

Head of Section (Primary/Secondary)

POSITION DESCRIPTION



Reporting to:	Head of Campus
Teaching:	Ongoing
Employment Fraction:	Full-time
Teaching Fraction:	0.2
Leadership Time Release:	0.8 plus Homeroom or equivalent
Leadership Tenure:	5 years (or as otherwise specified)
Campus Location:	As allocated.
Salary:	To be negotiated
Prepared:	April 2024

Position Context

Hume Anglican Grammar is an independent, multi-campus, co-educational and Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible. It is our fundamental belief that young people who are genuinely happy will engage, aspire and thrive within our learning community. By establishing high standards in all that we do, every student is encouraged and supported to discover and fulfil their unique potential.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus. We are a progressive school, not just in the development of buildings and grounds, but also in innovative thinking and advancements in our approach to teaching and learning. This is led by a group of dedicated and expert teachers who practise their craft with skill, and by building the strongest of relationships with our students. It is not by chance that we have young people who readily display warmth, humour and respect for one another and their teachers.

Since 2011, the School has occupied the Mt Ridley P-12 campus of 10 hectares, this site will ultimately have 1,428 students. In 2019, it opened an 8-hectare second campus in Donnybrook. Currently numbering 840 students, it will ultimately have an enrolment of 1,596 from Prep to Year 12. At Donnybrook, the Secondary school commenced last year so now has 280 Year 7 and 8 students. Each year as additional classes and year levels are added, it will progress to offer Year 12 in 2028.

In 2023, the School opened its third campus in Kalkallo, as a Primary (P-6) school and as feeder to the Mt Ridley and Donnybrook Secondary schools, it will follow a similar growth pattern to Donnybrook with eventually 588 students.

This year, the school has 2,678 students and employs some 270 staff - 185 teaching and 85 non-teaching. Currently, the student enrolment at each campus is at Mt Ridley 1,418, Donnybrook 868 and Kalkallo 392.

The school is on a growth trajectory and in 2025 is projected to increase to 2,912 students (Mt Ridley 1,428, Donnybrook 1,008 & Kalkallo 476) and ultimately have some 3,612 students (Mt Ridley 1,428, Donnybrook 1,596 and Kalkallo 588) with a corresponding cohort of teaching and general staff on its three campuses with plans for further expansion.

Purpose of the Position

The Head of Section ensures the effective and efficient operation of the programs within their section and provides leadership on operational day-to-day matters. They oversee the three critical functions of the Section: operations, the teaching and learning program, and student and staff wellbeing. They will inspire, guide, model, and lead excellence to develop a strong and visionary learning culture for the year-levels they are responsible. With knowledge of contemporary pedagogy and student wellbeing practices, the Head of Section will create a safe, stimulating, and challenging environment, whilst promoting the School's philosophy, policies and procedures.

The Head of Section will encourage and maintain the growth of a high-performance culture of continuous improvement and individual excellence. They will promote teaching and learning as the core business of the School, facilitating and fostering a positive and productive learning climate for staff and students. They will implement quality assurance processes to ensure the effective and efficient operation of their section.

Reporting to the Head of Campus, the Head of Section is a senior position on campus with the direct responsibility for the daily management of their section. As such, they will play an active role in the development and implementation of the current and future strategies and objectives and be accountable for implementation of the School's Strategic Plan, *'Shaping our Future'* as it relates to section goals.

The Head of Section supports and promotes the School's child safety culture. Under the direction of the Deputy Principal, they develop and enact approaches to embed a culture of child safety, monitor performance of individuals in their charge for achieving the School's strategies, inform the School community about the strategies, and allocate roles and responsibilities within their area; and periodically review the effectiveness of the strategies and revise as required.

Nature of the Position

The Head of Section reports to the Head of Campus and works in close partnership with associate Heads of Section both at their campus, and other campuses who have similar goals and responsibilities. They have as direct operational reports a Head of Teaching and Learning and Head(s) of Student Wellbeing, as well as other existing positions of responsibility which may be added over time.

Upon commencement, the position will be based at one of the campuses as described in the employment contract with intercampus travel an ongoing requirement. In the future there may be the requirement to perform part or all of this role at other locations.

It is inherent within the role and incorporated into the leadership time release, that the Head of Section will operate outside the regular school hours to attend and manage meetings, activities, and events. Hence, they will be required to work before and after school, during term breaks and on weekends, as necessary. All paid and unpaid leave must be taken during non-term weeks.

