



POSITION DESCRIPTION

POSITION	Head of Faculty – Health Sciences
RESPONSIBLE TO	Principal
REPORTS TO	Head of Secondary, through the Assistant Head of Secondary School (Learning)
WORKS WITH	Head of Academic Culture Head of Learning Support (Secondary) Director of Learning and Teaching Innovation Health Sciences teaching team of approximately 12 staff
CONTRACT TERM	5 years for promotional position component, but with a permanent teaching position.
UPDATED	March 2023

RELATIONSHIPS AND AUTHORITY

There are six faculties, each approximately the same size, in terms of staff numbers, subjects and classes offered.

The Health Sciences faculty consists of the following subjects:

- Health
- Food and Hospitality
- Health and Physical Education
- Physical Education
- Sport and Fitness
- Sport and Recreation
- Sport Academy: Netball
- Sport Academy: Rugby/Touch
- Anatomy and Physiology
- Psychology
- Certificate II in Health Support Services and Certificate III in Health Service Assistance
- Certificate III in Hospitality including Certificate II in Hospitality
- Certificate III in Fitness

Applicants with teaching subjects within the Health Sciences umbrella at Canterbury are encouraged to apply. Ideally, the Head of Faculty (Health Sciences) will be a specialist Health and Physical Education teacher, due to the current timetable requirements of the College.

POSITION PURPOSE

The Head of the Health Sciences Faculty will be responsible for overseeing exemplary standards of teaching, curriculum development and innovation, as well as the development of assessment packages in a range of subjects which allow a range of learners to demonstrate their understanding and mastery of course material. They are a member of the Secondary School Academic Leadership Team.

The main portfolios within the Head of Faculty role are:

- The quality of teaching in the Faculty;
- Curriculum development and innovation;
- Assessment, moderation, reporting and learning analytics platforms;
- Ensuring the curriculum within each subject is accessible by all learners, including the embedding of quality differentiated learning practices, adjustments or special provisions.

SPECIFIC RESPONSIBILITIES OF THE POSITION

1. Leadership

- Take responsibility for the performance of students in subjects within the Faculty;
- Build and maintain a positive culture of expectations including an inclusive sense of community and collegiality within the Faculty;
- Build and maintain a culture of accountability when appropriate for both students and staff;
- Chair Faculty Meetings on a regular basis;
- Envision new subjects, topics, learning platforms and experiences that engage and excite students;
- Maintain a presence in classrooms within the Faculty and provide both anecdotal and formal feedback to teaching staff based on observations;
- Develop people in the Faculty to become more capable and confident leaders and teachers over time;
- Support teachers in responding proactively and appropriately to parent inquiries;
- Delegate to lead teachers and teaching teams where appropriate but maintain close supervision of teaching and learning in all subjects in the Faculty, regardless of direct teaching experience in that area.
- Active involvement and contribution within the College in support of the Director of Sport and Activities.

2. Curriculum development

- Explore opportunities to innovate in new and existing subjects from 7-12;
- Ensure a planning process exists in all subjects, which documents a set of learning experiences and diagnostic, formative and summative assessment;
- Prioritise and embed literacy and numeracy objectives, critical and creative thinking opportunities in the design of all learning activities;
- Oversee the quality assurance processes required for implementation of Year 11 and 12 subjects, including adherence to all QCAA regulations, procedures and deadlines.

3. Inclusive education practices

- Lead a culture within the Faculty of catering for diversity and differentiating classroom teaching;
- Ensure all modifications and special provisions for individual learners have been taken into account by all teachers in the Faculty;
- Liaise with inclusive education teachers about best-practice standards in adjustments to learning activities and assessment.

4. Learning Management System (LMS) and OneNote

- Oversee a presence for all subjects on the LMS and where appropriate, OneNote;
- Use the functionality of the LMS and OneNote to embed online and blended learning;
- Transition teaching resources to new blended learning formats, including video clips, quizzes, collaborative spaces;
- Take responsibility for the implementation of the continuous reporting functionality of the LMS to provide real-time feedback to students and parents for all subjects within the Faculty.

