



LINDISFARNE

Anglican Grammar School

POSITION DESCRIPTION

Position:	Director of Careers and Vocational Education & Training (VET)
Immediate Supervisor:	Deputy Principal
Subordinates:	Faculty Staff
Award/Agreement:	Independent Schools NSW Teachers (Hybrid Model) Multi-Enterprise Agreement 2017
Classification:	Coordinator 2

Our Vision

Lindisfarne Anglican Grammar School is a high quality, Independent, Anglican co-educational Grammar School that serves the southern Gold Coast, Tweed Coast and northern New South Wales. We seek to provide the distinctive identity, relationships, learning and leadership that support our staff and families to work together to meet our high expectations for the achievement and holistic development of our students in our local, national and international communities.

Our Values

Within our Anglican tradition, we value:

- **Compassion:** Building genuine relationships through generosity of spirit and care for others.
- **Wisdom:** Gaining the knowledge, understanding, skills and character that comes from learning.
- **Respect:** Appreciating all within our environment and leaving an honourable legacy for those who follow.

Our Culture

We cultivate learning through relationships, expert teaching, educational research and innovation that focus on:

- **Leadership:** Creating the competencies that equip us with hope, clarity and direction.
- **Standards:** Establishing high expectations that empower student involvement, development, achievement, service and voice.
- **Collaboration:** Working together within aligned structures, processes, practices and systems that enable our desired ethos and strategy.

Our Strategic Domains

- **Achievement**

Our Aspiration: A great school privileges the disciplined pursuit of achievement; encourages challenging individual and collective goals; asserts confidence in the capability of all to be successful and seeks out the best processes by which this might be attained; and measures its effectiveness in attaining the best possible outcomes.

- **Relationships**

Our Aspiration: A great school builds robust and resilient learning relationships within supportive environments that inspire learners to grow in knowledge, skills and character so that they are equipped, empowered and enabled to assume responsibility for making a positive contribution to the world.

- **Communications**

Our Aspiration: A great school listens to its community carefully and consistently, connecting and communicating with it by creating a credible narrative of the school that honours the legacy of its past, frames the complexity of its present and projects a compelling rationale for a preferred future that serves 21st century learning needs.

- **Initiatives**

Our Aspiration: A great school invests significant hope, resources and commitment into research and development by planning, conducting and evaluating intentional projects and initiatives that are aligned to the school's mission, realise the school's vision and demonstrate the school's values in action.

- **Reputation**

Our Aspiration: A great school earns a strong reputation as a great school that exceeds expectations with relation to the quality of its outcomes; the efficiency and efficacy of its processes; its engagement with its community; the consistency of application of its ethos; and the execution of its strategy across the domains of achievement, relationships communications and initiatives.

Our Lindisfarne Leaders

Within our Anglican tradition and community of learning, we support our leaders to demonstrate the following outcomes:

- **Compassion:** *Our leaders encourage relationships that are deeply imbued by generosity of spirit and care for others.*
 - **Living Christian values within authentic relationships:** They actively demonstrate compassion and honesty in their relationships with others.
 - **Individual formation through school learning culture:** They are committed to care for the whole person and develop a strong sensitivity to the different needs of students, staff, and families.
 - **Community leadership and legacy:** They connect with the community and understand its context by celebrating both success and difference.
- **Wisdom:** *Our leaders provide the clarity to help students gain knowledge, understanding, skills and character through their learning.*
 - **Living Christian values within authentic relationships:** They have the capacity to see the big picture and consider all perspectives within the community in setting priorities in accordance with the school's values and ethos.
 - **Individual formation through school learning culture:** They are receptive to both the wisdom and guidance of others and also their own learning in making things happen.
 - **Community leadership and legacy:** They acknowledge the importance of effective communication and the need to build a track record of successful school achievement.

