in the closest of relationships with each other, ensuring a coherent and consistent approach to the creation of a culture of learning, and sharing the commitment to ensure that the art and science of teaching are placed at the forefront of the pedagogical framework across the School.

The Head of Teaching and Learning reports to their respective section Assistant Principal and is directed by the Director of Teaching and Learning in respect to the strategic development and enactment of the Vision for Learning across the School. The Head of Teaching and Learning is the second-in-charge of their section and has overall responsibility in the absence of the Assistant Principal.

The Heads of Teaching and Learning – Primary have as direct reports; Heads of Curriculum P-2 & 3-6, Subject Coordinators, and the Coordinator of eLearning. The Head of Teaching and Learning – Secondary has the Heads of Faculty, Subject Coordinators, VCE Coordinator, Careers Counsellor and Coordinator of eLearning as their direct reports. Each has a general staff member, an Academic Officer to support and assist them in their duties.

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## Nature of the Position

It is inherent within the role and incorporated into the leadership time release, that the Head of Teaching and Learning will operate outside the regular school hours to attend and manage meetings activities, and events. Hence, they will be required to work before and after school, during term breaks and on weekends, as required.

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## Responsibilities and Duties

Subject to the discretion of the Principal, the Head of Teaching and Learning is responsible for managing the academic program. Pertaining to their section, responsibilities include:

### Curriculum administration

- Developing, implementing, evaluating, and revising the selection and sequencing of curriculum
- Operating with the other Heads of Teaching and Learning to implement whole-school academic programs and consistency with respect to submission of work, examinations and report writing
- Evaluating assessment policies and strategies to support colleagues
- Using assessment data to respond to learning needs, comply with curricula and ensure system and/or school assessment requirements are achieved
- Collaborating and supporting Learning Enhancement, as required, especially with respect to testing and reporting
- Managing, with the other Heads of Teaching and Learning and Academic Officers all NAPLAN administration tasks, providing analysis of results and subsequent action plans
- Setting up and managing all reporting and accountability mechanisms to meet the needs of students, parents, and colleagues
- Supervising the creation of curriculum documentation for dissemination to parents and students

## Teaching and learning implementation

- Responding to and supporting the Director of Teaching and Learning employing initiatives for the implementation of the School's Vision for Learning
- Supporting colleagues to select and develop teaching strategies to improve student learning
- Leading processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn

## General responsibilities

- Acting as second-in-charge for their section and deputising for the Assistant Principal
- Forming the strongest of connections with parents through regular and comprehensive communication, including via Information Evenings and Newsletter and Bulletin contributions
- Supporting the Senior Leadership Team and Director of Teaching and Learning with respect to staff conduct, appraisal and mentoring
- Assisting the Assistant Principal in the selection, appointment, and management of staff
- Management of pre-service teachers in consultation with the Director of Teaching and Learning
- Undertaking the duties of a teacher as defined by the Position Description for a Teacher
- Carrying out other duties as directed by the Principal

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## Qualifications, Skills and Experience:

### Essential

- Breadth and depth of understanding in curriculum design and teaching and learning practices
- Demonstrated experience in leading teachers in the development of their pedagogy
- Leadership experience within the academic domain
- Current registration, or immediate eligibility for registration with the Victorian Institute of Teaching

### Desirable

- Post graduate qualifications in educational management and leadership
- Involvement in relevant professional communities

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## Personal Qualities

### Essential

- Outstanding communication and interpersonal skills to build relationships with key stakeholders
- Ability to motivate staff and influence the development of student learning
- Commitment to professional learning and continuous improvement through collaborative work practises
- Outstanding organisational skills, planning, analytical and strategic thinking capabilities
- Academic leadership skills which demonstrate the ability to lead junior leaders
- Personal sense of initiative, enthusiasm, and high energy
- A resourceful team member who can operate in a mentoring, collaborative, and inclusive manner
- Ability to provide engaging, challenging, and purposeful learning experiences, in particular through the use of learning technologies
- Commitment to excellence in learning for all students
- Demonstrated interest in ongoing personal professional development

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## Key Selection Criteria

1. Ability to devise, implement, enhance, and evaluate teaching and learning programs.
2. Far-reaching knowledge of the Australian curriculum, with demonstrable experience in practically applying the three-dimensional design – cross-curriculum priorities, general capabilities, and learning areas.
3. Proven experience leading others in the implementation of teaching practices and capacity to provide expert advice to teachers and junior curriculum leaders.