



HEAD OF CURRICULUM

POSITION DESCRIPTION, ROLES AND RESPONSIBILITIES

The Context

Arethusa College is an independent, co-educational school catering for students from Year 7 to Year 12. Arethusa College provides an alternative approach to education for students where previous schooling in a mainstream setting has not been successful due to social, emotional, physical, educational, familial or situational difficulties. The College believes that engagement in education has the potential to empower marginalised students.

Arethusa's holistic programs aim to re-engage and support students who are experiencing a wide range of risks, challenges and difficulties, aiming to establish a pathway to their employment. By providing flexible learning environments, with targeted and diverse curriculum programs, Arethusa College strives to support and develop its students, both physically, emotionally, socially, spiritually and academically. All programs are underpinned by elements of quality pedagogy, targeted literacy and numeracy development, 21st Century skills, design thinking and the development of responsible, global citizenship.

Arethusa College offers students an alternative approach to education, seeking to develop each student's core knowledge and skills; as well as guiding them to develop and achieve both personal and career goals. The College provides supportive and educational programs to assist students' social, emotional and physical health.

Mission and Values

Mission

Arethusa College is one school with many campuses that exist to reconnect disengaged students, by creating alternative educational communities that facilitate, 'Real Connections', 'Real Learning' & 'Real Futures'.

Values

Arethusa College is committed to creating a culture where we in practical ways 'Believe in our students', 'Where we Expect of them' and 'Where we Celebrate with them'.

The Role

The Head of Curriculum role is a unique opportunity to work within a Special Assistance School where individualised and personalised learning is prioritised for students who have previously disengaged from mainstream education. These students present with diverse learning needs and require interventions and adjustments to enable them to flourish and succeed. Involvement and participation in the pastoral care framework of the College, as well as in the co-curricular program, is an integral part of the Head of Curriculum's role.

This position works under the direction of the Executive Principal as part of the wider Campus team, towards whole of school inclusive education practices. The ideal candidate will have recent relevant experience within a school setting, be exceptionally caring and can develop an excellent rapport with staff, students, families and community members. They will be highly motivated, committed team players, with effective time management skills. They will be able to prioritise competing demands, seek assistance from team members when required and develop an effective working relationship with all staff. They will be familiar or willing to develop familiarity with funding applications, compliance documents and

accountability requirements, as well as having the skills to present and use data to inform teaching.

The role reports to the Executive Principal and requires close work with the Teachers, campus and cross campus teams to ensure the best outcomes for all students. The Head of Curriculum will need strong administrative, organisational and record keeping skills as well as high levels of confidentiality.

Arethusa College values the instrumental role the Head of Curriculum plays in supporting the quality of teaching and learning experiences for students. Students learn best when they are engaged by staff who are passionate about transforming lives through the power of education and lifelong learning.

The Head of Curriculum will be responsible for fulfilling the following duties and the delivery of the following key tasks:

Key Responsibilities

- Provide leadership in the pursuit of excellence in curriculum and quality pedagogical practices, consistent with the Australian Professional Standards for Teachers;
- Proactively promoting personal excellence in student academic performance through the provision of programs with appropriate academic challenge for each student;
- Encouraging teachers to create project-based learning opportunities that encourage higher order and creative thinking;
- Leading the implementation of all aspects of the curriculum including the preparation of work programmes, development of resource materials, monitoring of student progress, and the development of staff practices;
- Leading the department team in the implementation of the ongoing collaborative review of subject programs and practices;
- Providing a role model of a successful classroom teacher and challenging inappropriate classroom and pedagogical practises in teachers within the department;
- Ensuring that work programmes meet Australian Curriculum and QCAA course specifications, mandatory hours, assessment tasks, assessment criteria and accurate record keeping; the diversity of needs, interests and abilities of students;
- Coordinating assessment practices and procedures and ensuring these relate to, and enhance, the teaching-learning process;
- Overseeing assessment, and checking and supervising the setting and conduct of all common testing;
- Overseeing the process of preparing senior assessment for QCAA endorsement;
- Implementing formal cross-marking procedures and monitoring marking and the quality of student work, to ensure work programme requirements are followed, comparability between teachers is maintained and high standards are maintained and enhanced;
- Ensuring that reports are written in a professional manner, reflecting syllabus/program desired outcomes, and that subject teaches follow reporting processes;

