POSITION DESCRIPTION

Position name	**Head of Faculty - Humanities**
Employment status	Permanent, Full-time
Salary Allowance	8 Scotch Units
Load	Responsibility Load: 0.4fte / Teaching Load: 0.6fte
Line Manager	Head of Teaching and Learning
Key Relationships	Reporting to the Head of Teaching and Learning, the Head of Faculty - Humanities is the line manager of Humanities teachers in Middle and Senior School, and will need to maintain collaborative relationships with faculty staff, academic leaders, parents and external stakeholders.

Our Purpose:

Scotch College Adelaide is an ambitious and aspirational ELC to Year 12 learning community committed to knowing, nurturing and challenging every individual within our care. We exist to empower young people to transform their world and its future through extraordinary learning, wellbeing and life experiences.

Guided by our values of Courage, Integrity, Inclusivity and a Commitment to Tomorrow, we cultivate curious minds, strong character and meaningful connections. We believe education should inspire young people to understand themselves, engage deeply with others and contribute positively to a changing world.

As a community of learners, wellbeing underpins everything we do. We seek to create an environment in which students and staff alike can flourish, embrace challenge, and confidently navigate the opportunities and complexities of the future.

Position Objective: Why this role matters

The Head of Faculty – Humanities leads the vision, oversight and day-to-day management of Humanities so that all students have access to a rigorous and innovative program and have the capacity to achieve success through to their senior years. Leadership of the faculty calls for academic and technical leadership, staff leadership, and leadership of the discipline in the wider community. This includes the leadership of curriculum, a diverse and professional staff team, workplace health and safety, and professional learning and research, as well as representing the Faculty within the College and externally.

Position Overview: What this role will contribute

The Head of Faculty - Humanities is responsible for leading a faculty of several teachers. The role contributes academic and technical leadership of the Humanities curriculum, leads and develops faculty staff, and represents the discipline within the College and the wider community. Championing the implementation of innovative teaching practices to support the delivery of quality learning and educational outcomes is vital in this role.

Key Responsibility Areas:

1. Leading with Impact

- Lead and be accountable for all activities within the Humanities Faculty.
- Support and deliver on the strategic intent of Scotch College
- Imagine, develop and realise systems and cultures that foster exceptional outcomes for students and staff in curricular and cocurricular Humanities programs
- Model the values and behaviours that inspire quality professional practice in others
- Determine strategic and operational priorities for Humanities, in line with the College's vision and an aspiration for best practice in Humanities education.
- Commit to continuous professional learning and development as an educational leader.
- Represent the College and participate as a member of internal and external committees and organisations associated with humanities.
- Oversee and manage the faculty budget, in liaison with the Deputy Principal, Head of Teaching and Learning and the Chief Operating Officer.
- Be accountable for student achievement and growth in Humanities, including senior results, and lead the faculty's response where outcomes fall short of expectations.
- In collaboration with the Head of Teaching and Learning, engage in an annual review of faculty goals and targets, track and report on performance.

2. Leading curriculum and student assessment

- Promote and implement practices and initiatives that support and encourage the achievement of academic excellence and the all-round development of students.
- Maintain an up-to-date knowledge of national and international trends and developments in Humanities curriculum programs.
- Lead the collaboration of faculty staff to share ideas and consider new or potential curriculum opportunities in order that a dynamic and flexible educational offering is maintained, in line with the College's educational vision.
- Ensure that appropriate assessment plans and moderation tools are in place to meet ACARA and SACE requirements.
- Ensure that formative and summative assessment data is gathered in a timely and effective manner and oversee continuous reporting processes by all faculty members.
- Lead subject promotion, course design and pathway advice, including subject selection, so that students are well placed to engage with Humanities through to Stage 2.
- Coordinate the Humanities Faculty learning and assessment plans.
- Ensure that Humanities programs are inclusive and differentiated, so that students who require additional support and students who require extension and enrichment are both catered for.
- Utilise data analytics to enhance, inform and improve Humanities offerings.
- Collaborate with Heads of Faculty to develop and support innovative and rigorous transdisciplinary learning experiences.

3. Leading Others

- Assist with the recruitment, induction and appraisal process for direct reports, in liaison with the Head of Teaching & Learning and Director of People and Culture.
- Ensure that the performance of new Humanities staff is appropriately reviewed and evaluated during the probationary period and that effective feedback is provided to the new staff & the Deputy Principal, Director of Teaching & Learning within the probationary period.
- Lead, manage and coach staff to deliver outstanding Humanities outcomes for students.

- Support and encourage the ongoing professional development of Faculty staff.
- Identify and develop emerging leaders within the Humanities Faculty, providing opportunities to lead initiatives and planning for succession within the team.
- Lead regular Faculty meetings and workshops to plan and reflect upon Humanities programs.
- Conduct regular meetings and reviews with direct reports and provide regular feedback regarding performance, including formal appraisal or performance management.
- Observe classroom practice and lead evidence-informed improvement in teaching and learning across the faculty, including through peer observation and collaborative review of practice.
- Conduct professional reflections and reviews that provide timely and clear feedback to Faculty staff.
- Develop a collaborative and consultative decision-making culture to ensure the quality of Humanities programs.
- Contribute to staffing, class allocation and timetabling decisions for the Humanities Faculty, in liaison with the Head of Teaching and Learning, so that teaching expertise and workload are matched to student and curriculum needs.
- Role model and lead practices that prioritise the welfare, safety and wellbeing of self and others.
- Support the ongoing professional learning of direct reports, identifying suitable opportunities in line with College priorities.
- Ensure that the professional learning undertaken by Humanities staff is aligned with the College's strategic priorities and any specific goals identified during the performance management process in relation to the AITSL Standards.