- **Respect** : *Our leaders cultivate appreciation within our environment and encourage a shared desire to leave an honourable legacy for those who follow.*
 - **Living Christian values within authentic relationships:** They are approachable and professional in their relationships within the community.
 - **Individual formation through school learning culture:** They recognise individual potential for learning and work through difficulties in a fair and unbiased fashion.
 - **Community leadership and legacy:** They encourage a balance between the traditions and future of the school and promote respect for the Anglican ethos of the school and its place in the wider Diocese and broader educational community.
- **Leadership:** *Our leaders equip our community with hope, clarity and direction.*
 - **Living Christian values within authentic relationships:** They demonstrate the school's values with confidence and transparency.
 - **Individual formation through school learning culture:** They are willing to be both vulnerable and strong in the pursuit of the school's ongoing educational mission.
 - **Community leadership and legacy:** They demonstrate the capacity to work above, below and alongside different community members, and seek to build this same capacity in others.
- **Standards:** *Our leaders set expectations for the school in accordance with our community's standards, particularly those in relation to student involvement, development, achievement, service and voice.*
 - **Living Christian values within authentic relationships:** They have a shared vision for the school and how the school's values and culture contribute to the realisation of this preferred future for the community.
 - **Individual formation through school learning culture:** They are personally committed to their own learning and to using this to inform their leadership of others.
 - **Community leadership and legacy:** They have strong aspirations for the students of the school and lead the community's conversations about improving both expectations and standards.
- **Collaboration:** *Our leaders help the community work together to produce its desired graduate outcomes.*
 - **Living Christian values within authentic relationships:** They promote a climate of trust and inclusiveness.
 - **Individual formation through school learning culture:** They consult widely and are open to fostering and challenging different ideas and opinions.
 - **Community leadership and legacy:** They provide opportunities for others to lead and create structures and processes for meaningful collaboration.

The Director of Faculty - Careers & VET

Lindisfarne Anglican Grammar School Directors of Faculty lead and coach their team towards the School's Vision, Values and Strategic Intent. They drive the application of contemporary knowledge and understanding of teaching and learning in the learning area in order to continuously maximise student outcomes and build teacher capacity.

The Director of Faculty is accountable for the curriculum and quality of teaching and learning within the specific Faculty area. The scope of the position includes fostering a culture of high performance, conducting appraisals, managing performance which does not meet expectations, mentoring and supporting members within their Faculty. The Director is responsible for ensuring high quality educational programs, excellent outcomes and academic results, and the provision of embedding differentiation within all faculty units to ensure that the faculty helps students to excel.

Specifically the Director of Careers & VET is responsible for developing and implementing the delivery of a successful career's program, vocation development and post school options services that effectively meets the needs of the students and the School from Years 7 to 12 in a positive and future looking focus and to assist students to design their vocational pathway(s).

This position of responsibility is in addition to the normal day to day teaching tasks and therefore has a monetary allowance and a time release appropriate to the role. Whilst the primary responsibilities of the

position are articulated, it is expected that the incumbent will engage with the wider School Community and participate fully in events and activities, playing an ambassadorial role as a senior representative of Lindisfarne Anglican Grammar School.

The Director of Faculty reports to and operates within the general direction of the Deputy Principal. The Director of Faculty works closely with the Heads of Subschool and Dean of Studies to deliver curriculum offerings appropriate for each stage of schooling.

FREEDOM TO ACT / AUTONOMY

The Director of Faculty is required to exercise judgement in recommending the appropriate and effective process for dealing with any serious issues which require referral to the Deputy Principal, Heads of Subschool or Dean of Studies.

RESPONSIBILITIES

Supporting the School Vision and Ethos

- Consistently adheres to School policy and procedures
- Consistently adheres to and promotes the School's values and goals/aims
- Consistently demonstrates support for the ethos of the School
- Supports whole school initiatives publicly and with faculty staff