The Head of Section

The Head of Section is a teaching position with a leadership component; therefore, employment conditions applicable are described under the conditions of a teacher. With the following exception.

The Head of Section is required each new year to commence work on the Monday of the week before teachers return to duty, and to work one week (5 days equivalent) during the year during other term breaks. During the three weeks of the Term 3 break would be a likely time but other times may be approved with agreement from the Head of Campus. This means the Head of Section works in total 2 additional weeks to that of a standard teacher role (currently 39 weeks).

The Head of Section is provided with a mobile phone and any other information and communication technology support required to fulfill the duties of the role.

Variations to the Role

The following paragraph concerns only the arrangement at the **Kalkallo campus** and is not applicable to the other campuses.

As the Kalkallo campus has only one section, a Primary school, and does not have a Secondary school, the arrangement for the Head of Section is unique to the other campuses. In that, the positions of Head of Section - Primary (Kalkallo) and the Head of Campus (Kalkallo) are held by the same person. That person will fulfill the duties of both position descriptions.

The following paragraph concerns only the **Secondary section at the Donnybrook campus** and is not applicable to the other sections or campuses.

As the Head of Secondary is a newly established role with responsibility for the management for the emerging section at Donnybrook, it will have evolving level of responsibility with the establishment of commensurate leadership positions. The structure will change each year dependent upon size, complexity and the support required.

Responsibilities and Duties

Subject to the discretion of the Principal and working under the direction of the Head of Campus, the Head of Section is responsible for exemplary leadership of their section and its conduct and management within the broader school context. Relating to their area of responsibility, this includes:

Student Wellbeing

- Creating a culture which is safe, secure, and enjoyable for students.
- In conjunction with the Director of Student Wellbeing, leading a caring, inclusive, and engaging student pastoral care program that enhances student wellbeing and builds quality relationships that inspire personal growth and success within a Christian ethos.
- Providing direction and support to Heads of Student Wellbeing or Year Level Coordinators in managing student conduct, maintaining high standards and promoting excellence.
- Managing student behaviour, maintaining high standards and promoting excellence.
- Directing their Head(s) of Student Wellbeing in the management and delivery of the pastoral care program and pastoral processes and initiatives.

Teaching and Learning

- Driving innovation and development in teaching and learning to maximise student engagement, motivation, and achievement.
- Developing staff in contemporary teaching practice within a culture of high expectation and professional excellence.
- In conjunction with the Director of Teaching and Learning, overseeing the professional conduct of staff including development, appraisal, and mentoring.
- Directing their Head of Teaching and Learning in the management and delivery of the educational program.

Staff

- Establishing a caring and collegial culture, and a stimulating opportunity-rich workplace.
- In conjunction with the Director of Human Resources, addressing matters pertaining to staff performance and conduct, in accordance with school policies, procedures and values.
- Managing the process for the selection and appointment of staff as required.
- Promulgating and promoting key objectives to all staff, ensuring that there is understanding, engagement and participation at all levels.

Parents

- Forming the strongest of connections with parents to promote positive collaborative relationships through regular, relevant, and comprehensive communication.
- Addressing parent concerns with empathy and responding in a timely manner to parent communications.
- Maintaining a strong presence in the parent community by acting as an ambassador of the School at key events.

Community

- Leading community relations activities and communication including promotion of their Section.
- Facilitating co-curricular activities, intra-school events and other extracurricular undertakings.
- Conducting interviews for prospective students and supporting the Enrolments Office throughout the admissions process.
- Promoting and encouraging an active Parents and Friends Association and supporting community building activities.

Leading

- Liaising with the Deputy Principal, Head of Campus, Heads of Section and other leaders to ensure leadership efforts across campuses are consistent, transparent and in line with school values.
- Providing and developing planned, sustainable leadership and evidence-based decision making, and effective role modelling.
- Inspiring and engaging our teachers and staff to provide high quality and holistic education.
- Providing leadership and managing daily routines and school life for students and staff, as well as the conduct of major events.
- Developing, recommending, implementing, and monitoring quality assurance processes.
- Ensuring all programs and initiatives are offered to the highest standard according to best practice.
- Managing the Section budget and allocation of its resources to school activities.
- Supporting and directing where appropriate the Section Coordinator of Co-curricular and the Coordinator of Performing Arts.
- Establishing and enhancing systems and structures with a focus on risk and compliance that ensure the effective ongoing management and development of the Section.

