

**PULTENEY**

# Head of Mathematics **Recruitment** Handbook

**WHERE PASSIONS PROSPER**



# Contents

- 3** Principal's Welcome
- 4** The Story of Pulteney
- 5** Strategic Intent and Lived Values
- 6** Guiding Principles
- 7** Working at Pulteney
- 9** The Pulteney Experience
- 10** Houses, Co-curricular Activities, Experiential Learning, Terms
- 11** Teaching and Learning Vision
- 15** Information for Prospective Applicants: Head of Mathematics
- 17** Recruitment Process
- 18** Privacy Policy, Get in Touch

# Principal's Welcome



## Welcome to Pulteney Grammar School.

Since 1847 Pulteney has committed itself to a unified purpose: to provide opportunity for every student to prosper.

Our positive teaching staff team support one another to deliver a personalised, innovative, and compassionate learning environment. Through our innovative Learner Compass, we deliver teaching and learning approaches that develop learners' foundational literacies and transversal skills, including quality thinking, metacognition and learner agency.

We embrace new ideas and celebrate diversity. We are a welcoming, forward-thinking community, that has the student's well-being at its core. Your school years shape not only future career success, but it is also a time where social connections are made, and one's character takes form. At Pulteney, we value the responsibility of nurturing and guiding young people, understanding their strengths and talents, and assisting them to reach their potential.

I am proud to lead this reputable school, with a thousand students and over 200 teaching staff, who go above and beyond to ensure each school year is one of joy, discovery, and achievement.

I encourage you to explore our candidate recruitment information booklet to learn more about the Pulteney experience. Thank you for considering our school for the next chapter in your career

**Deborah Dalwood**  
Interim Principal

*Ngadlu Kurna miyurna tampinhi. Parnaku tapa purruna kuma. Ngadlu purrutyi kumangka padnitya.*

*Pulteney Grammar School is based on Kurna land. As a school community, we acknowledge the Kurna people, their spiritual heritage and living culture and our walk together to reconciliation.*



# The Story of Pulteney

**Independent education in Australia has its origins with colonial settlement and flourished throughout Adelaide prior to universal education in 1875.**

While most independent schools originated through endowment by a church body or the philanthropic ideals of a wealthy benefactor, the story of Pulteney Grammar School is quite different. The School was founded in 1847 to 'offer the elements of a plain, useful education to all such that are placed in circumstances that render economy indispensable'. The school was founded for the mercantile and working classes. This ideal was reflected in the School's name. Where many schools have sought to take names in deference to the feats of saints or in ode to the stature of monarchs, the Pulteney Street School drew its name from its modest location and was named in honour of the work and toil of a person: Sir Admiral Pulteney Malcolm. The South Australian in December 1848 reported on the fledgling school's inaugural Speech Day: 'at 10 o'clock, the procession left the school led by banners on two poles. The first was blue and had the words "Pulteney Street Schools" and was followed by 180 boys walking in pairs. The second white banner was followed by 80 girls.' The school was co-educational from its commencement and in fact it was reported that in 1851, twelve full scholarships – six to boys and six to girls – were granted to 'children

whose parents could not afford the fees'; egalitarian and philanthropic from the outset. Pulteney has moved site on two occasions since its foundation, laying its current roots on South Terrace in 1921. Since then the School has grown by acquisition and amalgamation of adjacent properties rather than endowment and expansion. The School is a microcosm of the city in which it resides, an expression of sustainable, urban renewal with a combination of colonial Victorian era grandeur, the scholastic gothic, a converted warehouse, an old pub, a mechanic's institute, a long forged partnership with the city of Adelaide and our beloved parklands, and contemporary purpose-designed educational buildings. All the while aware and respectful that we gather daily on Kurna land. The School's birth was humble but purposeful. Pulteney's origins lie not in the desire to perpetuate privilege but to build and contribute to the growth of society; it is a story of inclusion rather than exclusion. It is an origin of altruism and opportunity; of pragmatic and egalitarian ideals. It is an origin that past Headmaster Rev Alexander Kerr captured in 1898 when he granted the School its emblem and its motto: *O prosper thou our handiwork.*

## Mission

**To provide a meaningful and useful educational experience for each and every student that enables them to be their best self.**

## Vision

***To prosper.***

# Strategic Intent

The strategic intention of Pulteney Grammar School is:

To provide a personalised educational experience defined by authentic relationships. This will be achieved through shared systems of teaching and learning that empower students to prosper. Guiding our strategic direction is a unified sense of purpose and ambition crafted through our history.

Pulteney's DNA captures its lived values: the aspects of culture that define the current School and which resonate as aspirations for the future. The DNA influences and informs our decision making and our actions; it establishes that to which the School holds fast.

## Pulteney's Lived Values

### Authentic

Honesty, truth, integrity.

### Purposeful

Intentional, resolute and reflective.

### Personalised

Curated and distinctive experiences.

### Boundless

Limitless opportunities sought through passionate thought and deed.

### Enduring

Legacy etched through a community's tradition, innovation, service and faith.

### Relationships

Respect and empathy fostered through collaboration and care.