Careers and VET

- Develop a high quality, comprehensive Careers program for secondary students which prepares students well for post-secondary pathways.
- Overseeing the delivery and review of careers services to provide current information.
- Collate and disseminate career information in a timely manner.
- Provide advice on tertiary prerequisites.
- Align students with developmental pathways to investigate appropriate career options.
- Provide strategic leadership and manage the day-to-day operations of the School's VET programs. Currently these programs include Hospitality and Screen and Media and a range of TVET TAFE courses.
- Manage and promote Work Experience student placements and documentation for all students as needed and the Year 10 preparation/follow up of Work Experience.
- Track students as they move through school and from school into post-school destinations, ensuring that this information is reported.
- Broaden student knowledge of pathways and its implication for subject selection, including Year 10 Information Days and signature pathways event for students.
- Develop information networks to ensure students have access to high quality regular pathways updates, vocations and careers for students and parents.
- Maintain and manage relevant data and communications TAFE EOI, NESA data entries such as USI numbers, maintain TVET TAFE course entries/codes and student course requirements through NESA and school systems.
- Promote student participation in industry, university and tertiary institution career events; and pathways to University, Colleges and TAFE and private providers.
- Manage and track TVET TAFE EOI entry forms.
- Support the delivery of career education within other core learning areas.
- Assist students with additional selection criteria, accessibility schemes and/or entry schemes and university entrance interviews including medicine, music and visual arts, UCAT, UNITEST, STAT and GAMSAT, rural student and elite athlete schemes.
- Continue to develop the relationship between the school and their students and the University recruitment staff.
- Access group training companies and employment companies assisting students to source and apply for apprenticeships and traineeships.
- Provide students and parents with an understanding of the early age departure from school process when required.
- Identify effective post school pathways for students with additional learning needs.

Exemplary Teaching Practice

- Faculty Directors are exemplary practitioners of their craft. Evidence of this includes:
 - Demonstration of a deep and current knowledge of the subject areas within which he/she practices
 - High expectations in regards to student learning
 - Effectively differentiates instruction for all learners
 - Understands the importance of explicit teaching
 - Provides timely and effective feedback
 - Uses data to inform practice
 - Provides opportunities for student collaboration
 - Provides a safe and supportive classroom environment where students are willing to take risks
 - Implements innovative and evidence-based pedagogies into teaching practice

Teacher Leadership

- Faculty Directors provide aspirational direction and leadership to develop and implement contemporary and diverse pedagogical practices to suit the educational needs of students by:
 - Consistently demonstrating leadership within the areas covered by the Faculty.
 - Encouraging and providing an organised, balanced and challenging program which is relevant to the needs of the students and consistent with the aims and objectives of the School and the Faculty.
 - Monitoring student academic results regularly and conducting both formal and informal conversations with relevant staff.
 - Regularly referring to external and internal data (Data Analysis) in reviewing teaching approaches to cohorts and individuals (NAPLAN/PAT/AGAT/HSC).
 - Modeling and demonstrating a range of effective teaching methods, taking into account each individual student's learning style.
 - Consistently encouraging staff to achieve their personal best in their teaching practice.
 - Consistently promoting independent student learning.
 - Consistently promoting cooperative and collaborative student learning.
 - Demonstrating essential teaching skills which include exposition, questioning, discussion, giving instructions and explanations and provides guidance to staff to implement.
 - Consistently striving to ensure participation of all students in the learning process.
 - Establishing structures and processes within the Faculty to achieve a productive and positive learning environment for all students.
 - Encouraging staff to foster and develop positive relationships between and with students.
 - Monitoring intervention strategies to assist students who are struggling.
 - Regularly monitoring, reviewing and responding to the effectiveness of the learning program.
 - Overseeing staff documentation to ensure they are keeping accurate and comprehensive records of student achievement and performance.
- Facilitates a positive and dynamic working environment for their staff by developing a team approach ensuring open communication, transparent and effective decision making and collaborative work practices by:
 - Building a team with common purpose on core teaching and learning issues and encouraging diversity of approach in other matters.
 - Ensuring Faculty staff maintain accurate student absentee records.
 - Expecting Faculty staff to maintain conduct, homework records and non-submission of work as required.
 - Ensuring staff provide meaningful reports on student progress for parents and caregivers.
 - Assisting with examination arrangements, both internal and external, as required.
 - Providing meaningful opportunities for staff to be involved in the promotion of educational opportunities.