HEAD OF CURRICULUM – POSITION DESCRIPTION, ROLES AND RESPONSIBILITIES

- Meeting regularly with staff to provide professional support, to communicate information or decisions from the College Leadership Team and various College committees or external agencies;
- Coordinating and overseeing the purchase, storage, use and maintenance of resources and equipment;
- Overseeing the selection and purchase of student and teacher texts and other resources material in consultation with teaching staff;
- Ensuring in collaboration with the Head of Transitions and teachers, that students and parents are provided with accurate and relevant subject information and guidance so they can make informed subject choices;
- Attend external Professional Development opportunities to stay abreast of current curriculum research and requirements;
- Investigate and develop additional subject offerings that could be provided to Senior and Middle School Students;
- Network with other SAS school teachers and curriculum leaders to stay informed regarding their practice and ideas; and
- Complete other duties that provide support for the campus under the direction of the Principal

Professional Development

- Keeping abreast of developments in the areas of contemporary curriculum leadership, learning and teaching through on-going professional reading and research
- Facilitating the professional development of staff through recommending suitable off-site-in service opportunities and encouraging teachers to share new learning;
- Providing support and encouragement to teachers in the development and implementation of a variety of best practice teaching and learning strategies;

Learning Environment

- Contribute to the development a classroom culture where all students are valued members of the group, and opportunities for the development of meaningful relationships are encouraged.
- Promoting responsible learning, where all students are encouraged to participate. Support the teacher in by reinforcing classroom rules and setting high expectations for student engagement in learning.

Curriculum Planning and Delivery

- Oversee and development of the overarching curriculum policies and documentation of the College
- Mapping of the Colleges Curriculum from Year 7-12

- Assist with the development of Curriculum Unit Plans and teaching resources to meet the needs of a diverse student body

Behaviour Support and Intervention

- Support consistent and clear behaviour expectations for all activities (inside and outside the classroom) using clear rules and routines
- Effectively use verbal and non-verbal communication strategies to encourage and motivate students to engage in the learning environment
- Support effective behaviour management practices aimed at maximising student engagement.
- Identify behaviour support needs for student and implement appropriate support strategies
- Proactively implement Restorative Practices through regular use of circle time, and restorative chats and conferences as required.

Pastoral Care

- Actively monitor student wellbeing, reporting concerns to the Principal
- Facilitate relevant campus-based programs designed to provide students with skills for social and emotional development, as well as Personal Development Programs.
- Deliver classroom activities that allow students the opportunity to further develop age-appropriate social and emotional skills.
- Maintain professional boundaries, seeking advice of the Principal where issues of pastoral care become more involved or complex.

Communication with Parents and Stakeholders

- Follow Arethusa College communication guidelines regarding the use of email for communication with parents.
- Keep accurate records of communication in line with Arethusa College policy and procedures.
- Demonstrate sensitivity, understanding, confidentiality and professionalism when communicating with parents.
- Maintain professional boundaries in all interactions with parents/carers.
- Establish and maintain respectful and cooperative relationships with parents/cares regarding their child's learning and overall well-being.

Health, Safety and Wellbeing

- Contribute to the welfare, health and safety of students including the delivery of first aid.
- Contribute to, complete, review and remain up to date regarding all relevant Risk Assessments, ensuring that all activities are carried out in accordance to these guidelines and standards.
- Maintain the classroom environment to a high standard regarding health and safety, including maintaining a hygienic learning environment

- Monitor, identify and report and proactively resolve issues of concerns regarding health and safety in the classroom and wider school environment.

