



Title of Position: Head of Mathematics

Type of Appointment: Full Time Permanent

1 Conditions

Established in 2001 in a picturesque setting in Caloundra on the Sunshine Coast, Pacific Lutheran College is a leading K-12 learning community that is innovative, dynamic and progressive. Firmly underpinned by the values and traditions of excellence of Lutheran Education in Australia, students have achieved outstanding success in the academic, sporting and cultural dimensions of their lives. Enrichment programs in all three areas have enabled students to explore their potential.

Pacific has established a strong academic culture, which promotes thinking, deep understandings and creativity based on the learnings of Harvard's Project Zero team. The synergy of these learnings with the research of positive psychology and Lutheran theology provides for a rich whole of life learning culture.

Unique experiences provided through the College's excellent outdoor education, pastoral care and personal development programs, and the opportunities provided through academic, sporting and cultural learning, support an enriching whole of life education. Active involvement in local and international community service projects broaden young people's world view and sense of efficacy.

Our staff take advantage of flexibility in physical and virtual spaces to support an increasingly personalised approach to learning for our young people. Pacific has a seamless curriculum across Kindergarten to Year 12 with teams of teachers working across the four subgroups of the College. Staff are expected to learn collaboratively to contribute to a whole school approach as they lead learning in the Foundation College (Kindergarten – Year 2), Junior College (Years 3-5), Middle College (Years 6-9) and Senior College (Years 10-12).

Salary and related conditions are as per the Teachers' (Non-Government Schools) Award in conjunction with the Lutheran Schools' Enterprise Agreement 2020.

2 Role Description

Heads of Department are key leaders of academic learning across the College and are responsible for the curriculum, administration, supervision and professional development of staff within their department. Heads of Department have a particular focus on the Middle and Senior College. In consultation with the Head of Teaching and Learning K-5, they contribute to the development of the curriculum within their KLA across P-12.

The Head of Department is directly answerable to the Director of Learning and is responsible for the following:

2.1 Strengthening Lutheran Identity

As a leader within a Christian school, the Head of Department is expected to:

- 2.1.1** Support the Lutheran ethos of the College and contribute to the growth of a strong Christian faith community through personal example and professional leadership. This includes participation in chapels and staff devotions.

2.2 Enhancing Excellence in Teaching and Learning

As a leader of academic learning in the College, the Head of Department is expected to work with the Director of Learning, Head of Learning Middle College, Head of Learning K-5 and other Heads of Department to:

- 2.2.1** Place learning at the centre of the KLAs strategic planning to ensure that there is a diverse and flexible curriculum that is underpinned by national and state curriculum directives and supported by creative, responsive approaches to teaching and learning, together with an effective learning environment that aims to optimise student learning.
- 2.2.2** Support staff to plan and implement teaching and learning programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements that is in keeping with the College's pedagogical approach.
- 2.2.3** Lead the pedagogical development of staff within the department and assist them to select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.
- 2.2.4** Support staff to develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and align with College expectations.
- 2.2.5** Use and equip teachers to use formal and informal data to monitor and plan for effective teaching and learning. This includes the use of external data generated by the QCAA Senior Assessment practices, NAPLAN and the use of data longitudinally to track and enhance the learning outcomes of individual students and cohorts.
- 2.2.6** Enhance the capacity of teachers to use formative and summative assessment in the personalisation of learning.
- 2.2.7** Support staff to implement effective teaching strategies to improve students' literacy and numeracy achievement.
- 2.2.8** Enhance student ownership and direction of their learning, ensuring that there is student voice in the direction, review and enhancement of student learning outcomes.
- 2.2.9** Foster an encouraging and challenging learning environment that focuses on the development of the whole person across the College's Four Pillars of Learning.
- 2.2.10** Lead the growth of a Culture of Thinking that places high value on academic learning.
- 2.2.11** As a classroom teacher, model high levels of pedagogical expertise, collaboration and teamwork in the enhancement of student outcomes.
- 2.2.12** Collaborate with colleagues across departments to create learning opportunities that allow students to engage in authentic experiences where connections between subjects are made.

2.3 Engage in Ongoing Improvement and Innovation

As a member of the academic learning leadership team in the College, the Head of Department is expected to:

- 2.3.1** Engage in ongoing learning and development and model engagement in ongoing growth in the academic, spiritual and wellbeing dimensions in line with the College's goals and priorities. Engage with current research associated with effective teaching and learning.
- 2.3.2** Enhance an effective culture of professional learning that is aligned with the College's teaching and learning framework and goals. This includes the provision of professional development and coaching of members of the department and the support of teacher engagement in reflection, collaborative planning, monitoring and review.
- 2.3.3** Ensure the vision and strategic plan for teaching and learning within the department has a focus on the improvement of student learning outcomes and that its goals and intentions are

aligned with whole school goals. Model and facilitate reflection and action to improve outcomes.

- 2.3.4 Initiate and engage in professional discussions with colleagues in a range of forums to evaluate and enhance professional knowledge and practice and improve educational outcomes for students.

