

# HEAD OF TEACHING AND LEARNING – SECONDARY (DONNYBROOK)

## POSITION DESCRIPTION



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| <b>Reporting to:</b>            | <b>Head of Secondary</b>                    |
| <b>Teaching:</b>                | <b>Ongoing</b>                              |
| <b>Employment Fraction:</b>     | <b>Full-time</b>                            |
| <b>Teaching Fraction:</b>       | <b>0.4 to 0.5 FTE*</b>                      |
| <b>Leadership time release:</b> | <b>0.5 FTE and Homeroom (or equivalent)</b> |
| <b>Leadership Tenure:</b>       | <b>Four years</b>                           |
| <b>Leadership Salary:</b>       | <b>Category 4 to 6*</b>                     |
| <b>Prepared:</b>                | <b>June 2024</b>                            |

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## 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.

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## Purpose of the Position

The Head of Teaching and Learning - Secondary is responsible for implementing the School's Vision for Teaching and Learning, and its realisation of creating a learning culture within the Secondary school. They drive the scope and sequence of the academic program, provide expert advice to teachers, and play a key role in delivering a relevant, progressive, and effective teaching program.

With knowledge of contemporary curriculum, teaching and learning practices, the Head of Teaching and Learning - Secondary is responsible for creating a stimulating and challenging learning environment, raising student achievement, improving quality teaching and learning, and promoting the School's philosophy, policies and procedures.

The Head of Teaching and Learning - Secondary is recognised and highly respected by colleagues, parents, and community members as an exemplary teacher and leader. They have demonstrated consistent and innovative teaching practice and the ability to initiate and lead activities that focus on improving educational opportunities and outcomes for all students.

They foster a culture of teaching and learning to develop independent and flexible thinkers. They are skilled in mentoring teachers, using activities that develop knowledge, practice and professional engagement in others. They promote and nurture creative, innovative thinking among colleagues.

Using current knowledge of curriculum development and contemporary pedagogy, the Head of Teaching and Learning - Secondary adopts an evidenced-based approach to decision-making, derived from, and informed by, benchmarked objective data.

The Head of Teaching and Learning - Secondary supports and assists the Director of Teaching and Learning and the Coordinator of Learning Enhancement – Secondary in the implementation and delivery of additional support for students to foster their development.

The Head of Teaching and Learning - Secondary supports and promotes the School's child safety culture. Under the direction of the Deputy Principal, they support strategies to embed a culture of child safety, monitor performance of individuals in their charge, and periodically reviews the effectiveness of the strategies employed.

Hume Anglican Grammar has five Heads of Teaching and Learning – Primary (Donnybrook), Primary (Kalkallo), Primary (Mt Ridley) and Secondary (Mt Ridley). Each operates in the closest of relationships with each other, ensuring a coherent and consistent approach to the creation of a culture of learning, and sharing the commitment to ensure that the art and science of teaching are placed at the forefront of the pedagogical framework across the School.

The Head of Teaching and Learning - Secondary reports to the Head of Secondary and is directed by the Director of Teaching and Learning in respect to the strategic development and enactment of the Vision for Learning across the School. The Head of Teaching and Learning - Secondary is the second-in-charge in the Secondary section and has section responsibility in the absence of the Head of Secondary, reporting to the Head of Campus.

The Head of Teaching and Learning – Secondary has the Heads of Faculty, Subject Coordinators, VCE Coordinator and Careers Counsellor as their direct reports. They have an Academic Officer to support and assist them in their duties.

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## Nature of the Position

\*The first Head of Teaching and Learning at the Donnybrook Secondary Section will manage the delivery of a rich and rigorous curriculum in a rapidly growing school. As such, it has an evolving level of responsibility with commensurate leadership allowance. The arrangements will change each year and are described below.

2025

Year levels: 7, 8, 9

Time release: 0.4

Leadership Pay Level: Level 4

2026

Year levels: 7, 8, 9, 10

Time release: 0.4

Leadership Pay Level: Level 5

2026 and beyond

Year levels: 7, 8, 9, 10

Time release: 0.5

It is inherent within the role and incorporated into the leadership time release, that the Head of Teaching and Learning - Secondary 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 required.

