HEAD OF FACULTY – MATHEMATICS (TIER 3C)
ROLE STATEMENT

Lourdes Hill College exists to inspire young women to create a better world. It is a place of educational expertise and sound learning procedures where individual differences and the potential of each student are respected. Young women are given the opportunity to pursue academic excellence and personal fulfilment in a culturally rich environment. They are encouraged to seek for truth and human wisdom enlightened by Christian values within a Benedictine framework.

The Head of Faculty – Mathematics is accountable to the Principal through the Assistant Principal – Learning and Teaching for the programs of work, performance of staff and academic welfare of students in their area.

All Faculty Heads and Curriculum Leaders are members of the Curriculum Committee of the College. A major expectation of members of this committee is that they support and contribute to the promotion and implementation of the current strategic directions of the College.

The role of the Head of Faculty is to support the mission of the school through leadership of the learning and teaching program. This involves developing appropriate curriculum in line with national, state and local requirements; ensuring that appropriate pedagogies are developed at all levels; ensuring the quality of student learning and the effectiveness of teacher practice through appropriate supervision; utilising thorough analysis of current data to inform decisions; developing appropriate partnerships within and outside the school; and prudently administering available resources.

A Head of Faculty at Lourdes Hill College will demonstrate the following attributes:

a. A clear vision of and support for the school’s mission and its underlying values and ethos.

b. Leadership capacity – a broad vision that extends beyond subject boundaries, initiative, perseverance, acceptance of responsibility, effective organisational skills, ability to communicate appropriately and ability to foster cooperation and collegiality.

c. Ability to analyse school curriculum data to determine areas of success and areas for improvement and to develop plans to address these.

d. Success as a classroom teacher.

e. An appropriate level of professional qualification both formal and informal and/or relevant experience.

f. Professional activity through membership of professional associations and on-going professional development.

The Head of Faculty – Mathematics:
• develops and implements the Faculty vision within the ethos and the broad curriculum vision and the current strategic directions of the College
• prepares an Annual Report on the Faculty's participation in and contribution to the current strategic directions of the College as a means to inform an annual formative appraisal under the leadership of the Assistant Principal – Learning and teaching
• develops required work programs, in consultation with Faculty staff, and the national, state and local requirements, and oversees program implementation
• monitors student performance and progress
• mentors staff and monitors performance
• oversees the development of teaching/learning resources
• performs required administrative duties
• develops and implements an appropriate co-curricular program

Responsibilities and typical duties of the Head of Faculty include those of the classroom teacher and the following:

**Develops and implements the Faculty vision within the ethos and the broader curriculum goals and strategic directions of the College**

- to contribute to the leadership of the school through analysis of student performance data and addressing areas of concern through appropriate interventions
- to keep abreast of developments within the area of responsibility through on-going professional reading and research, and providing for the professional learning of staff in line with these developments
- to actively promote and pursue the overall curriculum goals and strategic directions of the College
- to actively seek to engage the Faculty with current developments in the academic area
- to articulate the vision of the Faculty
- to contribute promotional material for the College Newsletter on a roster basis, the six-monthly Link, the annual College Magazine and also through the Leadership Team to the local media
- to keep staff informed of current curriculum developments
- to support staff in their professional development
- to ensure that programs remain current and relevant to student needs
- to support and contribute to the development of middle school curriculum initiatives
- to work with the staff of the Faculty of Differentiated Learning and also the International Student Coordinator to develop and implement programs for students who have difficulty with their learning
- to actively support and implement collaborative initiatives to integrate digital learning practices in Mathematics from Year 7 to Year 12

**Develops required work programs in consultation with Faculty staff, and the QCAA and ACARA, and oversees program implementation**

- to write, or collaborate in the writing of, all required work programs within a framework based on the current strategic directions of the College and national, state and local requirements
- to work collaboratively with the Deputy Principal – Middle School to design and implement a formal program of NAPLAN preparation for Year 7, 8 and 9 students
- to work collaboratively with the Assistant Principal – Learning and Teaching to design and implement a formal program of QCS preparation
- to work with Middle School Theme Leaders to ensure optimum coverage of Faculty subjects within the connected approach to learning
- to ensure that the range of individual student abilities is catered for
• to prepare an Annual Report of Faculty initiatives within work programs to extend high achieving students as well as supporting all students within an approach that is grounded in the principles of differentiated learning
• to prepare an Annual Report of Faculty initiatives within work programs to promote and implement the “LHC Learning Framework” that is based on the Dimensions of Learning Curriculum Pedagogy
• to prepare an Annual Report of Faculty initiatives within work programs to promote and implement middle school initiatives, cross-curricular learning/teaching and assessment, and the integration of digital learning initiatives
• to oversee the process of Faculty meetings and subject team meetings so that communication is effective and goals and priorities are clear to all staff
• to encourage the professional sharing of appropriate teaching and learning strategies
• to ensure that appropriate risk management strategies and OH&S procedures are in place and implemented by staff
• to consult with the Assistant Principal – Learning and Teaching on proposed excursions and guest speakers
• to oversee the development and effectiveness of assessment tasks
• to moderate student results in consultation with the relevant staff
• to carry out all required procedures related to program accreditation according to national, state and local requirements

