



PULTENEY

HEAD OF MATHEMATICS
JOB & PERSON SPECIFICATION
FEBRUARY 2024



POSITION DESCRIPTION

Position:	Head of Department
Line Manager:	Deputy Principal – Teaching and Learning
Responsible to:	Principal
Time:	0.2FTE time release
Classification:	Band 2 Level 2 leadership allowance
Tenure:	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. Please visit henderconsulting.com.au to apply.

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

Please Note

Your application will be automatically acknowledged by a return email.