5. Assessment, Moderation and Learning Analytics

- Monitor performance of cohorts and individuals in every subject in the Faculty;
- Encourage others to take responsibility for moderation processes in the Faculty;
- Quality-assure all assessment in the Faculty;
- Plan a subject-specific approach to maximising student performance in examinations from Years 7 to 12;
- Develop approaches for the explicit teaching of study skills, appropriate to each subject;
- Make changes to programs on the basis of available student achievement data.

PROFESSIONAL RESPONSIBILITIES

All staff are required to contribute to the collective welfare of the school community. As such they are required to:

- Adhere to the Queensland College of Teachers' Professional Standards;
- Work collaboratively with their peers;
- Manage human, financial and capital resources prudently and in keeping with College procedures and policies.
- Attend meetings as requested by their supervisors;
- Attend student assemblies, chapels and events and other activities as are necessary for the smooth conduct of the school;
- Support colleagues in promoting the ethos and values of the College;
- Perform all reasonable duties as directed by the Principal;
- Conduct themselves in a way which develops respect for themselves, and the College.
- As a HPE teacher at the College you are required to hold a current First Aid Certificate.

All leaders at the College have the responsibility to:

- Reflect and nurture the values of the College in the course of their work;
- Be committed to Christian leadership through vision, service and action;
- Lead by example to staff, students and parents through the fostering of quality relationships and community development;

- Maintain confidentiality and support of the College Executive;
- Be involved in the direct promotion of the College.

ORGANISATIONAL RESPONSIBILITIES

Canterbury College staff are required to comply at all times with the Staff Code of Conduct and Duty of Care Policy, which includes the following key points:

- Carrying out all required duties of their job in a professional and conscientious manner;
- Demonstrating commitment and loyalty to the educational, spiritual and social values of the College and the Anglican Ethos Statement for schools;
- Behaving with integrity in the course of their employment;
- Acting with compassion, care and diligence;
- Dressing appropriately;
- Behaving in a lawful and professional manner;
- Actively participating in required and appropriate professional development;
- Ensuring the highest standards of ethical behaviour when interacting with colleagues, students and their families, and the wider community, including when using, commenting and posting on social media platforms.

ESSENTIAL QUALIFICATIONS & LICENSES

- Current **Queensland College of Teachers Registration**;
- Responsibility for the delivery of curriculum, learning experiences and assessment for at least one subject in the Faculty

SELECTION CRITERIA

- **Leading teaching and learning**
 - Credibility and track record in curriculum development;
- **Developing self and others**
 - Experience in harnessing the experience of the teaching team and developing a results-focused and collaborative culture;
- **Leading improvement, innovation and change**
 - Taking responsibility for envisioning and implementing new curriculum, with demonstrable and measurable improvements to student learning and achievement data;
- **Leading the management of the school**
 - Being an effective administrator and program manager, including attention to detail in communication with colleagues, students and parents;
- **Personal qualities that build trust**
 - Maintaining a generous, courteous and professional demeanour with staff, students and parents; communicating with clarity and consideration.

ADDITIONAL REQUIREMENTS

- Commitment to the Anglican ethos of the College;
- Form teacher within the vertical house structure;
- Role as a coach, coordinator or manager in the College co-curricular program in the evenings and on the weekends (co-curricular allowances are paid);
- **Classroom teaching:** approximately 0.6 in the Secondary school.

ORGANISATIONAL EXPECTATIONS

All employees are bound by the requirements of the College's policies, procedures and stated mission to act with integrity and in a way that shows a proper concern for the public interest. College employees must be familiar with and follow the spirit and content of the Code of Conduct and the Canterbury Values.

Canterbury College is committed to maintaining a healthy and safe work environment. All staff are expected to be committed to Workplace Health and Safety and to the protection of children in our care.

Any information obtained by staff during the course of their duties is confidential and should be treated as such. Staff will not disclose confidential information to gain advantage for themselves, their families or for any other person or entity.