Infrastructure & Development, and other

- Playing an active part in the planning and development of their section of the School.
- Managing the Section's physical and financial assets in conjunction with the Head of Campus.
- Undertaking the duties of a teacher as defined by the Position Description for a Teacher.
- Carrying out other duties as directed by the Principal.

Qualifications, Skills and Experience:

Essential

- Senior leadership experience.
- 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.
- Proven capacity to lead, motivate and inspire teachers to learn and to lead learning, bringing vision to life and encouraging a culture of innovation, professionalism, diversity and collaboration.
- Proven ability to research, think, strategise and plan, form and carry out action plans, and evaluate outcomes.
- Demonstrated understanding of education, including pastoral care, pedagogy, curriculum development and student learning.
- Proven ability to effectively lead a team of staff in the development, implementation, delivery, and evaluation of school programs.
- Current registration, or immediate eligibility for registration with the Victorian Institute of Teaching.

Desirable

- Post graduate qualifications in educational leadership.
- Involvement in professional communities.

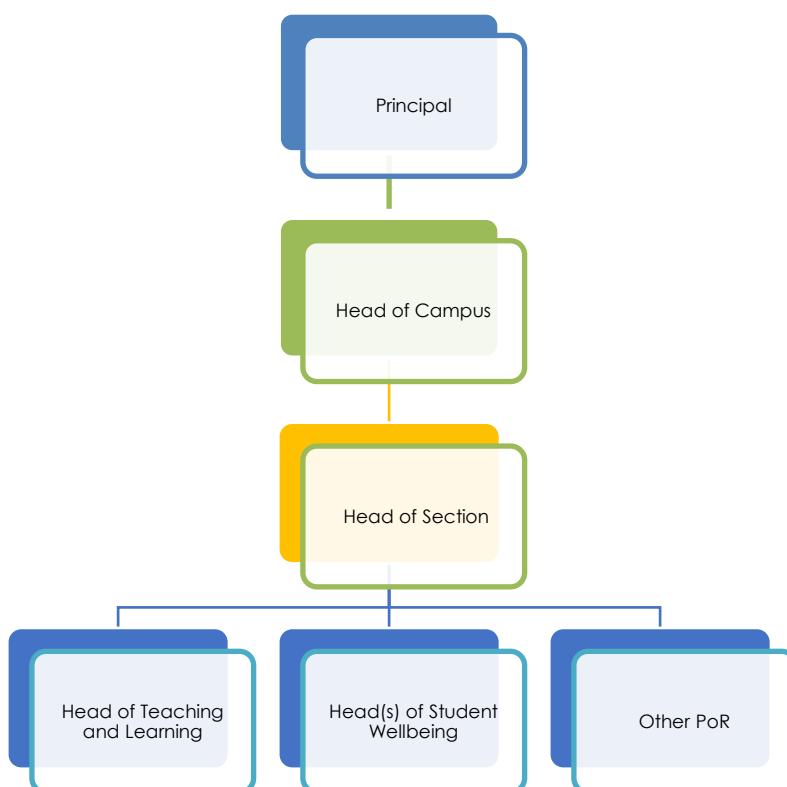
Personal Qualities

- Insightful leadership skills underpinned by strong emotional intelligence.
 - Open, collegial, values driven and consultative style that combines a disposition towards distributed leadership with a willingness to lead from the front.
 - Outstanding written, verbal, and interpersonal communication skills to build relationships with key stakeholders.
 - Ability to motivate staff and influence student learning outcomes.
 - Strong facilitation, mediation, and conflict/dispute resolution skills.
 - Commitment to professional learning and continuous improvement.
 - Outstanding organisational skills, planning, analytical and strategic thinking capabilities.
 - High-level emotional intelligence and disposition that demonstrates a loving concern for the wellbeing of others.
 - A resourceful team member able to operate in a mentoring, collaborative, and inclusive manner.
 - Sound financial management and budgeting skills.
 - Personal sense of initiative, enthusiasm, and high energy.
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Key Selection Criteria:

1. Demonstrated senior leadership experience as evidenced by successful managerial achievements and outcomes.
2. Ability to effectively lead a team of staff in the development, implementation, delivery, and evaluation of school programs. In particular, in the introduction of new initiatives.
3. Far-reaching understanding of education commensurate with the year levels; including pastoral care, pedagogy, student learning, and co-curricular and curriculum development.

This Position Description may be altered from time to time to meet the operational needs of the School.



The above organisational chart shows only those positions immediately connected to the role.