Staff Performance and Development

- Supports and encourages professional learning by all staff members within the Faculty by:
 - Demonstrating a personal commitment to professional growth of all Faculty members
 - Maintaining an up-to-date knowledge of curriculum areas in which he/she practises.
 - Striving to improve skills and performance of all staff.
- Assisting the Principal and others as requested in the selection of suitable staff for the Faculty.
- Monitoring staff to assess when support is required and in what form.
- Providing timely and empathetic care for staff within the Faculty as appropriate.
- Assisting the Deputy Principal and Heads of Subschool in conducting Informal and Formal Appraisal of faculty staff, including:
 - The development of Key Performance Indicators.
 - Monitoring attendance, punctuality and preparation of staff.
 - Monitoring classroom interactions within the Faculty.
 - Developing regular conversations with staff about their approach to their work.
 - Outlining clearly the criteria upon which formal appraisal will be based.
 - Playing an effective role in formal appraisal.

Curriculum Leadership

- Develops and implements a balanced and future-focussed curriculum to meet the needs of all students, which is learner-centred and acknowledged as an excellent model of its kind, in line with Lindisfarne Anglican Grammar School, State and National policies by:
 - Consistently reinforcing current curriculum and promotes awareness of current trends in Education with staff.
 - Exploring and promoting innovative curriculum additions and/or changes.
 - Assisting promptly with the preparation and presentation of School curriculum documentation as required.
 - Continuing to update knowledge on particular subject areas.
- Ensuring that student assessments are valid, authentic and reported appropriately by enacting processes set up by the Deputy Principal, Dean of Studies or Heads of Subschool.
- Ensuring all curriculum deadlines are met; including, assessment schedules, assessment notifications, recording of marks, academic reporting (progressive and semester), collection of work samples, budgeting etc.
- Facilitating the productive use of Information Technology by consistently underlining and encouraging the importance of the use of emerging technologies to enhance learning.
- Overseeing the annual evaluation and modification of learning and teaching programs.
- Securing adequate resources for the Faculty and monitors their efficient utilisation.
- Constructing, negotiating and prioritising the Faculty budget to ensure efficient utilisation.
- Ensuring that the required curriculum documentation is complete and accurate, the syllabi and curriculum experiences are coordinated so that students progress seamlessly from one "level" of performance to the next.
- Clearly documenting any changes and/or updates required in the Scope and Sequence, Units of Work, teaching and learning practices.
- Incorporating into the Faculty's document and classroom practice, aspects of the New South Wales Curriculum that are most appropriate to give students a depth of understanding.
- Implementing and supporting all school policies and practices relevant to curriculum as they apply to the Faculty and specifically the following:
 - The utilisation of technologies within the Faculty's curriculum;
 - Implementation of reporting in compliance with the School's Assessment and Reporting Policy;
 - Implementation of Higher Order Thinking Skills to assist student learning;
 - Implementation of a Personalised Learning approach.
- Responding positively to parents' concerns when they are relevant to the Faculty's curriculum matters.

- Monitoring the progress of the Australian Curriculum and New South Wales Curriculum with relevance to the Faculty and keeps the Dean of Studies informed of likely changes or adjustments required.
- Establishing conditions that encourage and support innovation within the Faculty.
- Conducts regular Faculty Meetings (as per published schedule) which support staff in their development of effective teaching and learning strategies.
- Maintaining Minutes of Faculty Meetings and makes these available to the Deputy Principal and Dean of Studies.

Pastoral Care of Faculty Staff

- Provides timely and empathetic care for staff within the Faculty as appropriate.
- Develops a full awareness of the work health and safety issues and procedures including all compliance issues by:
 - Ensuring that staff check classrooms and other facilities used by students for safety and appropriate presentation.
 - Consistently reviewing, reflecting and actioning the development and maintenance of a safe and supportive environment for all members of the School.

Accountability to Students

- Establishes an overview of a pastoral framework for students in classes within Faculty area.
- Uses data to ensure all students within the faculty are appropriately catered for.
- Oversee the development of individual student learning plans.
- Is accessible to students and follows up student requests or complaints in a timely manner.
- Liaises with student pastoral carers regarding student issues.
- Ensures that Faculty staff are aware of specialist staff to assist them in support of students.
- Monitors teacher feedback to students.
- Provides systems to encourage and supervise students who are behind with work requirements.
- Supports staff in their management of students.
- Takes action to eliminate discrimination and harassment between and among students.

