

NORTHCOTE HIGH SCHOOL: POSITION INFORMATION

Position Title:

Educational Leader – Initial focus: Head of School (Junior School)

3 Year Tenure Leading Teacher Position

Selection Criteria:

Selection Criteria for this position are located on Recruitment Online and can be accessed via the DET website. Applicants should address the selection criteria in their application.

Position Purpose:

The key purpose of the position is to

Refine and develop the schools' learning and relationships frameworks, resources and programs including the implementation of curriculum, relationships and management programs that enhance the experience and learning of all students. Additionally, to lead innovation of the school in relation to both learning and relationships.

Position Details:**Reports to:**

Reports to the principal team

Provides information and advice to the Curriculum Committee and Student Management Team

Direct Reports:

Year Level Program Leaders

Working Relationships:

This Leading Teacher works closely with:

- The Principal Team
- Other Sub-School Leaders
- Faculty Leaders
- Student Leadership and Enrichment Program Leader
- Student Management Team
- Year Level Program Leaders
- Student Wellbeing Team

Responsible for:

- Development and promotion of the unique year level experiences for the year levels including curricular and co-curricular programs.
 - Continuous improvement and enrichment of the Tutorial program curriculum at each year level.
 - Enhancing the data richness of the school and the ability of staff to use data to know students' needs and teach accordingly.
 - Promotion and implementation of a restorative practices approach to student management.
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- Engagement with teachers, students and families around learning and behavioural challenges and in the promotion of high expectations for all.
 - Ensuring administrative and technical functions of the sub-school programs (transitions, pathways, assessment, examinations, VCAA, VASS etc) operate and are led effectively.
 - Communication with families, teachers and the community and acting engage with and connect these groups.
 - Policy development and implementation.
 - Developing a structured PD program for staff in relation to teaching and learning priorities.
 - Provide leadership in the use of data to inform learning, teaching and feedback.

Resource allocation:

- Leading Teacher
- Significant Time Allowance
- Year Level Program Leaders

Memberships:

- School Leadership Team
- Student Learning and Relationships Leaders'
- Student Management Team
- Others as required

Position specification / desired skill sets: (Note – The following are not the selection criteria.)

- Experienced classroom practitioner up to Year 12
 - Has sound and proven ICT skills
 - Has a high level of working knowledge of National curriculum and student learning theory
 - Has strong systems analysis and documentation skills
 - Has experience of logistics and management of activities in a large school
 - Effective leadership of staff
 - Can develop the capacity of their team and other staff
 - Demonstrated problem solving and issue resolution skills
 - Highly developed data analysis skills and the ability to create programs that respond to identified needs
 - Strong interpersonal skills are essential.
 - Has experience in restorative approaches to student engagement and management.
 - Has sound knowledge of the Department's policies
 - Strong financial control skills
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N.B. The statements in the following table are intended to describe the general nature and level of work. They are not intended to be construed as a list of all responsibilities, duties and skills required by the position.

KEY RESULTS AREAS

Leadership of the Year Level Programs

Performance indicators

- Promotion of student leadership

- Operations associated with the sub-school

- Leadership of the sub-school team

- Leadership of the unique year-level experience

Expected outcomes

- Leadership opportunities are open to all students in formal and informal rolls and the leadership of students is publically celebrated. The class and year level captains are involved weekly with the sub-school in developing programs relevant to the year level.
- Analysis of existing and lead new leadership programs to ensure opportunities for all students
- Operations such as camps, exams and activities (within curriculum, and beyond) associated with the sub-school are planned in advance with high levels of communication and clarity to all involved.
- Student pathways and associated processes are established and communicated to relevant stakeholders to ensure all students are enrolled in and pursuing appropriate courses of study.
- Year Level Program Leaders and the relevant Student Wellbeing Coordinator are engaged in team-based work. YLPLs work is monitored and managed to ensure targets are met and that support, coaching and autonomy are provided as appropriate.
- Manage development of YLPLs as leaders
- The identity of each year level can be clearly articulated, is understood by the community and is associated with defined and significant moments that resonate with the year level theme.

Leadership in Relationships

Performance Indicators

- Enhancement of the learning environment

- Promoting and advancing restorative practices

Expected Outcomes

- Student management processes implemented in all classrooms are understood by the community. The environment promotes orderly engagement and high levels of safety. The learning environment is respected by students and teachers support the effective creation of positive environments for learning.
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- Engaging students
- Connection with NHS families.
- Connection with community agencies and networks.
- Restorative practices are further embedded across the school and resonate in the daily practice of classroom teachers.
- The leader has created an open environment that encourages students to participate in decision making and to be involved in the life of the school.
- The sub-school creates opportunities for families to generate ideas and provide feedback. The sub-school responds to needs emerging in the community for support

Leadership in Learning

Performance Indicators

- Enhancement of positive cultures around student learning
- Advancing the use of data to know students and the ability to translate this into pedagogical and curriculum change
- Monitoring curriculum provision and implementation across the sub-school

Expected Outcomes

- Students, teachers and families will all know and understand the importance of high expectations. All students will be supported and extended from their current level of attainment, knowledge, skill or competence and there will be an explicit promotion of.
- Teachers routinely use data in preparing the learning and teaching program and both students and parents are engaged in the reflection on performance and achievement data and in the setting of targets for future action or learning.
- Engagement with and leadership of faculty leaders in the development of curriculum that responds to the needs of the student cohort. Through this, further linking the curriculum and student learning relationships dimensions of the schools' work.

Leadership of the Tutorial Programs

Performance Indicators

- Refinement, documentation and operation of the curriculum and assessment associated with the Tutorial program.
- Creation of a team environment for tutors.

Expected Outcomes

- Documentation of the tutorial curriculum is established and reviewed annually.
- Curriculum responds to current educational and relationship theories to promote healthy and engaged young people
- Year Level Program Leaders work on a routine basis with the support of the leading teacher to create, support and lead a team of tutors across the year level

Other

Teaching as negotiated

General logistic support

Leadership of staff, school and student programs

Assisting in staff performance appraisal processes
Attendance at camp is preferred
Provide professional development and support for staff as needed
Financial analysis of programs as required