# Working at Pulteney

## What makes us different

**Pulteney staff are courageous.** Passionate in thought and deed their boundless thinking is reflective of a respectful, cohesive culture that prospers through collaboration to ensure that every student is engaged, challenged and learning successfully. This environment of professional practice and professional growth provides purpose to each and every day. From the moment you join our team, you will be aware that you are part of something greater than the individual and that your legacy is entwined with that of the School.

Supported by a professional practice framework that nurtures ambition and promotes wellbeing, at Pulteney your practice is integral to each and every student's educational experience.

## Working at Pulteney

**At Pulteney, we believe our staff, both teaching and non-teaching, are our most valuable resource.**

When you join Pulteney, you'll be a respected member of our team, ready and supported to make a positive contribution to one of the oldest independent schools in Australia.

Careers at Pulteney Grammar provide opportunities for high performing individuals to thrive within an environment that values lifelong learning and progression.

Please use this information as a guide to support you in your application for a position at Pulteney.

## Wellbeing and employee benefits

We endeavour to provide a flexible, supportive and diverse working environment which encourages staff to live a balanced lifestyle combining work, family and community responsibilities, whilst at the same time acknowledging the need to create vibrant experience for students and staff alike. We understand that productivity and staff satisfaction can be enhanced, and wellness improved, by considering work-life integration.

Working at Pulteney Grammar School comes with a range of attractive employee benefits designed to enhance the professional and personal lives of staff members.

- Access to an excellent professional development framework
- Health and wellbeing services including free health check-ups, flu vaccinations, massage and more
- Salary packaging options
- Staff discount on academic tuition
- 10.5% superannuation
- Access to the latest technology and software, backed by a responsive onsite eServices team
- Newly completed staff room and end-of-trip amenities
- Travel opportunities
- Robust social club and calendar of staff recognition and appreciation functions
- Confidential Employee Assistance Program providing a range of personal and family benefits
- Generous parental leave and personal leave conditions where eligible
- Annual pay rises through our Enterprise Bargaining Agreement
- Corporate health plan that offers employees competitive health insurance benefits

Our recently completed staff room provides a lovely, designated area for staff to convene, socialise and enjoy their lunch breaks comfortably. Additionally, it offers a suitable workspace for individuals who prefer to work independently or require a change of scenery. The availability of end of trip amenities, such as showers and changing rooms, further enhances the convenience and accessibility of the staff room.

Overall, the employee benefits at Pulteney are designed to attract and retain high-quality staff members, while also promoting their wellbeing and professional development.

## Location

Ideally situated in Adelaide's central business district; Pulteney both draws from and contributes to the City of Adelaide. Surrounded by Adelaide's prestigious cultural, sporting, food, entertainment and arts facilities and steps away from the Adelaide Park Lands, Pulteney is easily accessible by public transport, whilst the public parking options surrounding the School are abundant.

## Facilities

Pulteney boasts outstanding facilities across a purpose-built and thoughtfully designed campus. With state-of-the-art technology, flexible learning spaces and special interest centres, our spaces allow students and staff to be supported in their learning and development. Our brand new, custom built, fully refurbished staff room also provides a space for staff to unwind, as well accommodate to a wide range of activities.

## Sustainability

Pulteney runs a range of sustainability programs to ensure the School has as smaller footprint as possible on the environment. The School is working on a campus sustainability plan with the goal of net zero emissions by 2030.

## Gender equity commitment

Pulteney Grammar School is committed to creating a community where all staff, students, families and old scholars are equally respected and valued, and diversity is celebrated.

The School recognises that gender inequality has the potential to limit and impact negatively on an individual's safety, education, family life and opportunity in the immediate and long term. The School recognises its vital importance in promoting gender equality for its staff, students and broader community.

This recognition is embedded in the way the School educates, engages with and supports its staff and students. Pulteney commits to ensuring that everyone in the Pulteney community has access to equal opportunities and resources, and is treated with dignity, respect and fairness.





# The Pulteney Experience

The Pulteney Experience reflects what it is to be educated at Pulteney Grammar School. The Pulteney Experience defines the set of deliberately curated opportunities for each and every student through a Pulteney education with the endeavour to enable them to prosper.

From our ELC to our Junior School, Middle and finally Senior School, the range of activities, opportunities and programs are augmented towards creating a mutually reinforcing experience aligned to the vision and culture of the School.

## ELC

ELC is the start of learning and discovery at Pulteney. Here, our youngest students get their hands dirty, activate their senses and experience the richness of life. We take young minds and mould them into creative, critical, ethical and divergent thinkers. With small class sizes, our teaching staff endeavour to know each child as a unique person.

## Junior School

Catering for students from Reception to Year 6, our integrated Junior School enables greater cohesion of learning, co-curricular activities, and sports pathways for children as they progress throughout their school journey at Pulteney. Our staff pride themselves on great care, personal attention and talented experienced leadership in our wonderful Pulteney learning environment. There is an emphasis on the acquisition of essential knowledge at Pulteney. Reception to Year 6 teaching programs encourage the development of the skills, understandings, values, and attitudes essential for all students to succeed in and beyond their schooling.

Students are encouraged to develop a 'growth mindset' towards their learning and to play an active role in deciding what and how they learn as they are guided in taking ownership of a personalised learning pathway.

