**HEADS OF FACULTY**

Heads of Faculty play a key role in maintaining the development of the curriculum, the teaching and learning framework and in the development of their staff. They are responsible to the Director of Teaching and Learning, Dean of Studies and Head of Senior School.

**Duties and Responsibilities:**

**Administration of College Prep-Year 12**

- Leadership in maintaining and developing College ethos, philosophy, values and standards among students, parents and staff;
- Set and maintain standards of excellence in the outcomes applied to students of A.B. Paterson College by all staff within the College;
- Fostering a positive morale and sense of teamwork amongst all staff within the College in the context of a P-12 environment;
- Identify and advocate for changes and strategies to improve the ethos and educational delivery to improve student outcomes within the College;
- Comply with all College policies and procedures as outlined in the Staff Handbook, College Manuals and the College’s Enterprise Risk Management System (Netols), including organisational and risk management processes as required;
- Attend any College events as deemed appropriate by the Principal; and represent the College at external events and occasions as required by the Principal;
- Comply with all QSA policies and procedures.

**Subject Area**

Heads of Faculty should:

- Stay fully informed of current developments in their subject at secondary level and, where appropriate, at tertiary level;
- Take up membership of an appropriate professional body on either an individual or Faculty basis;
- Disseminate appropriate information received from the QSA and Panel regarding their subject(s) as necessary;
- Promote their subject within the College and encourage students to pursue their interest in the subject outside the formal classroom situation;
- Accept membership of appropriate boards and committees within the College;
- Direct and regulate the course content of the subject(s) under their responsibility;
- After consultation with members of their Faculty, decide on text books, and other course-related materials for students where this is relevant;
- Establish and maintain suitable resources for members of the Faculty;
- Develop work programmes and provide a copy to each teacher in their subject areas of responsibility and ascertain that the work programme is being followed in all relevant classes;
- Liaise with and guide Junior School teachers on scope and sequence and Teaching for Understanding links in the subject;
- Organise through the Director of Teaching and Learning, textbook and stationery requirements for the ensuing year;
- Panel membership for relevant subject areas, where appropriate.
**Professional Development**
Heads of Faculty should:
- Assume responsibility for the subject based professional development programme within their Faculty;
- Ensure the dissemination of material relating to training courses, both outside and inside the school, to relevant staff;
- Select appropriate members for PD application;
- Ensure the return of course evaluation forms to the Head of Senior School;
- Inform interested members of their Faculty of the material covered in such courses;
- Submit PD applications in a timely manner including all documentation required.

**Student Assessment**
Heads of Faculty should:
- Accept overall responsibility for the allocation of responsibilities relating to the organisation, implementation and evaluation of formal assessments within the Faculty;
- Ensure that the format and content of all formal assessments are according to the QSA and Panel requirements and that all staff involved are aware of the nature of the task and of the marking procedure to be adopted;
- Assume responsibility for the administrative tasks connected with all assessments within the Faculty;
- Maintain accurate records of assessment at all levels;
- Ensure adherence to and compliance with all QSA directions applying to courses of study;
- Ensure that all QSA policies are strictly followed pertaining to student assessment and moderation, including the development of SAI s and all College administration and processes required for the generation of an OP or TER;
- Track students’ progress and map this against ability data to ensure appropriate development;
- Work with the Director of Teaching and Learning, and the Dean of Studies to determine dates of assessment items, excursions and any student subject changes;
- Ensure that homework policy guidelines are followed in their subject areas;
- Ensure that Federal and State testing, assessment and curriculum requirements are met according to College expectations, and external requirements;
- Ensure parental contact for all academic and work ethic concerns including poor performance and extended absence due to illness.

**Staff Management**
Heads of Faculty should:
- Provide advice to the Principal on staff appointments as necessary;
- Participate in timetable planning, particularly in allocation of staff to sets;
- Discuss the performance of staff with the members of the Senior Leadership Team. Such discussion will normally follow appraisal, both formal and informal;
- Establish a positive staff morale and a high degree of professionalism within the Faculty;
- Be responsible for helping staff to know how they can best contribute to the well-being of the students they teach;
- Appraise staff, in conjunction with the appropriate member of the Senior Leadership Team as required;
- Look to the general welfare and performance of all the staff in their Faculty and be especially helpful to staff who are new to the school;
- Conduct regular Faculty meetings as required.
Staff Leadership
Heads of Faculty should:
- Provide mentoring and leadership support to all staff in their Faculty;
- Develop a Vision for their Faculty in line and with that which supports and further develops the College’s Vision;
- Demonstrate courage and conviction to lead their Faculty with integrity in all dealings with staff, students and in the administration of their Faculty;
- Have the self-confidence and self-awareness to recognise the strengths in others, and the strength of character to utilise the expertise of others when required;
- Develop strategic planning initiatives for the development of their Faculty;
- Demonstrate, encourage and ensure that the Faculty is focussed on student outcomes and providing the best educational opportunities for every student;
- Develop systems of independence and interdependence within their Faculty;
- Encourage a commitment to life-long learning and the embracing of all professional development opportunities for all within their Faculty;
- Actively contribute to the development of the Curriculum Team.