Professional Learning

- Participate and engage in professional learning networks to broaden professional knowledge and improve on knowledge and skills for supporting students
- Participate in professional development learning opportunities

Professional Relationships

Maintain effective working relationships with other staff by;

- Working supportively and collaboratively to ensure the best learning opportunities for students.
- Maintain effective working relationships with various ACCO personnel including Campus Support Officers, Curriculum Coordinators, Policy and Risk Executive Director, Vet and Transitions Officer, Executive Principal and Inclusive Education Teachers, Enrolments Officer, Executives Assistant and other administrative staff through a cooperative approach by;
 - providing information in a timely manner
 - requesting assistance as required
 - actively seeking support
 - providing constructive feedback

Key Responsibilities

Consistent with the mission of Arethusa College:

1) Support strategic direction

Demonstrates a willingness to contribute to and support the overall strategic direction of Arethusa College, including the implementation of College policies and procedures.

2) Achieve results

Demonstrates an ability to complete tasks in a timely and efficient manner; ability to prioritise and manage multiple tasks; ability to carry out tasks as directed by the Executive Principal.

3) Promote a safe work environment

Promotes safe work practices by adhering to relevant health and safety policies and risk assessments; implements safety measures in daily tasks; proactive in identifying risks in the workplace and follows the appropriate procedures to ensure hazards, risks and incidents are reported according to Arethusa College policies and procedures.

4) Support productive working relationships

Operates as an effective team member; demonstrates an ability to contribute positively and collaboratively to the College culture; responds to the needs of other campus staff by providing assistance as required; demonstrates a willingness and

ability to foster working relationships with Arethusa College on the whole (i.e. other campuses, Business Hub)

5) Display personal drive and integrity

Ability to complete tasks correctly with limited supervision; commits energy and drive to see that goals are achieved to College standards; demonstrates integrity in interactions with others, in performing duties of the IESO role and supporting the College's mission.

6) Communicate effectively

Communicates both in writing and verbally in a clear, concise and professional manner with staff, students, parents/carers and other stakeholders; demonstrates sensitivity to matters of a confidential nature and handles these issues appropriately.

7) Restorative Practices

Work proactively to ensure and foster positive relationship between staff and students, whereby the key principles of Restorative Practices are valued and upheld.

Selection Criteria

1 Qualifications

- Post-Graduate qualifications in Education preferred.
- Queensland College of Teachers registration or eligibility to be registered

2 Pedagogy

- Knowledge of the Australian Curriculum
- Experience in Inquiry Based learning or Project Based learning will be well regarded

3 Student Focus

- The ability to support students in developing personal identity, values, a positive self-image, health and wellbeing, sound relationships and empathy with others.
- An awareness of students' special needs and the importance of the encouragement of developing a positive work ethic.
- Previous experience working with disengaged students will be an advantage.

4 Professionalism

- Ability to articulate and generate enthusiasm for learning and model the skills of a lifelong learner.
- The presentation of a professional, dedicated and inclusive attitude and demeanour always.
- Capacity to operate as a collaborative and team orientated person in a professional work environment.
- Demonstrated capacity to fulfil the key responsibilities of the position, accept direction, work efficiently and meet deadlines.
- Demonstrated engagement with ongoing professional development.

5 Communication Skills

- Well-developed communication and interpersonal skills, with an emphasis on building and maintaining quality relationships with all members of the College community.

6 Personal Characteristics

- Enthusiasm, initiative and a keen interest in working with students with learning challenges.
- A strong focus on achieving positive learning experiences and outcomes for students is required as well as flexibility and the ability to adapt and operate effectively in a demanding and changing environment.
- Willingness to actively participate in and support the co-curricular program of the College.

7 ICT Skills

- Familiarity with Microsoft Office Suite.
- Familiarity or the ability to become familiar with inclusive software and devices
- Competency with computer technology and a willingness to maintain and develop skills through professional development.

8 Spirituality

- An understanding of and respect for Christian values and demonstrable support for the College's ethos.