## Middle School

Our dedicated and enthusiastic home group teachers support student wellbeing throughout the Year 7 - 9 journey and work collaboratively to provide the ideal blend of structure and choice. Our curriculum in these formative years is tailored specifically to the needs of contemporary adolescents. Whilst fostering confidence, risk-taking and resilience, we challenge students in our Middle School to achieve their personal best and take responsibility for their learning, ensuring they are motivated for their future learning endeavours. We are proud of the strong sense of community and belonging in our Middle School, and we celebrate diversity, identity and responsibility in every young person, every day.

## Senior School

In *one ninety*, our Year 10 - 12 space, each student is supported by a learning culture that understands the value of real-world skills as well as the importance of developing intellectual, physical, emotional, psychological, social and spiritual strengths. Students are well prepared for their exciting futures, full of anticipation for the lives they will lead and inspired, challenged and empowered to achieve their goals.



## Houses

**At Pulteney, we believe a physically active culture is the cornerstone to positive wellbeing.** Pulteney enjoys a strong House program and related activities which are designed to provide student leadership opportunities, strengthen student relationships vertically across year levels and foster House spirit and participation for all students. Inter-house sport in the Junior, Middle and Senior School are designed to provide competitive sporting situations, whilst fostering House spirit, sportsmanship and participation for all students.

### The four houses at Pulteney Grammar School:



## Co-curricular activities

**Co-curricular activities provide opportunities for both staff and students to build and develop healthy relationships outside the classroom which strengthen the School's commitment to an inclusive community spirit.** Staff are encouraged to undertake additional activities where doing so does not impinge on their ability to fulfil the requirements of their role. Under the terms of the Pulteney Grammar School Inc. Enterprise Agreement, the expectation for teaching staff employed at 0.5FTE or above is one activity per School year. There is no allowance payable in respect of staff fulfilling their co-curricular commitment. For an activity to be considered one which satisfies a teacher's expectation, it must be listed on the schedule contained in the Staff Co-curricular Policy and be an activity that is open to students and contained on co-curricular nomination forms. Non-teaching staff who do not have a co-curricular obligation must discuss their intention to undertake a co-curricular activity with their line manager as such a commitment is in addition to (and not in substitution for) their substantive role.

## Experiential Learning

**From excursions around South Australia to international exchanges, overseas service trips, or outdoor education, Pulteney offers students of all ages the chance to build self-efficacy, resilience, courage, coping skills, safe risk taking, leadership and teamwork.** Staff at Pulteney play a crucial role in bringing these experiences to life, and it is expected that there will be out of hours work may be required for teaching staff to facilitate these experiences and opportunities.

## Term Time

Pulteney Grammar operates on a four-term basis with Term 1 typically being 11 weeks, Term 2 being 9 weeks, Term 3 being 10 weeks and Term 4 usually being 9 weeks.



# Teaching and Learning at Pulteney

## The Pulteney Experience

**The Pulteney Experience is about a personalised education where:**

- There are boundless opportunities that offer students direction and purpose.
- There is an integrated student experience with a balance of explicit instruction, implicit learning and active participation which plays out across multiple contexts across the School.
- There are broader measures of achievement that are recognised through both established and new ways of assessing, for the purpose of growth, throughout Reception to Year 12.

## Our purpose

**As a school, we have been exploring at depth the purpose of schooling in our strategic planning processes. The purpose of schooling has long been debated.**

Ask anyone why school is important and no doubt you'll get a variety of responses with some common themes. Historically, and quite simply, an education taught you how to work, so that you could get yourself a job, earn an income in usually one profession and survive.

Preparing graduates for the workforce continues to be an important outcome in schooling but it is not the only one. Education today should prepare young people for a life in which they can prosper in a holistic sense - emotionally, physically, spiritually, academically, in a world that is complex, uncertain and changing. The world of work has dramatically changed since we began our lives at school, to one now, where jobs across multiple professions will be experienced; where the capacity to adapt and to collaborate will be vital; where transversal, transferrable or soft skills, will be applied in many contexts to solve problems that require novel solutions; and where passions perhaps ignited in childhood, can evolve, transform and shape a better future.