Facilities
Heads of Faculty should:
- Attempt to ensure that a suitable teaching environment and suitable teaching materials are provided.
- Ensure that, as far as possible, the working areas occupied by members of the Faculty are well maintained;
- Conduct risk assessments and managing any hazards in the Faculty and/or in other areas of responsibility as required under Workplace Health and Safety;
- Induct and providing ongoing training and assessment as required for staff in the Faculty or workplace area.

Finance
Heads of Faculty should:
- Maintain records as to the allocation of Faculty funds.
- When required, make a detailed budget submission for the following year for the attention of the Director of Teaching and Learning and the Director of Business and Finance.

Liaison Role
Heads of Faculty should:
- Liaise with members of the Senior Leadership Team in relation to the communication of matters of specific concern raised by members of their Faculty;
- Advise students (and parents) on subject selection, explaining the pre-requisites for future courses at vocational and tertiary level, and counselling individual students where appropriate;
- Liaise with Heads of House on both pastoral and academic matters;
- Co-ordinate activities between their Faculty and other Faculties where this is required;
- With teachers of their Faculty, organise field trips or excursions, or delegate responsibilities for such activities;
- Communicate to members of their Faculty matters arising from HoF meetings and meetings with the Curriculum Team;
- Liaise with the Deputy Head of the Junior School: Curriculum as required;
- Contribute to the College newsletter to report to the community on faculty activities and special events.
Faculty Report
Heads of Faculty should:

- Prepare and submit to the Principal, an annual report for the Faculty. This report may deal with such matters as subject numbers, staffing, syllabi and changes therein, examination results, budgetary matters, and professional development;
- Deal with matters arising from the report;
- Follow guidelines with respect to format.

Teaching and Learning

- Ensure the College remains at the forefront of educational practice through leadership and modelling of Teaching for Understanding, College teaching and learning practices, and associated research;
- Undertake an appropriate teaching load within the College;
- Providing leadership in learning theory and practice, including implementation of the TfU framework in planning and teaching, and use of electronic resources as learning tools in the classroom;
- Promote curriculum development within their Faculty in line with QSA guidelines and College policies;
- Undertake data analysis to identify underperformance amongst staff and students and in consultation with the Director of Teaching & Learning take appropriate remedial action;
- Undertake an annual teaching and learning review as directed by the Director of Teaching & Learning inclusive of classroom observation and feedback.

Co-curricular Activities

- Actively promote the co-curricular programme by attending sports games, musical productions, or club/society group meetings to support staff and students;
- Actively participate in the co-curricular offerings of the College.

Statutory Compliance

- Ensure that all delegable College policies meet legislative standards and requirements.

College Budget

- Be responsible for Budgets as assigned by the Principal.

Human Resource Management

- Assist in the development and training of staff with respect to the professional duties required by their pastoral activities and duties;
- Be responsible for the management, direction and leadership of all designated College staff;
- Ensure that new teachers in the Faculty are appropriately inducted and supported; that all Faculty staff are engaging in professional development in line with College goals including TfU, use of electronic resources in their teaching, and development of students’ individual and class work ethic to ensure the highest standards of teaching and learning practice and student progress.

Community

- Promote and assist the development of the College as a Professional Learning Community;
- Promote and encourage the professional development of all staff;
- Ensure the highest standards of communication are maintained between the College and parents;
- Engage with the wider educational community on matters of educational importance through the College newsletters and other publications.
Head of Faculty Progression Levels
Heads of Faculty can progress through various stages of progression in their role according to their proficiency, knowledge, skill-base, ability to further development pastoral care within the College and their contribution to the wider educational community.

Heads of Faculty may make an application for consideration for Level progression during Term 1. Following receipt of an application the Principal will make an initial assessment of the application and if approved for consideration, will initiate a formal appraisal and evaluation of the applications suitability for progression.

The following demonstrate the requirements of each Level of Progression.

**Level 1:** Head of Faculty to be highly proficient in all aspects of their role and demonstrate the following:
- Outstanding leadership and development of all teachers within their Faculty;
- Provide training courses and professional development to College staff in teaching and learning framework or specific subject-developed strategies and practices;
- Mentor staff as required.

**Level 2:** Head of Faculty to be highly proficient in all aspects of their Level 1 role and demonstrate the following:
- Demonstrate an awareness of current research into a range of academic, curriculum, teaching and learning matters affecting both boys and girls of various ages;
- The use of research-based papers and information to inform community of academic, curriculum, and/or teaching and learning matters and to use such information to inform and develop academic programmes;
- Coordinate and talk at information evenings and meetings to inform parents on such academic matters impacting on children; to discuss the activities and support provided by their Faculty in response to these matters; and to provide links to various tertiary programmes and/or academic extension opportunities;
- Accurately and timely prepare all required QSA documentation.

**Level 3:** Head of Faculty to be highly proficient in all aspects of their Level 2 role and demonstrate the following:
- Undertake action research into academic, curriculum, and/or teaching and learning matters within the context of the College or other similar educational institutions;
- To utilise the knowledge gained from this research to better inform College policies and procedures; and/or further the College’s Academic Programme;
- To have demonstrated evidence of a history of published articles both within the College’s Professional Learning Newsletter and within external refereed journals.

Heads of Faculty may be granted Progression Levels 2 or 3 for a period of up to 3 years prior to further review. Within the period within which they are granted such a Progression Level, they must maintain and demonstrate the requirements of the Progression Level.