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## Responsibilities and Duties

Subject to the discretion of the Principal, the Head of Teaching and Learning - Secondary is responsible for managing the academic program. Pertaining to the Secondary school, responsibilities include:

### Curriculum administration

- Developing, implementing, evaluating, and revising the selection and sequencing of curriculum
- Operating with the other Heads of Teaching and Learning to implement whole-school academic programs and consistency with respect to submission of work, examinations and report writing
- Evaluating assessment policies and strategies to support colleagues
- Using assessment data to respond to learning needs, comply with curricula and ensure system and/or school assessment requirements are achieved
- Collaborating and supporting Learning Enhancement, as required, especially with respect to testing and reporting
- Managing, with the other Heads of Teaching and Learning and Academic Officers all NAPLAN administration tasks, providing analysis of results and subsequent action plans
- Managing end of semester exam timetables for students in Years 7 – 11
- Overseeing Parent Teacher Interviews
- Managing the subject selection procedure, structure and events
- Setting up and managing all reporting and accountability mechanisms to meet the needs of students, parents, and colleagues
- Supervising the creation of curriculum documentation for dissemination to parents and students
- In conjunction with the VCE Coordinator, analysing VCE results and implementing recommendations for improvement
- Setting up and managing aspects of the Secondary timetable
- Overseeing the careers program and opportunities for students

### Teaching and learning implementation

- Responding to and supporting the Director of Teaching and Learning employing initiatives for the implementation of the School's Vision for Learning
- Supporting colleagues to select and develop teaching strategies to improve student learning
- Leading Secondary staff professional development sessions as required
- Leading processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn

### General responsibilities

- Acting as second-in-charge for their section and deputising for the Head of Secondary
  - Developing and maintaining a close and collaborative relationship with their counterpart, the Head of Teaching and Learning – Secondary, at the other campus.
  - Forming the strongest of connections with parents through regular and comprehensive communication, including via Information Evenings and Newsletter and Bulletin contributions
  - Supporting the Senior Leadership Team and Director of Teaching and Learning with respect to staff conduct, appraisal and mentoring
  - Assisting the Head of Secondary in the selection, appointment, and management of staff
  - Assisting the Head of Secondary in the student enrolments process
  - Management of pre-service teachers in consultation with the Director of Teaching and Learning
  - Undertaking the duties of a teacher as defined by the Position Description for a Teacher
  - Carrying out other duties as directed by the Principal
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## Qualifications, Skills and Experience:

### Essential

- Breadth and depth of understanding in curriculum design and teaching and learning practices
- Demonstrated experience in leading teachers in the development of their pedagogy
- Leadership experience within the academic domain
- Current registration, or immediate eligibility for registration with the Victorian Institute of Teaching

### **Desirable**

- Post graduate qualifications in educational management and leadership
  - Involvement in relevant professional communities
  - Experience with timetabling software in a secondary context
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### **Personal Qualities**

- Outstanding communication and interpersonal skills to build relationships with key stakeholders
  - Ability to motivate staff and influence the development of student learning
  - Commitment to professional learning and continuous improvement through collaborative work practises
  - Outstanding organisational skills, planning, analytical and strategic thinking capabilities
  - Academic leadership skills which demonstrate the ability to lead junior leaders
  - Personal sense of initiative, enthusiasm, and high energy
  - A resourceful team member who can operate in a mentoring, collaborative, and inclusive manner
  - Ability to provide engaging, challenging, and purposeful learning experiences, in particular through the use of learning technologies
  - Commitment to excellence in learning for all students
  - Demonstrated interest in ongoing personal professional development
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### **Key Selection Criteria**

1. Ability to devise, implement, enhance, and evaluate teaching and learning programs.
2. Far-reaching knowledge of the Australian curriculum, with demonstrable experience in practically applying the three-dimensional design – cross-curriculum priorities, general capabilities, and learning areas.
3. Proven experience leading others in the implementation of teaching practices and capacity to provide expert advice to teachers and junior curriculum leaders.

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