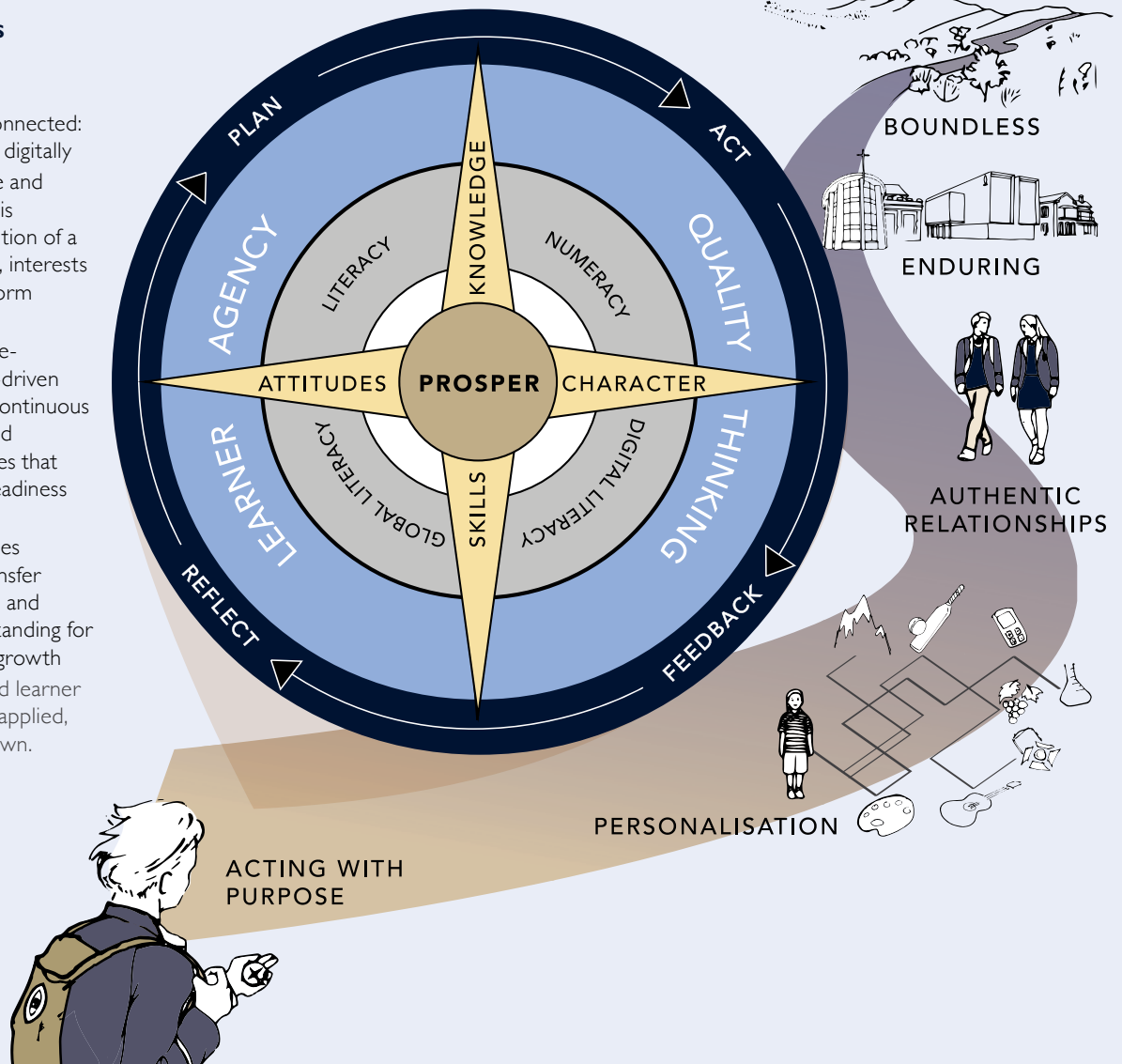
It is also about supporting students to be successful not only for their futures but also for the lives they experience now. It is about building connectedness, and for students to identify and apply their own unique strengths and talents purposefully as well as developing competence and confidence in areas of challenge or difficulty.

# The Learner Compass

## Our Learning Principles

### Pulteney students prosper when:

- Learning is socially constructed and connected: locally, globally and digitally
- Learning is inclusive and personalisable and is designed in recognition of a student's strengths, interests and passions to inform learner pathways
- Learning is evidence-informed and data-driven and is enabled by continuous quality feedback and assessment practices that identify mastery, readiness and growth
- Learning experiences foreground the transfer of knowledge, skills and conceptual understanding for deep learning and growth
- Quality thinking and learner agency are taught, applied, recognised and grown.



## Pulteney Learner Compass

### Pulteney's Learner Compass is a model of 21<sup>st</sup> century learning that is our Teaching and Learning Framework.

The teaching and learning framework underpins the entire teaching and learning development of the School R-12. It is the foundation upon which all aspects of the vision for education rests at the classroom level.

Through the distillation of a 12 month process of research, design and development, led by the Teaching and Learning Committee, five ambitious, fit for purpose and evidence based

**Principles of Learning** were identified through engagement with educational literature, identification of the ingredients of future-focused contemporary practice and engaging with leading international educational thought leaders. These underpin teaching and learning from Reception to Year 12.

The Learner Compass is an important metaphor for teaching and learning at Pulteney, to assist students in "navigating towards the future they want". The compass is a metaphor that enables students to navigate the various dimensions of their learning at Pulteney, beyond simply the transmission of knowledge and skills.

It also helps us as educators to foreground what we believe is important in a contemporary purposeful education and provides a common reference point for all stakeholders in the learning process.

The core components build commitment to the strategic intent and these, along with the learning principles, articulate what we believe about teaching and learning and inform every aspect of Pulteney's Teaching and Learning approach, philosophy, practice and operations, including our improvement and innovation work, our recruitment, performance and development focus.

## Prosper

At the centre is the concept of learner prosperity, which occurs at multiple levels. Education futurist, Valerie Hannon sees human thriving as occurring at four levels: that is at the intrapersonal level; the secure sense of self that begins with self-awareness and responsibility for our personal health, fitness and wellbeing, the interpersonal level, our relationships in diverse technologised societies; the societal level, navigating our place in community, economy and participation in our democracy; and the global level, knowing our place in the planet and acting with global competency.