4. Leading in the Community

- Communicate effectively with current and prospective students and families, staff and the wider College community through a breadth of channels.
- Be an active and visible presence in the broad life of the College including community events, co-curricular activities, functions and promotional activities.
- Work collaboratively with other middle leaders to build a rigorous and dynamic learning and cocurricular culture.
- Represent the College as an active member of broader educational communities and professional associations.
- Identify and foster partnerships with external organisations to support Humanities programs.
- Be an active contributor to the academic, cocurricular and wellbeing life of the College.

5. Work Health Safety and Wellbeing

The College is committed to providing and maintaining a safe, healthy and supportive environment for all employees, students, visitors and members of our community. This includes promoting both physical and psychosocial health and safety.

- Lead workplace health and safety within the Humanities Faculty, ensuring that hazards and incidents are identified, reported and managed, and promoting the physical and psychosocial wellbeing of faculty staff.
- Workplace health and safety is a shared responsibility. All employees are expected to take reasonable care of their own health and safety, including their physical and psychosocial wellbeing, and that of others in the workplace.
- Employees are expected to follow reasonable safety instructions, College procedures, training requirements and actively contribute to identifying, reporting and managing workplace incidents, hazards and risks.
- Everyone has a role to play in creating a positive safety culture. Employees are encouraged to speak up about safety concerns and opportunities for improvement.

Key Selection Criteria: Qualifications, Experience, Knowledge and Personal Attributes

Qualifications & Certifications

- Registration as a Teacher with the Teachers Registration Board of South Australia (TRB-SA).
- A degree in a Humanities discipline. A postgraduate degree in a Humanities discipline or Masters of Leadership is highly desirable.
- Recognition as a HAT or Lead Teacher is highly desirable.
- Attainment and maintenance of a valid Working with Children Check (WWCC).
- Attainment and maintenance of the 'Responding to Risk of Harm, Abuse and Neglect – Education and Care' (RRHAN-EC) qualification at the masterclass level.
- Attainment and maintenance of HLTAID012 'Provide First Aid in an Education and Care Setting' Certificate.
- Certification in the Department for Education's 'Protective Practices for staff in their interactions with children and young people' online training module.

Experience and knowledge

- Capacity to build partnerships with institutions and organisations beyond the school to provide real-world, high-level input into the Humanities programs.
- Demonstrated leadership experience and an acknowledged record as an outstanding educator.
- Experience on SACE assessment panels for Humanities, including moderation, marking, vetting or setting.
- Expertise in humanities curriculum with the ability and experience to teach at least one discipline to Stage 2
- Understanding of, and experience with, capabilities-based assessment.
- Thorough understanding of contemporary student welfare and wellbeing practices.
- Advanced skills across a wide range of educational technology solutions.
- Ability to translate strategic plans into operational priorities.
- Knowledge of budgetary and financial management processes.
- Awareness of, and willingness to comply with, relevant legislative requirements, including the 'Protective Practices for staff in their interactions with children and young people' guidelines and College policies and procedures.
- High level of digital capability with Microsoft and Apple software, particularly the Office 365 suite.

Personal attributes

- Proven ability to build and sustain authentic, productive relationships with students, staff and parents from diverse backgrounds.
- Excellent interpersonal, verbal and written communication skills, with the ability to listen, collaborate, motivate and influence across all areas and levels of a school community.
- Superior organisational skills, with self-motivation and initiative in setting goals, prioritising work and managing multiple tasks.
- Well-developed problem-solving skills and a record of creating innovative solutions.
- Personal resilience and commitment to lead an academic faculty with confidence, including providing technical leadership, leading and developing staff, and serving as a leader of the discipline in the wider community, which may occasionally require work outside usual school hours.
- A high degree of professional judgement and confidentiality.
- Proactive interest in innovative and emerging strategies and technologies.
- A personal commitment to lifelong learning.

Conditions of Employment:

- Must be eligible to work in Australia
- Must satisfy child protection screening and adhere to Scotch's Child Protection policy and procedures
- Position is employed under the terms and conditions of the Scotch College Adelaide Enterprise Agreement

Finally

No position description can capture the complexity of tasks within a College. Therefore, this position description should not be limiting and some flexibility is required when using it for reference. There will be other tasks, not described above, that may be given to this position from time-to-time. All positions evolve and change over time, and the College commits to regularly review and update position descriptions to accurately reflect the contribution of employees.

This role may require reasonable out of hours work. Scotch College respects employee's right to disconnect and will communicate with the incumbent regarding when out of hours work is anticipated and discuss reasonable ways to minimize disruption to personal life.

Scotch College is a child-safe organisation and committed to the safety and wellbeing of children and young people. We undertake appropriate screening and suitability assessments to determine the commitment of applicants to supporting child safety and wellbeing values in practice.