Monitors student performance and progress
• to coordinate assessment, moderation and reporting programs, and the keeping of appropriate records
• to supervise the quality of student learning through analysis of student performance data and addressing areas of concern through appropriate interventions
• to maintain an effective system for recording student results
• to ensure that all staff are clear on record keeping procedures and that these are adhered to
• to develop, in consultation with the Assistant Principal – Learning and Teaching, performance indicators to monitor the development of student outcomes over time
• to monitor the results of individual students to ensure that improvements can be tracked and their individual needs are met through modification of programs or strategies as required, in order to facilitate the maximum learning outcomes for all students
• to actively promote and support structures and processes to nurture a culture of academic mentoring for all students from Year 7 to Year 12
• to prepare an Annual Report of the translation of subject rank orders into scaled SAIs and OPs. This report will outline the calculation for each VHA student of their Z score in the exit rank order and then the conversion of this Z score into a scaled SAI and an OP via the subject QCS parameters
• to use the information in the Annual Report of OP and QCS outcomes to inform future curriculum planning to promote the OP contribution of Mathematics
• to promote discussions among students, parents and staff regarding the QCS and OP performance of their subjects
• to use the information from the NAPLAN test to promote ongoing discussion and review of the Mathematics curriculum

Mentors staff and monitors performance
• to supervise the quality of teaching practice through activities such as collegial planning, moderation, classroom observation, and facilitation of reflective teaching practice
• to engage in professional discourse with staff on an individual and Faculty basis through regular meetings
• to induct beginning and new teachers into the vision and procedures of the Faculty
to meet regularly with beginning teachers and observe their teaching to assist in their successful induction into the profession
• to ensure that the vision and procedures of the Faculty are clearly communicated
• to be familiar with the strengths and development needs of staff
• to draw on and develop the expertise of staff
• to monitor and assist teachers experiencing difficulty in the classroom so that they themselves work through complex issues to resolution
• to collaborate with the Deputy Principal – Mission in the appraisal process for Faculty staff
• to organise and oversee the work of support staff assigned to the Faculty
• to arrange and recommend professional development programs for staff
• to assist the Assistant Principal – Learning and Teaching with the allocation of timetabled classes

Oversees the development of learning/teaching resources
• to manage financial and material resources within the area of responsibility including the formulation of budgets and the expenditure of allocated funds
• to put forward a budget submission annually in line with the vision and developmental needs of the Faculty
• to determine the resources to be purchased through the library and to regularly evaluate and dispense with out-dated textbooks, replacing them with online resources
• to liaise with the Director of Information Services in relation to the effective use of textbooks
• to consult with appropriate resource staff on the acquisition of capital resources for the Faculty
• to manage the implementation of the Faculty budget

Performs administrative duties
• to ensure the accuracy of achievement data uploaded to the QCAA/ACARA via SDCS / SLIMS procedures
• to develop a Faculty handbook outlining the vision and procedures of the Faculty
• to ensure the ordinary maintenance of books, equipment and buildings and to report safety issues in writing to the OH&S Committee as required by the WOH&S provisions
• to organise procedures with regard to assessment setting and scheduling
• to ensure the integrity of all record keeping
• to ensure that all copyright law is adhered to
• to attend meetings and parent evenings as required by the Leadership Team

Develops and implements an appropriate communication and co-curricular program
• to regularly communicate with stakeholders about issues of legitimate interest and/or concern
• to develop opportunities for performance by students in subject related activities
• to co-ordinate performances/participation
• to encourage students and staff to participate in the co-curricular program

The Head of Faculty – Mathematics will also undertake any other duties that emerge/are directed by the Principal that pertain to the role.

Reporting Relationship
The Head of Faculty – Mathematics is responsible to the Assistant Principal – Learning and Teaching.

Conditions This is a position of Middle Leadership, currently at Tier 3C.