## Compass Points: Knowledge, Skills, Character and Attitudes

Since ancient times, schools have been tasked with helping students build a foundational understanding on which they can later rely when they hone their expertise. The importance of relevance, or meaning, to education and the usefulness of knowledge has always been crucial for making sure that what is learned in school is transferrable.

Approaching any new situation that requires using one's knowledge, whether it is a real-world application or learning a more advanced topic in a given discipline, involves leveraging what one has already learned. The more robust a mastery one has developed of the fundamentals of a topic, the easier it is to leverage it to learn even more. By internalising the most important concepts of each discipline and across disciplines, students are better equipped to deal with multifaceted problems and have a more diverse set of tools with which to interpret the world.

Education, too, has always been about transfer (the process of making use of knowledge outside of the context in which it was learned) and expertise (a highly developed understanding of some domain of knowledge, including particular ways of perceiving and interpreting information), but now there is more than ever the need to make these the focus of an education in a deliberate way.

Charles Fadel points to advances in technological innovation providing the opportunity for the emphasis of teaching and learning to be flipped so that students spend more time focused on transfer and expertise via application of concepts rather than on learning content that can now be easily accessed and manipulated. Search functions and Artificial Intelligence (AI) algorithms first encroached on the more fundamental aspects of knowledge (basic facts and processes), but these are now reaching the level of specific expertise. So rather than spend undue amounts of classroom time amassing information, the time can now be much better spent reaching the more profound goals of an education, namely expertise and transfer, which are not only more empowering and engaging for students but also play a part in preparing students for the types of tasks they will actually be expected to do beyond school.

We know that knowledge and skills are not entirely sufficient to prepare learners for their future challenges, and character qualities may be much better predictors of student success in further learning, productive work and careers, and active engagement in civic responsibilities. Character qualities, or how we behave and engage in the world, are distinct from skills, the ability to effectively use what one knows, and both need to be taught, applied and grown.

At Pulteney the connection between wellbeing and teaching and learning, is viewed as inextricably linked, and is represented by the intersecting needles of a compass: knowledge, skills, character and attitude, or put another way, these are our North, South, East and West. All orientate our students towards the future they want.

## Foundational Literacies: Literacy, Numeracy, Global literacy, and Digital literacy

Foundational literacies are core to the compass because they give students the foundations to access higher-order skills and other parts of the curriculum. With mastery of these literacies, children follow a steeper learning trajectory to not only unlock new concepts but also to enable greater depth of understanding in the subjects that they pursue.

In Pulteney's Junior School, a greater focus is placed on the development of literacy and numeracy, and learning progressions are used to track students' progress and provide feedback to students on their next steps. Proficiency in the foundational literacies develops over the full range of a child's schooling, as does the development of digital literacy and global literacy, which relates to the development of perspective taking, intercultural understanding and taking action in the world beyond school.

## Transversal skills: quality thinking and learner agency

There is a plethora of these skills that are deemed important both outside and inside of education, such as the General Capabilities and SACE Capabilities.

Across the full range, Pulteney has identified two core capabilities that we want to intentionally teach, apply, recognise and grow across our School Reception through to Year 12.

These are:

**Quality Thinking** - The capacity to think critically, creatively and reflectively

**Learner Agency** - The capacity to take purposeful action - agency involves aspects (creative, economic, moral and political) and also levels - the individual, collaborative and collective level.



## Metacognition

In addition to the foundations and complex capabilities, we believe that there needs to be a meta layer of teaching and learning, in which students practice reflective thinking processes. Metacognition, simply put, is the process of thinking about thinking.

Perhaps the most important reason for developing metacognition is that it improves a student's understanding of themselves as a learner, teaches the important art and science of self-reflection, goal setting, the pursuit of goals and self-awareness and self-regulation strategies.

## School Values

Our School values provide a context for learning at Pulteney.

These values are:

- Personalisation
- Authentic
- Relationships
- Enduring
- Boundless.

## Acting with Purpose

It is essential to a student's self-concept and self-efficacy that learning is purposeful and students are supported to take control of their own learning so that they can act with purpose and direct their own learning across diverse contexts.

## Personalisation

Meaningful learning experiences attend to learner diversity and are supported by multiple entry points, personalised pathways, and inclusive practice.

We know that personalised learning and teaching are effective at improving education outcomes for all students. This holds regardless of a student's circumstances, whether they are students with disability, students in rural or remote locations, those from non-English speaking backgrounds, low socioeconomic backgrounds, gifted and talented students, or any combination of these.

Personalisation might occur via subject pathways, special interest cocurricular pathways, learning design level in the classroom or through choice, learning environment and learning processes.

## Authentic relationships

Authentic relationships are trusting, healthy, and mutually enabling of learning, growth, and wellbeing. They exist between students, parents, teachers, experts, or employers, who collaborate to support this learning ecosystem.

## Enduring

Enduring is about learning that sticks, as well as the legacy of what it means to be a navy blue and the residuals of a Pulteney education, how that impacts and carries through within the context of a student's pathways.