Accountability to Parents

- Prepares faculty staff for parent/teacher evenings anticipating challenging parent interviews.
- Proactively assists with appropriate parent/student curriculum evenings.
- Responds promptly and effectively to parent enquiries and concerns/complaints when they involve concerns about a teacher within Faculty.
- Monitors teacher feedback to parents.
- Consistently communicates and interacts positively and effectively with parents/caregivers and colleagues.

Strategic Planning

- In October each year, in consultation with the Deputy Principal, prepare a report on the current year's progress, challenges and achievements.
- In March each year present an updated Faculty Strategic Plan to the Deputy Principal, Heads of Subschool and Dean of Studies outlining the future development of the Faculty. This will identify key initiatives to be implemented over the next one to three years.
- In January each year, provide a written analysis and evaluation of the previous year's HSC results, with implications for teaching and learning.

Promotion and Publicity

- Represents the Faculty and participates in debate and discussion on matters presented to directors, as well as contributes to the broad curriculum overview of the School.
- Engenders engagement and interest in Faculty subjects amongst students.
- Maintains and develops the pursuit of enhancement and promotional programmes such as excursions, incursions, competitions, etc which give a public face to the study.

- Contributes in a timely way, items for various Schools' publications
- Attends Special Events as required by the school executive, including: Information sessions, Tours, Open Days, Assemblies, Presentation nights, co-curricular activities and camps.
- Writes promotional materials for the Faculty as appropriate.
- Speaks at both internal and external school events in promotion of the Faculty.

Other Duties

- Any other duties described by the Deputy Principal from time-to-time.
- KPI's as provided by the Deputy Principal as a consequence of any additional duties assigned.
- Attends regular meetings with the Deputy Principal as scheduled.

Special Requirements

Out of hours work will be expected.

Qualifications and Experience

- Significant experience teaching in the area of the Faculty
- NESAs Lead Teacher accreditation (or equivalent) (or working towards this)
- Appropriate Postgraduate tertiary qualifications

Key Competencies

- Superior leadership skills
- Superior organisational and collaborative abilities
- Excellent written and communication skills
- Exemplary teaching skills
- Superior problem solving skills

Personal Attributes

- Empathetic
- Reliable
- Thorough
- Patient
- Decisive

WORKPLACE HEALTH AND SAFETY

All staff are responsible for their own health and safety and for the health and safety of any other person around them. They have a responsibility to comply with all statutory health and safety rules applying to their position and must therefore:

- Read and understand all School Health and Safety regulations applying to their position.
- Develop an understanding of all emergency policies and procedures.
- Develops an understanding of all requirements of risk management.
- Encourages staff to ensure that the School environment is free from hazards and that any issues relevant to safety are reported upon.
- Comply with standard working practices to ensure all work is performed in a safe manner within the extent of their control over the work situation.
- Ensures that Faculty members are ready to implement relevant safety measures as required
- If within their authority to do so, take personal action to eliminate, avoid or minimise hazards of which they are aware.
- Comply with all workplace health and safety instructions.
- Make proper use of relevant safety devices and personal protective equipment.
- Seek information and advice where necessary before carrying out new or unfamiliar work.
- Maintain dress standards appropriate for the work being done and wear uniforms if supplied.

- Be familiar with emergency and evacuation procedures and the location, and use, of emergency equipment.
- Bring to the attention of their immediate Supervisor any sub-standard situation or procedure they observe.

PERFORMANCE INDICATOR

Areas of responsibility must be met as an indication of performance and failure to meet these may lead to a performance review.

Note: This Position Description must be read in conjunction with the full Strategic Intent document of the School.

The duties and responsibilities of the Director of Faculty may vary from time to time at the discretion of the Principal.

I have read and fully understand the contents of the Position Description.

Signed: _____

Date: ____ / ____ / ____