2.4 Community Building

As a leader within the College, the Head of Department is expected to:

- 2.4.1 Develop and maintain positive partnerships and collaboration with Lutheran Education Queensland, QCAA, Independent Schools Queensland, students, parents, carers and the wider community. This includes links and partnerships with other learning agencies, universities and professional education networks.
- 2.4.2 Promote and value the department and College as a rich and effective learning community both within the College and in the broader community, including the promotion of the department and its subjects through the College website.
- 2.4.3 Professionally enhance, encourage and support the teaching and learning leadership team, staff, students and parents to enhance student learning outcomes and wellbeing.
- 2.4.4 Demonstrate responsiveness in all communications with parents / carers about their children's learning needs.
- 2.4.5 Actively promote and support the broad range of co-curricular offerings of the College.

2.5 Leading Effective Organisation and Management

A Head of Department is expected to:

- 2.5.1 Model effective leadership and be committed to their own ongoing professional development.
- 2.5.2 Have an awareness of personal health and wellbeing for themselves and their team.
- 2.5.3 Model and share with colleagues a flexible repertoire of strategies for classroom practice to ensure all students are engaged in purposeful learning activities.
- 2.5.4 Ensure that consistent and comparable judgements of student learning are made. This includes the moderation of Year 6-12 student work across and within year levels.
- 2.5.5 Produce and implement a Middle and Senior College program that is consistent with QCAA requirements and follows the pedagogical approach of the College.
- 2.5.6 Support the P-5 program in consultation with Head of Learning K-5 and key teachers.
- 2.5.7 Monitor academic progress of individual students, classes and cohorts within the department.
- 2.5.8 Ensure that the department meets all QCAA and Lutheran Education requirements and College curriculum policies. This includes senior certification processes.
- 2.5.9 Produce and implement a departmental development plan that aligns with the teaching and learning goals of the College.
- 2.5.10 Conduct an annual departmental review, providing a written report to the Director of Learning.
- 2.5.11 Lead departmental meetings, providing minutes to the ALE team.
- 2.5.12 Ensure departmental routines and procedures are established, documented and adhered to.
- 2.5.13 Establish and maintain departmental resources across Year 6-12, including an annual stocktake.
- 2.5.14 Prepare and oversee departmental budget across Years 6-12.

- 2.5.15** Attend Subject Selection Evenings to provide subject specific information to students and parents.
- 2.5.16** Respond to and address parental, staff and student concerns.
- 2.5.17** Ensure that new staff are inducted into the department.

3 Workplace Health and Safety

Effective implementation of the College's Workplace Health and Safety Manual requires the active involvement of all employees. All employees have an obligation to comply with statutory and organisational requirements, procedures and rules that are intended to protect the health and safety of persons at the workplace including the general public.

Specific duties include:

- 3.1** Setting the example for all employees to follow and implement the concepts of workplace health and safety.
- 3.2** Being familiar with legal and college requirements applicable to the health and safety of the workers for whom they are accountable, and to operate within the terms of these requirements.
- 3.3** Promoting a work health and safety program within the business aimed at achieving these targets.
- 3.4** Discussing the safety aspects of all operations with their workers to ensure that they understand that health and safety doctrines are important to themselves and the College.
- 3.5** Ensuring that health and safety doctrines are included in all worker induction and job training sessions and, in particular, that no worker is required to undertake a task without adequate safety instructions and job training being given.
- 3.6** Ensuring that all workers under their control are aware of the location of first aid facilities, fire protection facilities, evacuation procedures and other emergency procedures.
- 3.7** Ensuring that all workers are issued with the appropriate protective equipment and clothing and to monitor the suitability of that protective equipment.
- 3.8** Ensuring that all statutory obligations in respect of equipment tests and equipment security are fully complied with in their area of management.
- 3.9** Ensuring the highest possible standards of housekeeping are maintained throughout the area of their control.
- 3.10** Apply disciplinary practice when employees or students fail to discharge their health and safety.
- 3.11** Undertake first aid training where identified in the College First Aid Policy and Procedure (if applicable).

4 Selection Criteria

The successful applicant will need to demonstrate or have the demonstrated capacity to develop the capabilities described below:

SC 1. Demonstrated ability to support the Christian ethos of the College.

SC 2. Demonstrated professional skills in the leadership of a team of Mathematics teachers, which includes the supervision and development of staff and the development and monitoring of learning plans. Knowledge of QCAA senior schooling processes and high levels of pedagogical expertise will be expected.

SC 3. Demonstrated ability to foster learning partnerships with students, parents, staff and members of the wider community and promote the standing of Mathematics within the College and the wider community.

SC 5. Demonstrated capacity to administer a Mathematics Department which includes budgeting, maintenance of stock and resources and compliance with workplace health and safety requirements.

SC 6. Demonstrated levels of confidence, flexibility, teamwork, innovation and perseverance required to build a strong department that contributes to a highly effective K-12 learning culture. This includes a commitment to ongoing professional learning and growth across all dimensions of College life.

SC 7. Demonstrated skills to support the College's co-curricular program.

5 Knowledge and Qualifications

Teachers must possess or be eligible for registration within Queensland.

Please feel free to contact the Principal in relation to any queries regarding your application.

Applicants **must address the selection criteria** and email their application to hrofficer@pacluth.qld.edu.au attention Dr Bronwyn Dolling, Principal, Pacific Lutheran College, by **12.30pm Friday 26th July 2024**.