## Boundless

Learning at Pulteney is expansive with abundant opportunity and diverse contexts in which to learn. We want tomorrow's Pulteney graduates to view learning as boundless, where learning occurs in multiple locations, both in and outside of School, and across multiple contexts, such as curricular pathways, cocurricular pursuits and transformative experiences.

## Our vision for our learners

If learning is to be boundless, authentic, purposeful, personalised and enduring then our teaching and learning must centre on growth in the foundational literacies as well as growth in the transversal skills. A relentless focus on the explicit and implicit teaching and development of cognitive and social emotional capability, coupled with a focus on metacognition will, we believe create the right conditions to enable learner prosperity and wellbeing.



# Information for Prospective Applicants: Head of Mathematics

**Title:** Head of Mathematics  
**Reports to:** Deputy Principal – Teaching and Learning  
**Direct Reports:** Teachers within the department

## Indirect:

Deputy Principal Wellbeing; Head of Middle School; Head of Senior School; SACE Co-ordinator; Head of Student Experience; Heads of Department; Heads of House.

## Contract:

Five year, fixed term, permanent teaching role.

The role is to commence 2024.

The position holds a Band 2 Level 2 position of responsibility allowance in accordance with the Pulteney Grammar School Enterprise Bargaining Agreement.

The role is a member of the Teaching and Learning Committee.



## Position Summary

Heads of Department (HOD) provide significant leadership and direction of the school's core business: teaching and learning. As such, the primary function of a HOD is to provide inspirational leadership to and oversight of an academic department and to pursue outstanding teaching and learning practice in pedagogy, curriculum, and assessment across secondary schooling.

As cultural change leaders, HODs will establish and maintain a shared understanding of the school Learning Principles and the Learner Compass to enable consistent shared practice and collaborative expertise across the department.

HODs both enable and propel the Strategic Priorities of the School and develop and model strong and positive relationships, consistent with our school vision, mission, and values.

HODs play a key leadership role in the School and are expected to facilitate and promote staff development through active leadership of excellent educational practice. They establish personalised and inclusive learning environments that meet the needs of students across the full range of student ability and from across diverse backgrounds.

HODs are pivotal enablers and conduits between learning partners: students, parents, staff and Executive.

## Essential Criteria:

- Contemporary and visionary perspective on education
- Bachelor's degree in an appropriate discipline
- Masters of Education (highly desirable)
- Extensive knowledge of subject discipline
- Prior leadership experience within a department would be advantageous but is not a pre-requisite for application
- Registration, or ability to gain registration, to teach in South Australia
- Excellent communication and writing skills
- RRHAN certification
- South Australian Working with Children's Check





# Recruitment Process

Pulteney Grammar School welcomes applications from forward-thinking, dynamic individuals who excel in a contemporary environment. We are as committed to our values as we are to innovation. With a rigorous curriculum and high standards, employees must uphold the values of the School and be exemplary team players.

Pulteney undertakes a robust and professional approach to recruitment and selection, helping us attract and retain individuals with the required skills and attributes to support our School community. All appointments are made based on experience and qualifications and compliance with all relevant Federal & State Legislation.

Should you have any questions regarding an advertised vacancy, please contact the person nominated in the position advertisement via telephone or email prior to submitting your application.

## Applications should be constructed and attached as one document and should include:

### Cover Letter:

- The title of the position you are applying for
- Your full name, address and day time contact number
- A statement which addresses each of the position objectives outlined in the position description, as well as your reasons for applying

### A Curriculum Vitae inclusive of:

- Details of work experience stating your most recent employment first and inclusive of dates.
- Education and training.
- Names and contact numbers of at least two referees. Wherever possible, one should be your current manager/supervisor and the other should have knowledge of your work experience.
- Any other applicable information



## Pre-employment checks

Pre-employment checks may include:

- Referee checks
- Criminal record check
- South Australian Working with Children Check
- RRHAN Certification
- First Aid
- Medical assessments
- An Australian work eligibility check
- Sighting of copies of qualifications and registrations
- Any other assessment checks as required

## Citizenship

**To obtain an ongoing role with Pulteney Grammar School you need to be an Australian citizen, have permanent residence status in Australia or be a New Zealand citizen with a current New Zealand passport.** For a temporary or casual role you will need to be an Australian citizen, have permanent resident status in Australia, be a New Zealand citizen with a current New Zealand passport or have a visa which allows you to work in Australia for the period of time over which the role is to be filled.

Evidence of permanent residence, citizenship certificate, passport and/or visa documentation will be required as proof of identity and eligibility to work and will be requested during the recruitment process.

## Privacy Policy

**All information provided in applications, including personal details, is protected by the Privacy Act 1988. Information provided will be used for recruitment purposes only.**

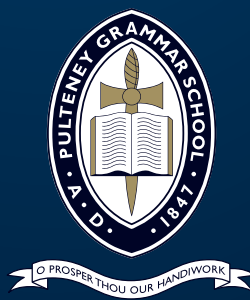
All applications will be retained in Pulteney Grammar's Human Resources Team for 12 months after the selection then destroyed.

More information can be found here:  
[www.pulteney.sa.edu.au/privacy-policy/](http://www.pulteney.sa.edu.au/privacy-policy/)

## Enquire Today

Please visit [henderconsulting.com.au](http://henderconsulting.com.au) to apply and for an information pack. Applications should be addressed to Andrew Reed at Hender Consulting.

For a confidential discussion, please call Hender Consulting on (08) 8100 8827.



**PULTENEY**

**Pulteney Grammar School**

190 South Terrace  
Adelaide South Australia 5000

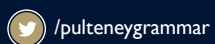
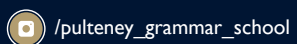
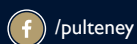
Phone (08) 8216 5555

Email [info@pulteney.sa.edu.au](mailto:info@pulteney.sa.edu.au)

[www.pulteney.sa.edu.au](http://www.pulteney.sa.edu.au)

CRICOS 00369M

Follow us:





**PULTENEY**

**HEAD OF MATHEMATICS**  
**JOB & PERSON SPECIFICATION**  
**FEBRUARY 2024**



## **POSITION DESCRIPTION**

---

<b>Position:</b>	<b>Head of Department</b>
<b>Line Manager:</b>	Deputy Principal – Teaching and Learning
<b>Responsible to:</b>	Principal
<b>Time:</b>	0.2FTE time release
<b>Classification:</b>	Band 2 Level 2 leadership allowance
<b>Tenure:</b>	5 years

### **Position in the Pulteney Context**

Founded in 1847, Pulteney Grammar School is a leading co-educational Anglican school woven into the fabric of Adelaide. Formed through a tradition of innovation, Pulteney Grammar School provides an education that positions its 1,000 students to prosper. Uniquely located on one site within the CBD, Pulteney is an active and proud member of the city of Adelaide and enjoys a rich and vibrant Old Scholars' community defined by a true sense of belonging.

### **Our Pulteney DNA – our shared values**

- Authentic - Honesty, truth, integrity.
- Purposeful - Intentional, resolute, and reflective.
- Personalised - Curated and distinctive experiences.
- Boundless - Limitless opportunities sought through passionate thought and deed.
- Enduring - Legacy etched through community tradition, innovation, service, and faith.
- Relationships - Respect and empathy fostered through collaboration and care.

### **Purpose of Position:**

Heads of Department (HOD) provide significant leadership and direction of the school's core business: teaching and learning. As such, the primary function of a HOD is to provide inspirational leadership to and oversight of an academic department and to pursue outstanding teaching and learning practice in pedagogy, curriculum, and assessment across secondary schooling.

As cultural change leaders, HODs will establish and maintain a shared understanding of the school Learning Principles and the Learner Compass to enable consistent shared practice and collaborative expertise across the department.

HODs both enable and propel the Strategic Priorities of the School and develop and model strong and positive relationships, consistent with our school vision, mission, and values.

HODs play a key leadership role in the School and are expected to facilitate and promote staff development through active leadership of excellent educational practice.

They establish personalised and inclusive learning environments that meet the needs of students across the full range of student ability and from across diverse backgrounds.

HODs are pivotal enablers and conduits between learning partners: students, parents, staff and Executive.

HODs are recognised and respected by colleagues, students, parents and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice. Inside and outside the School they initiate and lead activities that focus on improvement and innovation of educational opportunities for all students to prosper.

### **Skills, Abilities and Personal Attributes: Head Of Department**

- A dynamic self-learner, well-disposed to considering change, open in perspective, curious and rigorous in exploring options who has a relentless focus on growth, progress and momentum towards embedding the Learner Compass and Learning Principles in daily practice.
- A strong personal presence that inspires confidence in, and the respect of others.
- The ability to engage authentically with warmth, humility and genuine interest in others.
- Characterised by integrity, moral courage, trust, good judgement, and resilience
- A demonstrable leadership philosophy and style that balances empowerment, collaboration, motivation and inspiration of others with the ability to separate and make difficult decisions where required.

### **KEY RESPONSIBILITIES AND DUTIES**

#### **Leadership of Teaching and Learning: Pedagogy, Curriculum and Assessment**

##### **Key Outcome**

Provide outstanding leadership, within the department and across the School, of all three enablers of teaching and learning: pedagogy, curriculum and assessment.

##### **Indicative Responsibilities**

Promote high quality learning design principles, that includes awareness of:

- Learner pathways
- Lesson design, timing and sequencing
- Contemporary assessment principles
- Learning intentions and success criteria
- Developmental frameworks to support identification of prior knowledge and ZPD
- Differentiation (content, process, product, environment)
- Personalised learning approaches
- Recognition of new metrics – learner agency and quality thinking
- Transfer skills
- Student agency
- Metacognition
- Inter, trans and meta disciplinary approaches to learning
- Use of effective feedback (task, process, self-regulation)

- Promote and implement effective pedagogical practice that activate the Pulteney Learning Principles.
- Design, document and implement curriculum and assessment plans consistent with SACE, ACARA and compliance requirements to ensure quality learning and teaching pathways for students.
- Ensure regular review and revision of reporting and assessment procedures with a core focus on a balance of formative and summative approaches to assessment for all subjects within the Department. Maintain accurate records of these.
- Promote the use of emergent and established learning technologies in the support of learning.
- Model and promote lifelong learning by keeping abreast of educational innovation literature and state, national, international educational innovative practice.
- Promote, model, and monitor the effective use of CANVAS across the department to ensure high quality teaching and learning practice, including sound learning design, learning innovation, common grading scale, quality assessment tasks and continuous and high-quality feedback is provided to students.
- Ensure adherence to, and compliance with, all SACE/ACARA and School requirements.
- Determine resources and other course-related materials for students, in consultation with teachers.
- Advise students (and parents) on subject selection, counselling individual students where appropriate, in conjunction with the Coordinator of Futures, SACE Coordinator and other key staff.
- Provide support to teaching staff to organise field trips, excursions and incursions, utilising the many benefits of the School's city location.
- Work with the Heads of Sub-Schools to ensure smooth curriculum transition between age groups.
- Liaise with parents and appropriate staff concerning the learning and pastoral needs of students.
- Be an active and contributing member of the Teaching and Learning Committee and other relevant committees and working parties within the school.

## Inspirational Leadership of High Performing Department

### Key Outcome

Provide leadership, mentoring and coaching to support staff development, and create a vibrant learning environment for all department staff.

### Indicative Responsibilities

- Mentor and coach department staff and provide constructive and informed feedback on professional performance, on a regular basis, in formal and informal ways.
- Provide pedagogical coaching to staff to enhance teaching and learning practice across all subjects to ensure shared approaches and to reduce within school variability of teacher practice.
- Build coherence and team alignment via individual and shared goals to harness diverse skill sets and interests to achieve strategic priorities.
- Model and promote lifelong learning and collegial discussion to share professional and pedagogical knowledge and develop and extend opportunities for professional collaboration.
- Promote a professional and collegial work environment and employ effective conflict resolution strategies where necessary.

- Encourage a diversity of learning and teaching practice, with a focus on innovative approaches.
- Participate in the selection of Department staff in consultation with the Principal and Deputy Principal Teaching and Learning
- Develop and provide leadership opportunities for staff.
- Provide information for timetable planning, including total FTE and subject requirements.
- Oversee pre-service teachers, in conjunction with the Head of Sub-school and the Deputy Principals.
- Assume responsibility for the general welfare and performance of all the staff in the department, and ensure the sound induction of new staff, in conjunction with the School senior leadership team.
- Ensure that, as far as practicable, the working areas occupied by department are maintained.
- Maintain and manage the Department budget and develop budget submissions in conjunction with the Deputy Principals and Finance Manager.

## **Additional Role Requirements and Responsibilities**

### **Work Health and Safety**

This role is deemed to be a Worker under the *Work Health and Safety Act 2012 (SA)*. As a Worker, while at work the HOD must:

- take reasonable care for his or her own health and safety
- take reasonable care that his or her actions or omissions do not adversely affect the health and safety of other persons
- comply with any reasonable instruction given by the School
- assist in the support of a safe workplace by reporting hazards, incidents, accidents and potential risk.
- appropriately use any equipment provided at the workplace
- cooperate with any reasonable policy or procedure of the School that is related to health and safety at the workplace that has been notified to workers

### **Qualifications and Experience**

- Registration with the Teachers Registration Board of South Australia
- Tertiary qualifications in education with study in at least one of the subject areas within the department; post graduate qualifications are desirable.
- Demonstrated commitment to achieving excellence in education, the communication of an educational vision, and passion for the development of an educational approach that meets the needs of all students.
- Experience in the use of learning technologies in the support of learning.

### **Skills/Abilities/Knowledge**

- Rich knowledge of current innovations in teaching and learning and experience in the collaborative development of high-functioning professional learning communities
- Knowledgeable and experienced teacher within department
- Demonstrable ability to lead, motivate and inspire staff to learn and to lead learning.



- Bring vision to life and encourage a culture of innovation, professionalism, and collaboration.
- Demonstrable ability to provide candid and considered feedback to peers, colleagues and staff.
- Excellent organisational and planning skills with the ability to lead by example and delegate effectively.
- Excellent written, verbal and interpersonal communication skills with the ability to engage with people from varying backgrounds.
- Demonstrable ability to work independently and show initiative.
- Demonstrable ability to take a creative approach to problem solving.
- Demonstrate continuing professional learning and capacity for reflection.

### **Personal Attributes**

- Open, collegial, consultative style that combines a disposition towards distributed leadership with a willingness to lead from the front.
- Self-motivated, conscientious, reliable, and enthusiastic.
- Honest, integrous, and compassionate.
- Demonstrable ability to maintain solidarity and confidentiality with the School's leadership.
- A desire to be actively engaged in the life of the School

KPIs to be determined in discussion with the Principal and Deputy Principal Teaching and Learning.

Any other duties as varied and determined by the Principal.



## HOW TO APPLY

Applications should be addressed to Andrew Reed at Hender Consulting. Please visit [henderconsulting.com.au](http://henderconsulting.com.au) to apply. For a confidential discussion, please call Hender Consulting on (08) 8100 8827.

### **Please Note**

Your application will be automatically acknowledged by a return email.